

North Caldwell Public Schools
English Language Arts
Curriculum Grades K-6



Board Approval:
July 17, 2018

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New Jersey Student Learning Standards Overview

New Jersey Student Learning Standards

The New Jersey Student Learning Standards for English Language Arts (ELA) build on the best of existing standards and reflect the skills and knowledge students need to succeed in college, career, and life.

The ELA Standards were revised in 2016, with the recommendations of teams of teachers, parents, administrators, supervisors and other stakeholders and reflect the strong beliefs that

- Literature and informational (nonfiction) text are important for our students and should maintain their rightful place in our classrooms;
- Background knowledge and motivation are critical to the success of students when learning to read and when accessing complex text;
- Research by students provides the opportunity to learn more about a subject, but equally as important, provides students the opportunity to look beyond their research to questions left unanswered (new avenues for student research);
- Using evidence remains a critical skill, interspersed throughout the standards, allowing students to ground their thinking in the work of authors and experts in literature and in the content areas;
- Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representations, and power of language inherent in the work of scholars and experts, and
- The importance of foundational skills in the early grades, as students learn to read, cannot be overstated and calls for targeted, sustained intervention at any point of struggle for a student.

Vision

The North Caldwell Public Schools “balanced literacy” approach relies on the belief that all students will exhibit literacy proficiency. Furthermore, our methods throughout this approach support a love of reading and writing through authentic experiences in the classroom and at home.

Balanced literacy incorporates all reading approaches realizing students need to use multiple strategies to become proficient readers. Balanced literacy combines phonological awareness, phonemic awareness, word study, vocabulary and reading comprehension strategies.

The reading, writing, speaking and listening portions involve modeled, guided, shared, and independent practice through daily lessons using the gradual release method. With this “I do, we do, you do” approach, students benefit from experiencing a new concept with the help of their teachers and peers before practicing independently. By scaffolding instruction in this way, the teacher can work with each student individually to identify their abilities and bring them to a deeper level of understanding.

Interdisciplinary Connections

Literacy must be recognized and guided in content areas so that students recognize the academic vocabulary, media representation, and power of language inherent in the work of scholars and experts.

Each grade level's units of study alternate between fiction and non-fiction. The non-fiction units support the science and social studies standards for that grade level. Students are exposed to other subject areas through their literacy experiences.

Science, social studies, and language arts should complement each other as often as possible. Students will benefit from this cross-curricular relationship as they learn more about the world through exploration, research, and collaboration.

Integration of Technology Standards

In this ever-changing digital world our students must be able to use technology to live, solve problems and continue to learn throughout their lives. Technology empowers students with real-world data, tools, experts and global outreach to actively engage in solving meaningful problems in all areas of their lives. Technology supports all curricular areas and multiple levels of mastery for all students.

Language Arts Curriculum K-6

Aligned to the Common Core Standards

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Approved: 2-28-2012

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Language Arts Alignment to the Core State Standards

Language Arts is an integrated subject in which topics and lessons should be continually re-visited and adjusted as needed throughout the year. The following chart is a guide to when each standard could be addressed and/or introduced. The monthly timeline is flexible; however, all standards must be completed by the end of the school year.

KINDERGARTEN - CURRICULUM AND SEQUENCE OF CONTENT & SKILLS

SKILLS	SEPT	OCT	NOV	DEC	JAN
READING	RLK.1, RIK.1 -Ask and answer questions about key details in a text. RIK.5 -Identify the front cover back cover and title page of a book. RLK.10, RIK.10 -Engage in group reading activities with purpose and understanding. RFK.1d -Recognize and name all uppercase letters of the alphabet. RFK.2c Blend and segment onsets and rimes of single-syllable spoken words. RFK.3a Identify, produce and demonstrate the primary sound of consonant letters. RFK.3b -Associate long and short sounds with common spellings for 1 out of 5 vowels. RFK.3c Identify High Frequency words. RFK.4 Read emergent reader text with purpose and understanding.	RLK.5 -Recognize common types of text-e.g. story books, poems. RLK.2, -Retell familiar stories including key details. RIK.2 -identify main topics and retell key details of a text. RFK.2d -Isolate and pronounce the initial, medial vowel, and final sound in CVC words. RFK1.d -Recognize and name all uppercase and lowercase letters of the alphabet. RFK.3a -Demonstrate 1:1 letter sound correspondence by producing primary or most frequent sound for each consonant. RFK.3b -Associate long and short sounds with common spellings for 2 out of 5 vowels. RFK.3c -Read common High Frequency Words by sight.	RIK.3 -Describe connection between 2 individual's events, ideas or pieces of information in a text. RLK.3, -Identify characters setting and major events in a story. RFK1.d -Recognize and name all uppercase and lowercase letters of the alphabet. RFK.2a -Recognize and produce rhyming words. RFK.2e -Add or substitute individual sounds in simple one syllable words to make new words. RFK.3a -Demonstrate 1:1 letter sound correspondence by producing primary or most frequent sound for each consonant. RFK.3b -Associate long and short sounds with common spellings for 3 out of 5 vowels. RFK.3c	RLK.4, RIK.4 -Ask and answer questions about unknown words in a text. RFK1.d -Recognize and name all uppercase and lowercase letters of the alphabet. RFK.2b -Blending and segmenting syllables in spoken word. RFK.2e -Add or substitute individual sounds in simple one syllable words to make new words. RFK.3a -Demonstrate 1:1 letter sound correspondence by producing primary or most frequent sound for each consonant. RFK.3b -Associate long and short sounds with common spellings for 4 out of 5 vowels. RFK.3c -Read common High Frequency words by sight.	RFK1.d -Recognize and name all uppercase and lowercase letters of the alphabet. RFK.2b -Count, pronounce, blend and segment syllables in spoken word. RFK.3a -Demonstrate 1:1 letter sound correspondence by producing primary or most frequent sound for each consonant. RFK.3b -Associate long and short sounds with common spellings for 5 out of 5 vowels. RFK.3c -Read common High Frequency words by sight.

