

# Progress Report Correlations (Literacy)

## Kindergarten

Foundational Skills

Language Skills

Speaking and Listening

Literature

Informational

Writing

## First Grade

Foundational Skills

Language Skills

Speaking and Listening

Literature

Informational

Writing

## Second Grade

Foundational Skills

Language Skills

Speaking and Listening

Literature

Informational

Writing

## Third Grade

Foundational Skills

Language Skills

Speaking and Listening

Literature

Informational

Writing

## Fourth Grade

Foundational Skills

Language Skills

Speaking and Listening

Literature

Informational

Writing

## Fifth Grade

Foundational Skills

Language Skills

Speaking and Listening

Literature

Informational

Writing

## Kindergarten:

These standards are assessed using a variety of assessment tools such as: DRA, Words Their Way Spelling Inventory, Foundations Unit Assessments, Running Records, Writing Rubrics, skills checklists, anecdotal notes, and student work samples

Kindergarten Foundational Skills	
Standard	Where Addressed on Report Card
<p><b>PRINT CONCEPTS</b> RF.K.1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> <li>A. Follow words from left to right, top to bottom, and page by page.</li> <li>B. Recognize that spoken words are represented in written language by specific sequences of letters.</li> <li>C. Understand that words are separated by spaces in print.</li> <li>D. Recognize and name all upper- and lowercase letters of the alphabet</li> </ul>	<p><b>Demonstrates understanding of concepts of print (e.g. left -right, one to one match, letter/word recognition)</b></p>
<p><b>PHONOLOGICAL AWARENESS</b> RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> <li>A. Recognize and produce rhyming words.</li> <li>B. Count, pronounce, blend, and segment syllables in spoken words.</li> <li>C. Blend and segment onsets and rimes of single-syllable spoken words.</li> <li>D. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> <li>E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</li> </ul>	<p><b>Demonstrates understanding of spoken words, syllables, and sounds</b></p>
<p><b>PHONICS AND WORD RECOGNITION</b> RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <ul style="list-style-type: none"> <li>A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.</li> <li>B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</li> <li>C. Read high-frequency and sight words with automaticity.</li> <li>D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).</li> </ul>	<p><b>Applies grade-level phonics and word analysis skills when decoding words.</b></p>
<p><b>FLUENCY</b> RF.K.4. Read emergent text with one-to-one correspondence to develop fluency and comprehension skills.</p> <ul style="list-style-type: none"> <li>A. Read emergent-readers with purpose and understanding.</li> <li>B. Read grade level text for purpose and understanding</li> </ul>	<p><b>Reads grade-level texts accurately and fluently to support comprehension</b></p>

## Kindergarten Language Skills

Standard	Where Addressed on Report Card
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Print many upper- and lowercase letters.</li> <li>B. Use frequently occurring nouns and verbs.</li> <li>C. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</li> <li>D. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).</li> <li>E. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).</li> <li>F. Produce and expand complete sentences in shared language activities.</li> </ul>	<p><b>Applies grade-level use of conventions (e.g. capitalization, punctuation, inventive spelling, and spaces between words)</b></p>
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Capitalize the first word in a sentence and the pronoun I.</li> <li>B. Recognize and name end punctuation.</li> <li>C. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>D. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	<p><b>Applies grade-level use of conventions (e.g. capitalization, punctuation, inventive spelling, and spaces between words)</b></p>
<p>L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <ul style="list-style-type: none"> <li>A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</li> <li>B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.</li> </ul>	<p><b>Actively engages in reading activities with purpose and understanding.</b></p>
<p>L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</li> <li>D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</li> </ul>	<p><b>Experiments with determining meaning of words using a variety of strategies.</b></p>
<p>L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p><b>Actively engages in reading activities with purpose and understanding.</b></p>

## Kindergarten Speaking and Listening

Standard	Where Addressed on Report Card
<p>SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 20px;">B. Continue a conversation through multiple exchanges.</p>	<p><b>Listens attentively.</b></p> <p>OR</p> <p><b>Communicates ideas effectively.</b></p> <p>OR</p> <p><b>Actively engages in reading activities with purpose and understanding.</b></p>
<p>SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.</p>	<p><b>Asks and answers questions about stories</b></p> <p>OR</p> <p><b>Asks and answers questions about informational texts</b></p>
<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><b>Asks and answers questions about stories</b></p> <p>OR</p> <p><b>Asks and answers questions about informational texts</b></p>
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p><b>Writes by using a combination of drawing, dictating, and writing to state an opinion.</b></p> <p>Or</p> <p><b>Writes by using a combination of drawing, dictating, and writing to supply information about a topic.</b></p> <p>Or</p> <p><b>Writes by using a combination of drawing, dictating, and writing to tell a story in sequence across pages.</b></p>
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p><b>Writes by using a combination of drawing, dictating, and writing to state an opinion.</b></p> <p>Or</p> <p><b>Writes by using a combination of drawing, dictating, and writing to supply information about a topic.</b></p> <p>Or</p> <p><b>Writes by using a combination of drawing, dictating, and writing to tell a story in sequence across pages.</b></p>
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p><b>Speaks clearly with appropriate volume.</b></p>