			-Read common High Frequency words by sight.		
WRITING	WK.1 -Use drawing, dictating and writing to compose opinion pieces that tell reader topic or name of book and state an opinion about topic/book. Eg-My favorite book is...	WK.2 -Use drawing, dictating and writing to compose informative/explanatory text. (eg name what they are writing about and supply information about topic)	WK.3 -Use drawing, dictating and writing to narrate a single event, tell about event in order, and provide a reaction to what happened.	WK.5 -Respond to question from peers and add detail to strengthen writing as needed.	WK.6 -Explore a variety of digital tools to produce and publish writing.
LANGUAGE	LK.1a -Print uppercase and lowercase letters. LK.1b -use nouns and verbs. LK.1c -Form regular plural nouns orally by adding s or es. LK.1d -Understand and use question words-who what where when why how etc.	LK.1a -Print uppercase and lowercase letters. LK.1b -use nouns and verbs. LK.1c -Form regular plural nouns orally by adding s or es. LK.1d -Understand and use question words-who what where when why how etc.	Lk2.a -Capitalize the first word in a sentence and the word I. Lk2.b -Recognize and name end punctuation.	Lk2.c -Write a letter or letters for most consonant and short vowel sounds-phonemes. Lk2.d -Spell simple words phonetically. LK.1f -Produce and expand complete sentences in shared language activities.	LK.1e -Use common prepositions- (e.g. to, from, in, out, on, off, for, of, and by.)
SPEAKING AND LISTENING	SLK.1 -Participate in collaborative conversations about topics and texts with adults and peers in small and large groups. SLK 1a Follow rules for discussion SLK 1b Continue conversation through multiple exchanges.	SLK.2 -Confirm understanding of a text read aloud or information presented orally by asking and answering questions about details and requesting clarification if something is not understood.	SLK.3 -Ask and answer questions from a speaker in order to seek help, get information or clarify information.	SLK.4 -Describe familiar people, places, things, and events, speaking clearly at an understandable pace.	SLK.5 -Add drawing to description as desired to provide additional detail.

SKILLS	FEB	MAR	APR	MAY	JUNE
READING	RLK.6, RIK.6 -Name, author, and illustrator and define the role of each.	RLK.7, RIK.7 -Describe the relationship between the illustrations and the story/text in which they appear.	RIK.8 -Identify the reasons an author gives to support points in text.	RLK.9 - With prompt and support compare and contrast the adventures and experiences of characters in familiar	RIK.9 -With prompting and support identify similarities in and differences between 2 texts on same topic.

READING (Cont')				stories.(text to comparisons)	RFK.3a -Demonstrate 1:1 letter sound correspondence by producing primary or most frequent sound for each consonant. RFK.3c Identify High Frequency words. RFK.3d Distinguish between similarly spelled words by identifying the sounds of letters that differ.
WRITING	WK.7 -Participate in shared research and writing projects. e.g.-explore books by favorite author and express opinions about them.	WK.8 -Recall with support information from experiences or gather information from provided sources to answer a question.			
LANGUAGE	LK.4a -Identify new meanings for familiar words-(e.g. knowing duck is a bird and learning the verb to duck). LK.5a -Sort common objects into categories-e.g. shapes, foods etc. LK.5d -Distinguish or acct out shades of meaning among verbs describing the same general action- (e.g. walk, march, strut, prance)	LK.5b -Understand and identify antonyms.	LK.5c -Identify real life connections between words and their use- e.g. note places at school that are colorful	LK.4b -Using prefixes and suffixes as a clue to the meaning of an unknown word- e.g. ed, s, re, un, pre, ful, less	LK.6 -Use words and phrases acquired through conversations, reading and being read to.
SPEAKING AND LISTENING	SLK.6 -Speak audibly and express thoughts, feelings and ideas clearly.				

GRADE 1- LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS

SKILLS	SEPT	OCT	NOV	DEC	JAN
LANGUAGE	<p>L.1a -Print all upper and lowercase letters</p> <p>L.1.2b -Use end punctuation for sentences-question marks</p> <p>L.1.2e -Use letter sounds to write some words.</p> <p>L.1.2a -capitalization of date and names of people.</p>	<p>L1.2b -Use end punctuation for sentences-question marks</p> <p>L1.2e -Use developmental spelling or phonics-based knowledge to spell independently, when necessary.</p> <p>L1.1b -Identify and use nouns- common, proper, possessive.</p>	<p>L.1.2b -Use end punctuation for sentences- exclamation point</p> <p>L1.1c -Identify singular and plural nouns.</p>	<p>L11.e -Identify Verbs-past, present, future</p> <p>L1.2c -Use comma in dates and to separate single words in a series.</p>	<p>L1.1f -Identify and use Adjectives</p> <p>L1.1d -Use personal possessive and indefinite pronouns- I, my, me , they, them, their, anyone, everything.</p>
WRITING	<p>W1.3 -Writing personal narratives in which two or more appropriately sequenced events are recounted including details, temporal words to signal order and closure.</p> <p>W1.5 -With guidance and support from teacher edit work through response to peer review and adding details.</p>	<p>W1.3</p> <p>W1.5</p>	<p>W1.2 -Write informative/explanatory texts that name a topic and provide facts and closure.</p> <p>W1.5</p>	<p>W1.2 -Write informative/explanatory texts that name a topic and provide, facts and closure.</p> <p>W1.5</p>	<p>W1.1 -Write opinion pieces introducing topic or name of book, state an opinion and supply a reason for opinion and provide sense of closure.</p> <p>W1.5</p>
READING	<p>RF1.4a. Read on level text with purpose and understanding</p> <p>RF1.4b. Read on level text orally with accuracy, rate, and expression</p> <p>RF1.4c. Use context to confirm or self correct word recognition, and understanding re-reading as necessary.</p> <p>R1.1 -Ask and answer questions about key details in a text.</p> <p>RL1.7,RI1.7 -Use illustrations and details in text and story to describe</p>	<p>RF1.4abc</p> <p>RL1.1, RI1.1 -Ask and answer questions about key details in a text.</p> <p>RL1.3 -Describe character, settings, and major events in a story using key details.</p> <p>RF1.3b -Decode regularly spelled short one syllable words.</p> <p>RF1.3g - Recognize and read grade appropriate irregularly spelled words.</p>	<p>RF1.4abc</p> <p>RL1.5 -Explain differences between books that tell stories and books that give information.</p> <p>RI1.10 -With prompting and support read informational texts</p> <p>RF1.3g - Recognize and read grade appropriate irregularly spelled words.</p> <p>RF1.3a -Spell sound</p>	<p>RF1.4abc</p> <p>RL1.6 -Identify who is telling the story at various points in a text</p> <p>RF1.2d -Segment single syllable words into component sounds.</p> <p>RF1.3g - Recognize and read grade appropriate irregularly spelled words.</p>	<p>RF1.4abc</p> <p>RL1.2, RI1.2 -Identify main topic and retell key details of a text.</p> <p>-Demonstrate understanding of central message or lesson.</p> <p>RF1.2a -Distinguish between short and long vowel sounds in one syllable words.</p> <p>RF1.3c -final e, common vowel team conventions.</p> <p>RF1.3g - Recognize and read grade appropriate</p>

<p>READING (Cont')</p>	<p>main ideas, characters, setting, or events. RF1.1a Spelling sound correspondence for consonant digraphs (e.g. Sh, th, wh, ch)</p> <p>RF1.3a -Review of consonants and sounds. RF1.3g Recognize and read grade appropriate irregularly spelled words.</p>		<p>correspondence digraphs blends.</p>		<p>irregularly spelled words.</p>
<p>SPEAKING AND LISTENING</p>	<p>SL1.1abc -Participate in collaborative conversations with peers and adults in small and large groups following rules for discussion, responding to comments of others, and asking clear questions.</p>	<p>SL1.2 -Ask and answer questions about details in text read aloud or information presented orally.</p>	<p>SL1.3 -Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p>	<p>SL1.4 -Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</p>	<p>SL1.5 -Add drawings or other visual displays to descriptions when clarifying ideas, thoughts and feelings. SL1.6 -Produce and speak in complete sentences when appropriate to task and situation.</p>

SKILLS	FEB	MAR	APR	MAY	JUNE
<p>LANGUAGE</p>	<p>L1.1g -Use frequently occurring conjunctions-and, but, or, so, because</p>	<p>L1.1h -Use determiners (articles and demonstratives) L1.5a -Sort words into categories-colors, clothing etc</p>	<p>L1.1i -Identify and use prepositions (e.g.during, beyond, toward) L1.5b -Define words by category and by one or more key attribute (e.g. "a duck is a bird that swims")</p>	<p>L1.1j -Produce and expand complete simple and compound, declarative, interrogative, imperative and exclamatory sentences in response to prompts L.5c -Identify real life connections between words and their use-e.g. "note places at home that are cozy"</p>	<p>L1.4a -Use sentence level context clues to identify meaning of an unknown or multiple meaning words and phrase. L1.4b Use frequently occurring affixes as a clue to the meaning of a word. L1.4c Identify frequently occurring root words and their inflectional forms. (e.g. Looks, looked) L1.5d</p>

					Distinguish shades of meaning among adjectives in intensity (large, gigantic) and verbs differing in manner-"look, peak, glance, stare" L1.6 -use words and phrases acquired through conversations, reading and being read to including using frequently occurring conjunctions (e.g. because)
WRITING	W1.1 -Write opinion pieces introducing topic or name of book stating an opinion, provide a reason for opinion and sense of closure.	W1.7 -Participate in shared research and writing projects- how to books focusing on sequence of instructions.	W1.5 -With guidance and support focus on a topic, respond to questions and suggestions from peers add details to strengthen writing.	W1.6 -With guidance and support use a variety of digital tools to produce and publish writing.	W1.8 -With guidance and support recall information from experiences or gather information from sources to answer a question.
READING	RF1.4abc RL1.9,RI1.9,RI1.3 -Compare and contrast connections between individuals, events, ideas, differences in text, characters. RF1.3a -Decode and Encode Blends RF1.3f Decode Suffixes RF1.3g -Recognize and read grade appropriate irregularly spelled words.	RF1.4abc RI1.6 -Distinguish between information provided by pictures and information provided by the words in the text. RF1.3d -Break multisyllable words into syllables using knowledge that every syllable needs a vowel sound. RF1.3e - Decode multisyllable words by breaking words into syllables. RF1.3g Recognize and read grade appropriate irregularly spelled words	RF1.4abc RL1.4 -Identify words and phrases in stories and poems that suggest feelings or appeal to the senses RL1.10 With prompting and support read appropriate prose and poetry. RF1.3f -Read words with inflectional suffixes e.g., ed, ing. RF1.3g Recognize and read grade appropriate irregularly spelled words	RF1.4abc RI1.4 -Ask and answer questions to help determine the meaning of words in a text. RF1.3a -Spell Ending Blends RF1.3g Recognize and read grade appropriate irregularly spelled words	RF1.4abc RI1.5 -Know and use text features, headings, table contents, glossaries, and electronic menus, icons to locate key facts or information in a text. RI1.8 -Identify the reason an author gives to support points in a text. RF1.3f -Read words with plurals and suffixes es,ies RF1.3g Recognize and read grade appropriate irregularly spelled words
SPEAKING AND LISTENING	-All speaking and Listening standards apply.	-All speaking and Listening standards apply.	-All speaking and Listening standards apply.	-All speaking and Listening standards apply.	-All speaking and Listening standards apply.