## Kindergarten Literature

Standard	Where Addressed on Report Card
RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).	<b>Asks and answers questions about stories</b>
RL.K.2. With prompting and support, retell familiar stories, including key details (e.g., who, what, where, when, why, how).	<b>Retells stories including key details</b>
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	<b>Retells stories including key details</b>
RL.K.4. Ask and answer questions about unknown words in a text.	<b>Asks and answers questions about stories</b>
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	<b>Actively engages in reading activities with purpose and understanding.</b>
RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>Demonstrates understanding of concepts of print (e.g. left -right, one to one match, letter/word recognition)</b>
RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	<b>Actively engages in reading activities with purpose and understanding.</b>
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>Actively engages in reading activities with purpose and understanding.</b>
RL.K.10. Actively engage in group reading activities with purpose and understanding.	<b>Actively engages in reading activities with purpose and understanding.</b>

## Kindergarten Informational

Standard	Where Addressed on Report Card
RI.K.1. With prompting and support, ask and answer questions about key details in a text.	<b>Asks and answers questions about informational texts</b>
RI.K.2. With prompting and support, identify the main topic and retell key details of a text	<b>Identifies the main topic and retells key details</b>
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Actively engages in reading activities with purpose and understanding</b>
RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.	<b>Asks and answers questions about informational texts</b>
RI.K.5. Identify the front cover, back cover, and title page of a book.	<b>Demonstrates understanding of concepts of print (e.g. left -right, one to one match, letter/word recognition)</b>
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	<b>Demonstrates understanding of concepts of print (e.g. left -right, one to one match, letter/word recognition)</b>
RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	<b>Actively engages in reading activities with purpose and understanding.</b>
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	<b>Actively engages in reading activities with purpose and understanding.</b>
RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>Actively engages in reading activities with purpose and understanding.</b>
RI.K.10. Actively engage in group reading activities with purpose and understanding.	<b>Actively engages in reading activities with purpose and understanding.</b>

Kindergarten Writing	
Standard	Where Addressed on Report Card
W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	<b>Writes by using a combination of drawing, dictating, and writing to state an opinion.</b>
W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	<b>Writes by using a combination of drawing, dictating, and writing to supply information about a topic</b>
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<b>Writes by using a combination of drawing, dictating, and writing to tell a story in sequence across pages.</b>
W.K.5. With guidance and support from adults, strengthen writing through response and self reflection using questions and suggestions from peers (e.g., adding details).	<b>Actively engages in writing activities with purpose and understanding</b>
W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>Actively engages in writing activities with purpose and understanding</b>
W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<b>Actively engages in writing activities with purpose and understanding</b>
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>Actively engages in writing activities with purpose and understanding</b>

# First Grade:

These standards are assessed using a variety of assessment tools such as: DRA, Words Their Way Spelling Inventory, Foundations Unit Assessments, Running Records, Writing Rubrics, skills checklists, anecdotal notes, and student work samples

First Grade Foundational Skills	
Standard	Where Addressed on Report Card
<p>Print Concepts</p> <p>RF.1.1. Demonstrate mastery of the organization and basic features of print including those listed under Kindergarten foundation skills.</p> <p>A. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p><b>Demonstrates understanding of concepts about print</b></p>
<p>RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</p> <p>A. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p><b>Demonstrates understanding of spoken words, syllables, and sounds</b></p>
<p>Phonics and Word Recognition</p> <p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).</p> <p>B. Decode regularly spelled one-syllable words.</p> <p>C. Know final -e and common vowel team conventions for representing long vowel sounds.</p> <p>D. Distinguish long and short vowels when reading regularly spelled one-syllable words.</p> <p>E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.</p>	<p><b>Applies grade-level phonics and word analysis skills when decoding words</b></p>
<p>Fluency</p> <p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text 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>	<p><b>Reads grade-level texts accurately and fluently to support comprehension</b></p>