GRADE 2 - LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS

SKILLS	SEPT	OCT	NOV	DEC	JAN
LANGUAGE	<p>L2.1abc -Use collective nouns -Use frequently occurring irregular nouns (e.g., feet, mice...) -Use reflexive pronouns (e.g., myself, ourselves) L2.2a -Capitalize proper nouns.</p>	<p>L2.1de -Use past tense of frequently occurring verbs (e.g., sat, hid, told) -Use and differentiate between adjectives and adverbs. L2.2b -Use commas in greetings and closing of letters.</p>	<p>L2.1f -Produce, expand and rearrange complete simple and complex sentences. (e.g., The boy watched the movie. The little boy watched the movie. The action movie was watched by the little boy.) L2.2c -Use an apostrophe to form contractions and possessives. L2.2d -Generalize spelling patterns.</p>	<p>L2.2e -Use reference materials to check spellings</p>	<p>L2.3a -Compare formal and informal uses of English.</p>
WRITING	<p>W2.1 -Write opinion pieces introducing topic or name of book they are writing about, state an opinion, supply reasons that support the opinion using linking words and provide concluding statement or section.</p>	<p>W2.2 -Write informative/explanatory texts in which student names a topic, uses facts and definitions to develop points and provides a concluding statement.</p>	<p>W2.3 -Write narratives in which they recount well elaborated events or short sequence of events, include details to describe actions, thought, feelings, and provide closure. (e.g. use first, next, then, etc)</p>	<p>W2.5 With guidance and support focus on topic and strengthen writing by revising and editing.</p>	<p>W2.6 -With guidance and support, use a variety of digital tools to produce and publish writing including collaboration with peer</p>
READING	<p>RL2.1, RI2.1 -Ask and answer questions in a text (who, what, where, when and how). RF2.3a Distinguish and identify long and short vowels in regularly spelled one syllable words. RI2.4 Determine the meaning of words and phrases in a 2nd grade level text.</p>	<p>RL2.2 -Recount stories including fables and folktales to determine central message lesson or moral. RI2.2 -Identify the main topic of a multi- paragraph text. RF2.3a -Distinguish and identify long and short vowels in regularly spelled words. RI2.4 Determine the meaning of</p>	<p>RL2.3 -Describe how characters in a story respond to major events and challenges. RI2.3 -Describe a connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. RF2.3b Know spelling sound</p>	<p>RL2.4 -Describe how words and phrases (alliteration, rhymes etc.) supply rhythm and meaning in a story, poem or song. RI2.4 -Determine the meaning of words and phrases in a 2nd grade level text. RF2.3b Know spelling sound correspondences for</p>	<p>RL2.5 -Describe the structure of a story. RI2.5 -Know and use various text features to locate facts or information. (e.g. Captions, bold print, icons, etc.) RF2.3c -Decode regularly spelled two-syllable words with long vowels. RI2.4 Determine the meaning of</p>

		words and phrases in a 2 nd grade level text.	correspondences for common vowel teams. RI.2.4 Determine the meaning of words and phrases in a 2 nd grade level text.	common vowel teams.	words and phrases in a 2 nd grade level text.
SPEAKING AND LISTENING	SL2.1abc -Participate in collaborative conversations with peers and adults in small and large groups following rules for discussion, responding to comments of others, and asking clear questions. SL2.2 -Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SL2.1abc SL2.3 -Ask and answer questions about what a speaker says in order to clarify comprehension, gather information and deepen understanding.	SL2.1abc SL2.4 Tell a story or recount an experience with appropriate facts and relevant descriptive details speaking audibly in coherent sentences	SL2.1abc SL2.5 -Create audio recordings and add drawings and video displays (e.g. recorded oral report)	SL2.1abc SL2.6 -Produce and speak in complete sentences when appropriate to task and situation.

SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAGE	L2.4a -Use sentence level context as a meaning to a word or phrase.	L2.4b -Use prefixes to determine the meaning of a new word. L2.4c -Use a root word as a clue to the meaning of an unknown word with the same root.	L2.4d -Use the meaning of individual words to predict the meaning of a compound word.	L2.4e -Use print and digital, glossaries and dictionaries to clarify meanings of words. L2.6 -Use words and phrases acquired through conversations, reading and being read to including using adjectives and adverbs to describe.	L2.5a -Identify real life connections between words and their use (eg. describe foods that are spicy or juicy) L2.5b -Distinguish shades of meaning among closely related verbs and closely related adjectives.
WRITING	W2.7 -Participate in shared research and writing projects.	W2.8 -Recall information from experiences or gather information from sources to answer a question.	W2.6 -With guidance and support, use a variety of digital tools to produce and publish writing.	W2.7 -Participate in shared research and writing projects- reading books on a single topic to produce a report, science observations.	W2.6 -With guidance and support, use a variety of digital tools to produce and publish writing.

READING	<p>RL2.6 -Identify differences in the points of view of characters including reading in different voice for each character.</p> <p>RI2.6 -Identify the main purpose of text, include what the author wants to answer, explain or describe.</p> <p>RF2.3c -Decode regularly spelled two-syllable words with long vowels.</p>	<p>RL2.7, RI2.7 -Explain how images (illustrations, digital text, and print) contribute to understanding and clarifying a text and its story elements.</p> <p>RF2.3d -Decode words with common prefixes and suffixes.</p>	<p>RI2.8 -Describe how reasons support specific points an author makes in a text.</p> <p>RF2.3e -Identify words with inconsistent, but common spelling/sound correspondences</p>	<p>RL2.9, -Compare and contrast key points or versions of a story.</p> <p>RI2.9 Compare and contrast most important points presented by 2 texts on some topic.</p> <p>RF2.3e -Identify words with inconsistent but common spelling sound correspondences.</p>	<p>RL2.10,RI2.10 -Read and comprehend literature and informational text in a grade 2-3 level text completely and proficiently.(historical, scientific, technical, poetry and stories)</p> <p>RF2.3f -Recognize and read grade-appropriate, irregularly spelled words.</p>
SPEAKING AND LISTENING	All speaking and listening standards apply.	All speaking and listening standards apply.	All speaking and listening standards apply.	All speaking and listening standards apply.	All speaking and listening standards apply.