## First Grade Language Skills

Standard	Where Addressed on Report Card
<p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Print all upper- and lowercase letters.</li> <li>B. Use common, proper, and possessive nouns.</li> <li>C. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).</li> <li>D. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).</li> <li>E. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).</li> <li>F. Use frequently occurring adjectives.</li> <li>G. Use frequently occurring conjunctions (e.g., and, but, or, so, because).</li> <li>H. Use determiners (e.g., articles, demonstratives). I. Use frequently occurring prepositions (e.g., during, beyond, toward).</li> <li>I. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	<p><b>Applies grade-level conventions of Standard English grammar, capitalization, punctuation, and spelling strategies (such as phonics, patterns, and sight words)</b></p>
<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Capitalize dates and names of people.</li> <li>B. Use end punctuation for sentences.</li> <li>C. Use commas in dates and to separate single words in a series.</li> <li>D. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>E. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	<p><b>Applies grade-level conventions of Standard English grammar, capitalization, punctuation, and spelling strategies (such as phonics, patterns, and sight words)</b></p>
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>A. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>B. Use frequently occurring affixes and inflection (e.g., -ed, -s, -ing, re-, un-, pre-, -ful, -less) as a clue to the meaning of a word.</li> <li>C. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul>	<p><b>Determines meanings of words using a variety of strategies</b></p>

<p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>B. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).</li> <li>C. Identify real-life connections between words and their use (e.g., note places at home that are cozy).</li> <li>D. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</li> </ul>	<p><b>Determines meanings of words using a variety of strategies</b></p>
<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).</p>	<p><b>Actively engages in reading activities with purpose and understanding</b></p>
<p><b>First Grade Speaking and Listening</b></p>	
<p><b>Standard</b></p>	<p><b>Where Addressed on Report Card</b></p>
<p>SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>C. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>	<p><b>Actively engages in reading activities with purpose and understanding</b></p>
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p><b>Asks and answers questions about stories</b></p>
<p>SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p><b>Asks and answers questions about informational texts</b></p>
<p>SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p><b>Adds details to strengthen writing</b></p>
<p>SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>Adds details to strengthen writing</b></p>
<p>SL.1.6. Produce complete sentences when appropriate to task and situation.</p>	<p><b>Applies grade-level conventions of Standard English grammar, capitalization, punctuation, and spelling strategies (such as phonics, patterns, and sight words)</b></p>

<b>First Grade Literature</b>	
<b>Standard</b>	<b>Where Addressed on Report Card</b>
RL.1.1. Ask and answer questions about key details in a text.	<b>Asks and answers questions about stories</b>
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>Retells stories and demonstrates understanding of author's central message or lesson</b>
RL.1.3. Describe characters, settings, and major event(s) in a story, using key details.	<b>Describes characters, settings, and major events in a story using key details.</b>
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	<b>Actively engages in reading activities with purpose and understanding</b>
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>Actively engages in reading activities with purpose and understanding</b>
RL.1.6. Identify who is telling the story at various points in a text	<b>Actively engages in reading activities with purpose and understanding</b>
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	<b>Describes characters, settings, and major events in a story using key details.</b>
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	<b>Describes characters, settings, and major events in a story using key details.</b>
RL.1.10. With prompting and support, read and comprehend stories and poetry at grade level text complexity or above.	<b>Reads grade-level texts accurately and fluently to support comprehension</b>

**First Grade Informational**

<b>Standard</b>	<b>Where Addressed on Report Card</b>
RI.1.1. Ask and answer questions about key details in a text.	<b>Asks and answers questions about informational texts</b>
RI.1.2. Identify the main topic and retell key details of a text.	<b>Identifies the main topic of a text and retells key details</b>
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	<b>Actively engages in reading activities with purpose and understanding</b>
RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>Asks and answers questions about informational texts</b>
RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<b>Uses text features to locate information (e.g., headings, table of contents, glossaries, captions)</b>
RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>Uses text features to locate information (e.g., headings, table of contents, glossaries, captions)</b>
RI.1.7. Use the illustrations and details in a text to describe its key ideas.	<b>Identifies the main topic of a text and retells key details</b>
RI.1.8. Identify the reasons an author gives to support points in a text and explain the application of this information with prompting as needed.	<b>Actively engages in reading activities with purpose and understanding</b>
RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<b>Actively engages in reading activities with purpose and understanding</b>
RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.	<b>Reads grade-level texts accurately and fluently to support comprehension</b>

<b>First Grade Writing</b>	
<b>Standard</b>	<b>Where Addressed on Report Card</b>
W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	<b>Writes opinion texts by stating opinion about a topic and supplying a reason for their opinion</b>
W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>Writes informative/ explanatory texts that include some facts based on their personal knowledge of the topic</b>
W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<b>Writes narrative texts that tell a sequenced story</b>
W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed.	<b>Adds details to strengthen writing</b>
W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>Actively engages in writing activities with purpose and understanding</b>
W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<b>Actively engages in writing activities with purpose and understanding</b>
W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	<b>Actively engages in writing activities with purpose and understanding</b>

## Second Grade:

These standards are assessed using a variety of assessment tools such as: DRA, Words Their Way Spelling Inventory, Reading Post Assessments (when applicable), Running Records, Writing Rubrics, skills checklists, anecdotal notes, and student work samples

Second Grade Foundational Skills	
Standard	Where Addressed on Report Card
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> <li>A. Know spelling-sound correspondences for common vowel teams.</li> <li>B. Decode regularly spelled two-syllable words with long vowels.</li> <li>C. Decode words with common prefixes and suffixes.</li> <li>D. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>E. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	<p><b>Applies grade-level phonics and word analysis skills when decoding words.</b></p>
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> <li>A. Read grade-level text with purpose and understanding.</li> <li>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</li> <li>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</li> </ul>	<p><b>Reads grade-level texts accurately and fluently to support comprehension.</b></p>
Second Grade Language Skills	
Standard	Where Addressed on Report Card
<p>L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>A. Use collective nouns (e.g., group).</li> <li>B. Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</li> <li>C. Use reflexive pronouns (e.g., myself, ourselves).</li> <li>D. Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> <li>E. Use adjectives and adverbs, and choose between them depending on what is to be modified.</li> <li>F. Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</li> </ul>	<p><b>Applies the grade-level conventions of standard English grammar and usage, capitalization, punctuation, and learned spelling strategies.</b></p>

<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>A. Capitalize holidays, product names, and geographic names.</li> <li>B. Use commas in greetings and closings of letters.</li> <li>C. Use an apostrophe to form contractions and frequently occurring possessives.</li> <li>D. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</li> <li>E. Consult print and digital resources, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	<p><b>Applies the grade-level conventions of standard English grammar and usage, capitalization, punctuation, and learned spelling strategies.</b></p>
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>A. Compare formal and informal uses of English.</li> </ul>	<p><b>Applies the grade-level conventions of standard English grammar and usage, capitalization, punctuation, and learned spelling strategies.</b></p>
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ul style="list-style-type: none"> <li>A. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</li> <li>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</li> <li>D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</li> <li>E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>	<p><b>Determines the meanings of words using a variety of strategies (e.g., shades of meaning among closely related verbs and adjectives).</b></p>
<p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</li> <li>B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul>	<p><b>Determines the meanings of words using a variety of strategies (e.g., shades of meaning among closely related verbs and adjectives).</b></p>
<p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).</p>	<p><b>Actively engages in reading activities with purpose and understanding.</b></p>

## Second Grade Speaking and Listening

Standard	Where Addressed on Report Card
<p>SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"><li>A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li><li>B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.</li><li>C. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li></ul>	<p><b>Actively engages in reading activities with purpose and understanding.</b></p>
<p>SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p>	<p><b>Actively engages in reading activities with purpose and understanding.</b></p>
<p>SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p><b>Actively engages in reading activities with purpose and understanding.</b></p>
<p>SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>	<p><b>Actively engages in writing activities with purpose and understanding.</b></p>
<p>SL.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.</p>	<p><b>Strengthens writing as needed by revising and editing</b></p>
<p>SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>Applies the grade-level conventions of standard English grammar and usage, capitalization, punctuation, and learned spelling strategies.</b></p>





## Second Grade Literature

Standard	Where Addressed on Report Card
RL.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>Asks and answers questions about stories using details from the text.</b>
RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.	<b>Retells stories and demonstrates an understanding of the author's message, lesson, or moral.</b>
RL.2.3. Describe how characters in a story respond to major events and challenges using key details.	<b>Describes how characters in a story respond to major events and challenges.</b>
RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	<b>Actively engages in reading activities with purpose and understanding.</b>
RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action identifying how each successive part builds on earlier sections.	<b>Actively engages in reading activities with purpose and understanding.</b>
RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	<b>Actively engages in reading activities with purpose and understanding.</b> And <b>Reads grade level texts accurately and fluently to support comprehension.</b>
RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	<b>Actively engages in reading activities with purpose and understanding.</b> And <b>Describes how characters in a story respond to major events and challenges.</b>
RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	<b>Compares and contrasts characters and events within a text and between texts.</b>
RL.2.10. Read and comprehend literature, including stories and poetry, at grade level text complexity or above with scaffolding as needed.	<b>Reads grade level texts accurately and fluently to support comprehension.</b>

## Second Grade Informational

Standard	Where Addressed on Report Card
RI.2.1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	<b>Asks and answers questions about informational texts using details from the text.</b>
RI.2.2. Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<b>Determines the main topic of a text as well as the focus of specific sections within the text.</b>
RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	<b>Actively engages in reading activities with purpose and understanding.</b>
RI.2.4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	<b>Determines the meanings of words using a variety of strategies (e.g., shades of meaning among closely related verbs and adjectives).</b>
RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently	<b>Uses text features to locate key information (e.g. captions, bold print, index).</b>
RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<b>Determines the main topic of a text as well as the focus of specific sections within the text.</b>
RI.2.7. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	<b>Actively engages in reading activities with purpose and understanding.</b>
RI.2.8. Describe and identify the logical connections of how reasons support specific points the author makes in a text.	<b>Actively engages in reading activities with purpose and understanding.</b>
RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.	<b>Compares and contrasts points presented by two texts on the same topic.</b>
RI.2.10. Read and comprehend informational texts, including history/social studies, science, and technical texts, at grade level text complexity proficiently with scaffolding as needed.	<b>Reads grade-level texts accurately and fluently to support comprehension.</b>