GRADE 3 - LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS

*Many of the items begun in September and October continue throughout the year.

SKILLS	SEPT	OCT	NOV	DEC	JAN
LANGUAGE	<p>L3.1i -Produce simple, compound, and complex sentences.</p> <p>L3.1h Use coordinating and subordinating conjunctions</p> <p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L3.1a, -Explain function of nouns, pronouns, verbs, and adverbs in general and in particular sentences.</p> <p>L3.1b Form and use regular and irregular plural nouns</p> <p>L3.2b Use commas in addresses</p> <p>L3.2C -Use commas and quotation marks in dialogue</p> <p>L3.2d -Form and use possessives</p> <p>L3.2e Use conventional spelling for high frequency and studied words and for adding suffixes to base words</p> <p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L3.1c Use abstract nouns. (e.g. childhood)</p> <p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W3.1d Provide a concluding statement or section.</p> <p>L3.1e Form and use the simple verb tenses (e.g. I walked; I walk; I will walk)</p> <p>L3.1f Ensure subject-verb and pronoun-antecedent agreement.</p> <p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>L3.1d Form and use regular and irregular verbs.</p> <p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>
WRITING	<p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W3.3a -Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p>	<p>W3.2 -Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W3.2a -Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W3.2b</p>	<p>W3.5 Develop and strengthen writing through planning revising and editing. Editing should demonstrate command of language standard 1-3 (Grades 1-3)</p> <p>W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p>	<p>W3.5 Develop and strengthen writing through planning revising and editing. Editing should demonstrate command of language standard 1-3 (Grades 1-3)</p> <p>L3.1a Introduce the topic or text they are writing about, state an opinion, and create an</p>	<p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

<p>WRITING (Cont')</p>	<p>W3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events to show the response of characters to situations.</p> <p>W3.3c -Use temporal words and phrases to signal event order.</p> <p>W3.3d -Provide a sense of closure</p> <p>W3.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W3.5 -Develop and Strengthen writing through planning revising and editing. Editing should demonstrate command of language standard 1-3 (grades 1-3)</p> <p>W3.6 -With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>W3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>-Develop the topic with facts, definitions, and details.</p> <p>W3.2c -Using linking words and phrases (e.g. also another and more, more, but) to connect ideas within categories of information.</p> <p>W3.2d Provide a concluding statement or section.</p> <p>W3.5 Develop and strengthen writing through planning revising and editing. Editing should demonstrate command of language standard 1-3 (Grades 1-3)</p> <p>W3.8 -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>W3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W3.1b -Provide reasons that support the opinion.</p> <p>W3.1c -Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.</p> <p>W3.1d Provide a concluding statement or section.</p> <p>W3.10 Responding to works of literature through writing to demonstrate understanding of the text.</p>	<p>organizational structure that lists reasons.</p>	
	<p>RL3.10 <i>By the end of the year</i>, read and comprehends literature, including stories, dramas,</p>	<p>RF3.4c Use context to accurately read words with more than one pronunciation as well as</p>	<p>RI3.2, RI3.8, Distinguish cause/effect, and main idea/supporting details</p>	<p>RI3.6 Distinguish their own point of view from that of the author of a text.</p>	<p>RL3.2 Recount stories, including fables, folktales, and myths from diverse</p>

<p>READING</p>	<p>and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. RI3.10 <i>By the end of the year</i>, read and comprehends informational texts, including history/social studies, science, and technical texts, at the high end of the grade 2-3 text complexity band independently and proficiently. RF3.4a -Read on-level text with purpose and understanding RL3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language. RI3.4 Determine the meaning of general academic and domain specific words and phrases in a text relevant to grade 3 topic/subject. Continue throughout year. RI 3.7 Use information gained from illustrations (e.g. maps, photographs) and the words in a text to demonstrate understanding of the text (e.g. where, when, why, and how key events occur).</p>	<p>using proper phrasing and inflection. RL3.3 Describe characters in a story and explain how their actions contribute to the sequence of events. RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.3a -Identify and know the meaning of the most common prefixes and derivational suffixes. RF3.3b -Decode words with common Latin suffixes. RF3.3c Decode multisyllable words. RF3.4a Read on-level text with purpose and understanding. RF3.3d Read grade-appropriate irregularly spelled words.</p>	<p>in interpreting texts. RL3.9 Compare and contrast themes, settings, plots of stories written by the same author about the same or similar characters (e.g., in books from a series) RL3.1(Literature) RI3.1(Informational Text) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4 Read with sufficient accuracy and fluency to support comprehension. RF3.4a -Read on-level text with purpose and understanding</p>	<p>RL3.1(Literature) RI3.1(Informational Text) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4 Read with sufficient accuracy and fluency to support comprehension. RF3.4a -Read on-level text with purpose and understanding</p>	<p>cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4a Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings.</p>
<p>READING (Cont')</p>					

<p>SPEAKING AND LISTENING</p>	<p>SL3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>SL3.4 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>SL3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p>	<p>SL3.1-3.6 apply.</p>	<p>SL3.1-3.6 apply.</p>	<p>SL3.1-3.6 apply.</p>	<p>SL3.1-3.6 apply.</p>
<p>SPEAKING AND LISTENING (Cont')</p>	<p>SL3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)</p>				

SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAGE	<p>L3.2f, Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L3.1b Form and use regular and irregular plural nouns.</p> <p>L3.1a Explain function of nouns, pronouns, verbs, adjectives, adverbs in general and in particular sentences</p>	<p>L3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L3.1a Explain function of nouns, pronouns, verbs, adjectives, adverbs in general and in particular sentences</p> <p>L3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is modified.</p>	<p>L3.2e Use conventional spelling for high frequency and other studied words.</p> <p>L3.4b Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>L3.4c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>L3.2f, Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>L3.4b Determine the meaning of the new word formed when a known affix is added to a known word.</p> <p>L3.4c Use a known root word as a clue to the meaning of an unknown word with the same root.</p>	<p>L3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.</p>
WRITING	<p>W3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly</p> <p>W3.2a, Introduce a topic and group related information together; include illustrations when useful to aid comprehension</p> <p>W3.2b, Develop the topic with facts; definitions and details</p> <p>W3.2c Use linking words and phrases (e.g., also, another more, but) to connect idea within categories of information</p> <p>W3.2d</p>	<p>W3.4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose according to classroom needs.</p>	<p>W3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences</p> <p>W3.3a Establish a situation and introduce a narrator and /or character; organize an event sequence that unfold naturally</p> <p>W3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the</p>	<p>W3.7 Conduct short research projects that build knowledge about a topic.</p>	<p>W3.7 Conduct short research projects that build knowledge about a topic.</p>

	Provide a concluding statement or section		<p>response of characters to situations W3.3c Use temporal words and phrases to signal event order. W3.3d Provide a sense of disclosure</p>		
READING	<p>RI3.9 Compare and contrast the most important points and key details presented in two texts on the same topic. RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4 Read with sufficient accuracy and fluency to support comprehension. RF3.4a Read on-level text with purpose and understanding RI3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject – Continue throughout school year</p>	<p>RI3.3 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. RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4 Read with sufficient accuracy and fluency to support comprehension. RF3.4a Read on-level text with purpose and understanding</p>	<p>RL3.5 Refer to parts of stories, drama, and poems when writing or speaking about a text, using terms such as chapter, scene, stanza; describe how each successive part build on earlier sections. RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4a -Read on-level text with purpose and understanding RF3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>	<p>RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI3.5 Use text features and search tools(e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. RL3.7 Explain how specific aspects of a texts illustrations contribute to what conveyed by the words in a story (e.g. in books from a series). RF3.4a -Read on-level text with purpose and understanding</p>	<p>RL3.1 RI3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RF3.4 Read with sufficient accuracy and fluency to support comprehension. RF3.4a Read on-level text with purpose and understanding</p>
Speaking and Listening	SL3.1-3.6 apply.	SL3.1-3.6 apply.	SL3.1-3.6 apply.	SL3.1-3.6 apply.	SL3.1-3.6 apply.

GRADE 4 - LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS

SKILLS	SEPT	OCT	NOV	DEC	JAN
LANGUAGE	<p>L4.6 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). Continue throughout year.</p> <p>L4.1a Use relative pronouns(who, whose, whom, which, that) and relative adverbs (where, when, why).</p> <p>L4.1b Form and use the progressive (e.g. I was walking; I am walking; I will be walking) verb tenses.</p> <p>L4.1c Use modal auxiliaries (e.g. can, may, must) to convey various conditions.</p> <p>L4.1d Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag).</p> <p>L4.1e Form and use prepositional phrases.</p> <p>L4.1f Produce complete sentences, recognizing and correcting inappropriate</p>	<p>L4.1a L4.1b L4.1c L4.1d L4.1e L4.1f L4.1g L4.2a Use correct capitalization. -Identify common and proper nouns L4.2b Use commas and quotation marks to mark direct speech and quotations from a text. L4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L4.3a Choose words and phrases to convey ideas precisely. L.4.3b Choose punctuation for effect. L4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small – group discussion). L4.4c 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>L4.1a L4.1b L4.1c L4.1d L4.1e L4.1f L4.1g L4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). L4.4b Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). L4.5 Use knowledge of base words, structural analysis, and spelling patterns to expand spelling competency in writing.</p>	<p>L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L4.3a Choose words and phrases to convey ideas precisely. L4.4b Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word use prefixes to understand word meaning L4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). L4.2b Use commas and quotation marks to mark direct speech and quotations from a text. -Use quotations appropriately in dialogue</p>	<p>L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>

<p>LANGUAGE (Cont')</p>	<p>fragments and run-ons. L4.1g Correctly use frequently confused words (e.g., to, too, two; there, their). (Homophones) L4.2d Spell grade-appropriate words correctly, consulting references as needed. L4.4b Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). L4.4c 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. L4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Continue throughout year. L4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Continue throughout year. L4.2a Use correct capitalization. L4.2b Use commas and quotation marks to mark direct speech and quotations from a text. L4.2c</p>	<p>L4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. L4.5b Recognize and explain the meaning of common idioms, adages and proverbs. L4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>			
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	<p>Use a comma before a coordinating conjunction in a compound sentence.</p> <p>L4.2d Spell grade-appropriate words correctly, consulting references as needed.</p> <p>Continue throughout year.</p> <p>L4.4a Use context (e.g., definitions examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>				
WRITING	<p>W4.1a 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>W4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p> <p>W4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>W4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.</p> <p>W4.3c Use a variety of transitional words and phrases to manage the sequence of events.</p>	<p>W4.2a Introduce a topic clearly and group related information in paragraphs and sections;</p> <p>W4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>W4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>	<p>W4.6 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.</p> <p>W4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W4.1d Provide reasons that are supported by facts and details.</p> <p>W4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information,</p>		<p>W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. -Develop independence by setting self-selected purposes and generating topics for writing.</p>