## Second Grade Writing

Standard	Where Addressed on Report Card
W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion.	<b>Writes opinion pieces that include: an introduction, a statement of opinion, connection of ideas using linking words, and a concluding statement.</b>
W.2.2. Write informative/explanatory texts in which they introduce a topic, use evidence-based facts and definitions to develop points, and provide a conclusion.	<b>Writes informative/ explanatory texts that include: an introduction, supporting facts and definitions, and a concluding statement.</b>
W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	<b>Writes narrative texts that recount a sequenced event, use details to describe actions, thoughts, and feelings and provide a sense of closure.</b>
W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.	<b>Strengthens writing as needed by revising and editing.</b>
W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>Actively engages in writing activities with purpose and understanding.</b>
W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	<b>Actively engages in writing activities with purpose and understanding.</b>
W.2.8. Recall information from experiences or gather information from provided sources to answer a question.	<b>Actively engages in writing activities with purpose and understanding.</b>

# Third Grade:

These standards are assessed using a variety of assessment tools such as: DRA and/or Teachers College Benchmark Assessment, Words Their Way Spelling Inventory, Reading Post Assessments, Running Records, Writing Rubrics, skills checklists, anecdotal notes, and student work samples

Third Grade Foundational Skills	
Standard	Where Addressed on Report Card
<p>RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>B. Decode words with common Latin suffixes.</p> <p>C. Decode multisyllable words.</p> <p>D. Read grade-appropriate irregularly spelled words.</p>	<p><b>Knows and applies grade-level phonics and word analysis skills when reading and writing.</b></p>
<p>RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Reads grade-level texts accurately and fluently to support comprehension</b></p>
Third Grade Language Skills	
Standard	Where Addressed on Report Card
<p>L.3.1. Demonstrate command of the conventions of standard English 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>G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. H. Use coordinating and subordinating conjunctions.</p> <p>I. Produce simple, compound, and complex sentences.</p>	<p><b>Applies grade-level conventions of standard English grammar and usage, capitalization, punctuation, and spelling (applies learned strategies and patterns).</b></p>

<p>L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Capitalize appropriate 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><b>Applies grade-level conventions of standard English grammar and usage, capitalization, punctuation, and spelling (applies learned strategies and patterns).</b></p>
<p>L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases for effect.</p> <p>B. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p><b>Applies grade-level conventions of standard English grammar and usage, capitalization, punctuation, and spelling (applies learned strategies and patterns).</b></p>
<p>L.3.4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</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><b>Applies strategies to determine the meaning of words and phrases in a text.</b></p>
<p>L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>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).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>	<p><b>Applies strategies to determine the meaning of words and phrases in a text.</b></p>
<p>L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).</p>	<p><b>Demonstrates an understanding of grade-level reading concepts taught.</b></p>

### Third Grade Speaking and Listening

Standard	Where Addressed on Report Card
<p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>	<p><b>Demonstrates an understanding of grade-level reading concepts taught.</b></p>
<p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p><b>Demonstrates an understanding of grade-level reading concepts taught.</b></p>
<p>SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p><b>Demonstrates an understanding of grade-level reading concepts taught.</b></p>
<p>SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p><b>Writes for specific tasks and purposes.</b></p>
<p>SL.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p><b>Produces and strengthens writing by planning, revising, editing, collaborating with others, and using technology.</b></p>
<p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p><b>Applies grade-level conventions of standard English grammar and usage, capitalization, punctuation, and spelling (applies learned strategies and patterns).</b></p>

<b>Third Grade Literature</b>	
<b>Standard</b>	<b>Where Addressed on Report Card</b>
RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Asks and answers questions by referring explicitly to the text.</b>
RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.	<b>Retells stories to determine the lesson or theme using key details from the text.</b>
RL.3.3. Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.	<b>Describes in detail the characters in a story and how they contribute to the plot.</b>
RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	<b>Applies strategies to determine the meaning of words and phrases in a text.</b>
RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RL.3.7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RL.3.8. (Not applicable to literature)	
RL.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	<b>Compares, contrasts, and reflects on stories (ex. theme, settings, plots) written by the same author.</b>
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	<b>Reads grade-level texts accurately and fluently to support comprehension</b>

### Third Grade Informational

Standard	Where Addressed on Report Card
RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	<b>Asks and answers questions by referring explicitly to the text.</b>
RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.	<b>Uses text evidence to determine the main idea and supporting details.</b>
RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	<b>Applies strategies to determine the meaning of words and phrases in a text.</b>
RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	<b>Uses text features to locate key information and support comprehension.</b>
RI.3.6. Distinguish their own point of view from that of the author of a text.	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	<b>Uses text features to locate key information and support comprehension.</b>
RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.	<b>Describes the overall text structure to support the points the author makes.</b>
RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.	<b>Compares ,contrasts, and reflects on main idea and key details across two texts on the same topic.</b>
RI.3.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<b>Reads grade-level texts accurately and fluently to support comprehension.</b>



<b>Third Grade Writing</b>	
<b>Standard</b>	<b>Where Addressed on Report Card</b>
<p>W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>B. Provide reasons that support the opinion.</p> <p>C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>D. Provide a conclusion.</p>	<p><b>Writes opinion pieces on topics or texts that include: an introduction, supporting reasons, linking words, and a conclusion.</b></p>
<p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support 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 conclusion.</p>	<p><b>Writes informative/explanatory texts that include: an introduction, text features, provide facts and details to develop ideas, linking words/phrases, and a conclusion.</b></p>
<p>W.3.3. Write narratives to develop real or imagined experiences or events using narrative 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>	<p><b>Writes narrative texts that introduce the situation and characters, tell events in natural sequence, use dialogue, description, transition words/phrases, and provide a closing.</b></p>
<p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>Produces and strengthens writing by planning, revising, editing, collaborating with others, and using technology.</b></p>
<p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>Produces and strengthens writing by planning, revising, editing, collaborating with others, and using technology.</b></p>

<p>W.3.6. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p>	<p><b>Produces and strengthens writing by planning, revising, editing, collaborating with others, and using technology.</b></p>
<p>W.3.7. Conduct short research projects that build knowledge about a topic.</p>	<p><b>Writes for specific tasks and purposes.</b></p>
<p>W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p><b>Writes for specific tasks and purposes.</b></p>
<p>W.3.9. (Begins in grade 4)</p>	
<p>W.3.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Writes for specific tasks and purposes.</b></p>

## Fourth Grade:

These standards are assessed using a variety of assessment tools such as: DRA and/or Teachers College Benchmark Assessment, Words Their Way Spelling Inventory, Reading Post Assessments, Running Records, Writing Rubrics, skills checklists, anecdotal notes, and student work samples

Fourth Grade Foundational Skills	
Standard	Where Addressed on Report Card
<p>RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>Knows and applies grade-level phonics and word analysis skills when reading and writing.</b></p>
<p>RF.4.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p><b>Reads grade-level texts accurately and fluently to support comprehension</b></p>
Fourth Grade Language Skills	
Standard	Where Addressed on Report Card
<p>L.4.1. Demonstrate command of the conventions of standard English 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 tenses.</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>F. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>G. Correctly use frequently confused words (e.g., to, too, two; there, their).</p>	<p><b>Applies grade-level conventions of standard English grammar and usage, capitalization, punctuation, and spelling (applies learned strategies and patterns).</b></p>

<p>L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use correct capitalization. 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>Applies grade-level conventions of standard English grammar and usage, capitalization, punctuation, and spelling (applies learned strategies and patterns).</b></p>
<p>L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Choose words and phrases to convey ideas precisely.</p> <p>B. Choose punctuation for effect.</p> <p>C. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>	<p><b>Applies grade-level conventions of standard English grammar and usage, capitalization, punctuation, and spelling (applies learned strategies and patterns).</b></p>
<p>L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</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><b>Applies strategies to determine the meaning of words and phrases in a text (e.g. simple similes, metaphors, idioms).</b></p>
<p>L.4.5. 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>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p><b>Applies strategies to determine the meaning of words and phrases in a text (e.g. simple similes, metaphors, idioms).</b></p>
<p>L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)</p>	<p><b>Demonstrates an understanding of grade-level reading concepts taught.</b></p>

### Fourth Grade Speaking and Listening

Standard	Where Addressed on Report Card
<p>SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p><b>Demonstrates an understanding of grade-level reading concepts taught.</b></p>
<p>SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<p><b>Demonstrates an understanding of grade-level reading concepts taught.</b></p>
<p>SL.4.3. Identify the reasons and evidence a speaker provides to support particular points</p>	<p><b>Demonstrates an understanding of grade-level reading concepts taught.</b></p>
<p>SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>Writes for specific tasks, purpose, and audience.</b></p>
<p>SL.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. .</p>	<p><b>Produces and strengthens writing by planning, revising, editing, collaborating with others, and using technology.</b></p>
<p>SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</p>	<p><b>Applies grade-level conventions of standard English grammar and usage, capitalization, punctuation, and spelling (applies learned strategies and patterns).</b></p>