WRITING (Cont')			and provide a list of sources.		
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<p>READING</p>	<p>RF4.3 Know and apply grade level phonics and word analysis skills in decoding words. Continue throughout year.</p> <p>RF4.3a 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. Continue throughout year.</p> <p>RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject. Continue throughout year.</p> <p>RI4.5 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.</p> <p>RI4.7 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.</p> <p>RI4.10 By the end of the year, read and comprehend informational texts, including</p>	<p>RF4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RL4.1, RI4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>RL4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p> <p>RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations.</p>	<p>RF4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Continue throughout year.</p>	<p>RL4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p>	<p>RL4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>RF4.4a Read on-level text with purpose and understanding. Continue throughout year.</p>
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<p>READING (Cont')</p>	<p>history/social/studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. which it appears.</p> <p>RI4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject</p> <p>RF4.4 Read with sufficient accuracy and fluency to support comprehension. Continue throughout year.</p> <p>RF4.4a Read on-level text with purpose and understanding. Continue throughout year.</p> <p>RF4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. Continue throughout year.</p> <p>RF4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>RL4.2 Determine the theme of a story, drama, or poem from details in the text; summarize the text. Examine real-world writing to expand knowledge of sentences, paragraphs, usage, and author's writing styles. Continue throughout year.</p> <p>RL4.3</p>				
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<p>READING (Cont')</p>	<p>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). RL4.5 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, dialogues, stage directions) when writing or speaking about a text. Continue through year. RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first and third person narrations. Continue throughout year. RL4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest in stories, myths, and traditional literature from different cultures. Continue throughout year. RL4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. RI4.1</p>				
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<p>READING (Cont')</p>	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Continue throughout year. RI4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>				
<p>SPEAKING AND LISTENING</p>	<p>SL4.1 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. SL4.1a Come to discussions prepared, having read or studied required materials; explicitly draw on that preparation and other information known about the topic to explore ideas under</p>	<p>SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. SL4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. SL4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>SL4.4 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>SL4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>

<p style="text-align: center;">SPEAKING AND LISTENING (Cont')</p>	<p>discussion. SL4.1b Follow agreed-upon rules for discussions and carry out assigned roles. SL4.1c Pose and respond to specific questions to clarify or follow on information, and make comments that contribute to the discussion and link to the remarks of others. SL4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>				
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SKILLS	FEB	MAR	APR	MAY	JUNE
<p style="text-align: center;">LANGUAGE</p>	<p>L4.1a Use relative pronouns (e.g., who, whose, whom, which, that) and relative adverbs (e.g., where, when, why) L4.1b Form and use the progressive (e.g., I was walking, I am walking, I will be walking) verb tenses. L4.1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions L4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag) L4.1e Form and use prepositional phrases L4.1f Produce complete</p>	<p>L4.1a L4.1b L4.1c L4.1d L4.1e L4.1f L4.1g L4.3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion.) L4.3b Choose punctuation for effect. L4.5b Recognize and explain the meaning of common idioms, adages, and proverbs</p>	<p>L4.1a L4.1b L4.1c L4.1d L4.1e L4.1f L4.1g L4.4 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>L4.1a L4.1b L4.1c L4.1d L4.1e L4.1f L4.1g</p>	<p>L4.1a L4.1b L4.1c L4.1d L4.1e L4.1f L4.1g</p>

	<p>sentences recognizing and correcting inappropriate fragments and run-ons L4.1g Correctly use frequently confused words (e.g., to, too, two, there, their)</p>				
WRITING	<p>W4.9, Draw evidence from literary or informational texts to support analysis, reflection, and research. W4.9a 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].”) W4.9b 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”). W4.1b Provide reasons that are supported by facts and details. W4.1d Provide a concluding statement or section related to the opinion presented.</p>	<p>W4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). W4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p>W4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
READING	<p>RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>RI4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text. RL4.2 Determine a theme of a</p>	<p>RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text. RL4.2 Determine a theme of a</p>	<p>RL4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from text. RL4.2 Determine a theme of a</p>

			<p>story, drama, or poem from details in the text; summarize the text. RL4.3 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). RL4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean). RL4.5 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. RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. RL4.7 Make connections between the text of a</p>	<p>story, drama, or poem from details in the text; summarize the text. RL4.3 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). RL4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean). RL4.5 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. RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. RL4.7 Make connections between the text of a</p>	<p>story, drama, or poem from details in the text; summarize the text. RL4.3 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). RL4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g. Herculean). RL4.5 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. RL4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narrations. RL4.7 Make connections between the text of a story or drama and a visual or oral presentation</p>
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			<p>story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. RL4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>	<p>of the text, identifying where each version reflects specific descriptions and directions in the text. RL4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.</p>
<p>SPEAKING AND LISTENING</p>	<p>SL4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on pages 28 and 29 for specific expectations.)</p>				

GRADE 5 LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONTENT & SKILLS

SKILLS	SEPT	OCT	NOV	DEC	JAN
LANGUAGE	<p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Continue throughout year.</p> <p>L5.2a Use punctuation to separate items in a series.</p> <p>L5.2e Spell grade-appropriate words correctly, consulting references as needed. Continue throughout year.</p> <p>L5.6 Acquire and accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., moreover, in addition). Continue throughout year.</p>	<p>L5. 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L5.1e Use correlative conjunctions (e.g. <i>either/or, neither/nor</i>).</p> <p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L5.2b Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>)</p> <p>L5.2e. Spell grade appropriate words correctly consulting references as needed.</p> <p>L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5.5.a Interpret figurative language, including similes and metaphors, in context.</p> <p>L5.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other</p>	<p>L5. 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L5.1b Form and use the perfect tense (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L5.2c Use a comma to set off the words <i>yes</i> and <i>no</i> (e.g., <i>Yes, thank you</i>), to set off a tag question from the rest of the sentence (e.g. <i>It's true, isn't it?</i>), and to indicate direct address (e.g., <i>Is that you, Steve?</i>).</p> <p>L5.2e Spell grade appropriate words correctly consulting references as needed.</p> <p>L5.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal</p>	<p>L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L5.1c Use verb tense to convey various times, sequences, states, and conditions.</p> <p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L5.2e Spell grade appropriate words correctly consulting references as needed.</p> <p>L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L5.6 Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including</p>	<p>L5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L5.1d Recognize and correct inappropriate shifts in verb tense</p> <p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L5.2e. Spell grade appropriate words correctly consulting references as needed.</p> <p>L5.2 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking</p> <p>L5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>L5.6 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., moreover, in addition</p>