**Fourth Grade Literature**

<b>Standard</b>	<b>Where Addressed on Report Card</b>
RL.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<b>Refers to details and examples from the text to demonstrate literal and inferential understanding.</b>
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	<b>Summarizes texts to demonstrate understanding of the theme.</b>
RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	<b>Describes various story elements (characters, setting, events) in depth, using specific details.</b>
RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.	<b>Applies strategies to determine the meaning of words and phrases in a text (e.g. simple similes, metaphors, idioms).</b>
RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RL.4.6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RL.4.7. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RL.4.8. (Not applicable to literature)	
RL.4.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge, genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	<b>Compares, contrasts, and reflects on the treatment of similar themes and topics.</b>
RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	<b>Reads grade-level texts accurately and fluently to support comprehension.</b>

### Fourth Grade Informational

Standard	Where Addressed on Report Card
RI.4.1. Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<b>Summarizes a text with details and examples to demonstrate understanding of the main idea.</b>
RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	<b>Summarizes a text with details and examples to demonstrate understanding of the main idea.</b>
RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	<b>Applies strategies to determine the meaning of words and phrases in a text (e.g. simple similes, metaphors, idioms).</b>
RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	<b>Explains the overall structure of a text as well as the structures of parts of a text.</b>
RI.4.6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	<b>Interprets and explains how text features support comprehension.</b>
RI.4.8. Explain how an author uses reasons and evidence to support particular points in a text.	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RI.4.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Integrates and reflects on information from two texts on the same topic.</b>
RI.4.10. By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<b>Reads grade-level texts accurately and fluently to support comprehension</b>

<b>Fourth Grade Writing</b>	
<b>Standard</b>	<b>Where Addressed on Report Card</b>
<p>W.4.1. 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 from texts and/or other sources.</p> <p>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>D. Provide a conclusion related to the opinion presented.</p>	<p><b>Writes opinion pieces on topics or texts that include: an introduction, organizational structure, supporting reasons, linking words, and a conclusion.</b></p>
<p>W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information or explanation presented.</p>	<p><b>Writes informative/explanatory texts clearly that include: an introduction, groups related ideas, text features, provides facts and details to develop ideas, linking words/phrases, and a conclusion.</b></p>
<p>W.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>C. Use a variety of transitional words and phrases to manage the sequence of events.</p> <p>D. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>E. Provide a conclusion that follows from the narrated experiences or events.</p>	<p><b>Writes narrative texts that introduce the situation and characters, tell events in natural sequence, use dialogue, description, sensory details, transition words/phrases, and provide a closing.</b></p>



<p>W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>Produces, strengthens, and publishes writing by planning, revising, editing, drawing evidence from text, collaborating with others, and using technology.</b></p>
<p>W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p><b>Produces, strengthens, and publishes writing by planning, revising, editing, drawing evidence from text, collaborating with others, and using technology.</b></p>
<p>W.4.6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>	<p><b>Produces, strengthens, and publishes writing by planning, revising, editing, drawing evidence from text, collaborating with others, and using technology.</b></p>
<p>W.4.7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p>	<p><b>Writes for specific tasks, purpose, and audience.</b></p>
<p>W.4.8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p><b>Writes for specific tasks, purpose, and audience.</b></p>
<p>W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.  A. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).  B. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).</p>	<p><b>Produces, strengthens, and publishes writing by planning, revising, editing, drawing evidence from text, collaborating with others, and using technology.</b></p>
<p>W.4.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Writes for specific tasks, purpose, and audience.</b></p>

## Fifth Grade:

These standards are assessed using a variety of assessment tools such as: DRA and/or Teachers College Benchmark Assessment, Words Their Way Spelling Inventory, Reading Post Assessments, Running Records, Writing Rubrics, skills checklists, anecdotal notes, and student work samples

### Fifth Grade Foundational Skills

Standard	Where Addressed on Report Card
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p><b>Knows and applies grade-level phonics and word analysis skills when reading and writing.</b></p>
<p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>	<p><b>Reads grade-level texts accurately and fluently to support comprehension</b></p>

### Fifth Grade Language Skills

Standard	Where Addressed on Report Card
<p>L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>B. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</p> <p>C. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>D. Recognize and correct inappropriate shifts in verb tense.</p> <p>E. Use correlative conjunctions (e.g., either/or, neither/nor).</p>	<p><b>Applies grade-level conventions of standard English grammar and usage, capitalization, punctuation, and spelling (applies learned strategies and patterns).</b></p>

<p>L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>A. Use punctuation to separate items in a series.</p> <p>B. Use a comma to separate an introductory element from the rest of the sentence.</p> <p>C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</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><b>Applies grade-level conventions of standard English grammar and usage, capitalization, punctuation, and spelling (applies learned strategies and patterns).</b></p>
<p>L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>	<p><b>Applies grade-level conventions of standard English grammar and usage, capitalization, punctuation, and spelling (applies learned strategies and patterns).</b></p>
<p>L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p><b>Applies strategies to determine the meaning of words and phrases in a text (e.g. figurative language).</b></p>
<p>L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figurative language, including similes and metaphors, in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>	<p><b>Applies strategies to determine the meaning of words and phrases in a text (e.g. figurative language).</b></p>
<p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p><b>Demonstrates an understanding of grade-level reading concepts taught.</b></p>

## Fifth Grade Speaking and Listening

Standard	Where Addressed on Report Card
<p>SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material 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>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p><b>Demonstrates an understanding of grade-level reading concepts taught.</b></p>
<p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>	<p><b>Demonstrates an understanding of grade-level reading concepts taught.</b></p>
<p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence</p>	<p><b>Demonstrates an understanding of grade-level reading concepts taught.</b></p>
<p>SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	<p><b>Writes for specific tasks, purpose, and audience.</b></p>
<p>SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p><b>Produces, strengthens, and publishes writing by planning, revising, editing, rewriting, drawing evidence from text, collaborating with others, and using technology.</b></p>
<p>SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>	<p><b>Applies grade-level conventions of standard English grammar and usage, capitalization, punctuation, and spelling (applies learned strategies and patterns).</b></p>

## Fifth Grade Literature

Standard	Where Addressed on Report Card
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<b>Quotes accurately from a text and makes connections to demonstrate literal and inferential understanding.</b>
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.	<b>Determines key details to identify the theme and summarize the text.</b>
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<b>Compares and contrasts story elements (characters, setting, events) using text evidence.</b>
RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<b>Applies strategies to determine the meaning of words and phrases in a text (e.g. figurative language).</b>
RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RL.5.8. (Not applicable to literature)	
RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	<b>Compares, contrasts, and reflects on stories in the same genre on their approaches to similar themes, topics, and patterns of events.</b>
RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.	<b>Reads grade-level texts accurately and fluently to support comprehension.</b>

**Fifth Grade Informational**

<b>Standard</b>	<b>Where Addressed on Report Card</b>
RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.	<b>Quotes accurately from a text and makes connections to demonstrate literal and inferential understanding.</b>
RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	<b>Summarizes a text to demonstrate understanding of two or more main ideas.</b>
RI.5.3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RI.5.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	<b>Applies strategies to determine the meaning of words and phrases in a text (e.g. figurative language).</b>
RI.5.5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	<b>Compares and contrasts the overall organizational structure in two or more texts.</b>
RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	<b>Integrates and reflects on information from several texts on the same topic.</b>
RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	<b>Demonstrates an understanding of grade-level reading concepts taught.</b>
RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.	<b>Integrates and reflects on information from several texts on the same topic.</b>
RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.	<b>Reads grade-level texts accurately and fluently to support comprehension</b>

## Fifth Grade Writing

Standard	Where Addressed on Report Card
<p>W.5.1. 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 from text(s), quote directly from text when appropriate.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>D. Provide a conclusion related to the opinion presented.</p>	<p><b>Writes opinion pieces on topics or texts that include: an introduction, organizational structure, logically ordered reasons, linking words, and a conclusion.</b></p>
<p>W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. ]</p> <p>C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E. Provide a conclusion related to the information of explanation presented.</p>	<p><b>Writes informative/explanatory texts clearly that include: an introduction, groups related information logically, text features, provides facts and details to develop ideas, linking words/phrases, and a conclusion.</b></p>
<p>W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the 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>	<p><b>Writes narrative texts that introduce the situation and characters, tell events in natural sequence, use narrative technique (dialogue, description, pacing), transition words/phrases, and provide a closing.</b></p>

<p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p><b>Produces, strengthens, and publishes writing by planning, revising, editing, rewriting, drawing evidence from text, collaborating with others, and using technology.</b></p>
<p>W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p><b>Produces, strengthens, and publishes writing by planning, revising, editing, rewriting, drawing evidence from text, collaborating with others, and using technology.</b></p>
<p>W.5.6. With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>	<p><b>Produces, strengthens, and publishes writing by planning, revising, editing, rewriting, drawing evidence from text, collaborating with others, and using technology.</b></p>
<p>W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.</p>	<p><b>Writes for specific tasks, purpose, and audience.</b></p>
<p>W.5.8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	<p><b>Writes for specific tasks, purpose, and audience.</b></p>
<p>W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).</p>	<p><b>Produces, strengthens, and publishes writing by planning, revising, editing, rewriting, drawing evidence from text, collaborating with others, and using technology.</b></p>
<p>W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><b>Writes for specific tasks, purpose, and audience.</b></p>