		<p>W5.2 Logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	
<p>WRITING</p>	<p>W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W5.3d Use concrete words and phrases and sensory details to convey experiences in events precisely. W5.3e Provide a conclusion that follows from the narrated</p>	<p>W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W5.3d Use concrete words and phrases and sensory details to convey experiences in events precisely. W5.3e Provide a conclusion that follows from the narrated</p>	<p>W5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. W5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. W5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. W5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events. W5.3d Use concrete words and phrases and sensory details to</p>	<p>W5.2 Write informative /explanatory text to examine a topic and convey ideas and information clearly. W5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension. W5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). W5.2d Use precise language</p>	<p>W5.2 Write informative/explanatory text to examine a topic and convey ideas and information clearly. W5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension. W5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). W5.2d Use precise language and domain-specific vocabulary to information</p>

<p>WRITING (continued)</p>	<p>experiences or events. W 5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. *Apply throughout the year 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 *Apply throughout the year W 5.6 With some guidance and support from adults, use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. *Apply throughout the year W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or day or two) for a range of discipline-specific tasks, purposes, and audiences. *Apply throughout the year</p>	<p>experiences or events.</p>	<p>convey experiences in events precisely. W5.3e Provide a conclusion that follows from the narrated experiences or events.</p>	<p>and domain-specific vocabulary to information about or explain the topic. W5.2e Provide a concluding statement or section related to the information or explanation resented.</p>	<p>about or explain the topic. W5.2e Provide a concluding statement or section related to the information or explanation presented</p>
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<p>READING Literature</p>	<p>RL5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>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).</p> <p>RL5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>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. Continue throughout year.</p>	<p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RL5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>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.</p>
<p>READING Informational Text</p>	<p>RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>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). Continue throughout year.</p>	<p>RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>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.</p>	<p>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 text.</p>

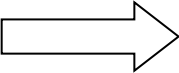
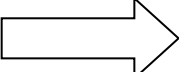
<p style="text-align: center;">READING Foundational Skills</p>	<p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF5.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF5.4a Read on-level text with purpose and understanding. RF5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF5.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF5.4a Read on-level text with purpose and understanding. RF5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF5.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF5.4a Read on-level text with purpose and understanding. RF5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF5.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF 5.4 Read with sufficient accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. a. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF3.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF5.4a Read on-level text with purpose and understanding. RF5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>
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<p>SPEAKING AND LISTENING</p>	<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. SL5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>	<p>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. SL5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>	<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. SL5.1c Pose and respond to specific questions by making comments that contribute to the discussion elaborate on the remarks of others.</p>	<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. SL5.1a Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>	<p>SL 5.5 Include multimedia components (e.g., graphic, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
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SKILLS	FEB	MAR	APR	MAY	JUNE
<p>LANGUAGE</p>	<p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L5.2e Spell grade appropriate words correctly consulting references as needed. L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L5.5c Use the relationship between particular words, (e.g., synonyms, antonyms, homographs) to better understand each of the words</p>	<p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L5.2e Spell grade appropriate words correctly consulting references as needed. L5.4 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. L5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to</p>	<p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L5.2e Spell grade appropriate words correctly consulting references as needed. L5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. L5.3b. Compare and contrast the varieties of English (e.g. dialects, registers)</p>	<p>L5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L5.2e Spell grade appropriate words correctly consulting references as needed. L5.4 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. L5.4a</p>	<p>L5.6 Acquire and use accurately grade-appropriate general, academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>). L5.6 Acquire and accurately grade appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g.,</p>

<p>LANGUAGE (continued)</p>	<p>L5.6 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., moreover, in addition).</p>	<p>the meaning of the word (e.g., <i>photograph</i>, <i>photosynthesis</i>)</p> <p>L5.6 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., moreover, in addition).</p>	<p>used in stories, dramas, or poems.</p> <p>L5.4 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>L5.4c Consult reference materials (e.g., dictionaries, glossaries, thesaurus), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p> <p>L5.6 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., moreover, in addition).</p>	<p>Use context (e.g., cause/effect, relationships and comparisons in text) as a clue to the meaning of the word or phrase.</p> <p>L5.6 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., moreover, in addition).</p>	<p>moreover, in addition).</p>
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<p style="text-align: center;">WRITING</p>	<p>W5.2 Write informative /explanatory text to examine a topic and convey ideas and information clearly. W5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension. W5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. W5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). W5.2d Use precise language and domain-specific vocabulary to information about or explain the topic. Provide a concluding statement or section related to the information or explanation presented.</p>	<p>W5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. W 5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. W5.9a 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]”). W5.9b Apply grade 5 Reading standards to show informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in text, identifying which reasons and evidence support which point[s]”).</p>	<p>W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. (Persuasive) W5.1a 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. W5.1b Provide logically ordered reasons that are supported by facts and details. W5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). W5.1d Provide a concluding statement or section related to the opinion presented.</p>	<p>W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W5.1a 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. W5.1b Provide logically ordered reasons that are supported by facts and details. W5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). W5.1d Provide a concluding statement or section related to the opinion presented.</p>	<p>W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W5.1a 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. W5.1b Provide logically ordered reasons that are supported by facts and details. W5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). W5.1d Provide a concluding statement or section related to the opinion presented.</p>
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<p>READING Literature</p>	<p>RL 5.7 Analyze how visual and multimedia elements contribute to the meanings, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p>	<p>RL 5.6 Describe how a narrator's or speaker's point of view influences how events are described.</p>	<p>RL 5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>		
<p>READING Informational Texts</p>	<p>RI 5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>	<p>RI 5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. RI 5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to questions quickly or to solve a problem efficiently.</p>	<p>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 SKILLS.</p>		
<p>READING Foundational Skills</p>	<p>RF 5.3 Know and apply grade-level phonics and word analysis skills in decoding words. RF5.3a Use combined knowledge of all letter-sound correspondence, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. RF 5.4 Read with sufficient accuracy and fluency to support comprehension. RF5.4a Read on-level text with purpose and understanding.</p>	<ul style="list-style-type: none"> All RF skills carry over throughout the entire year.  			

	<p>RF5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>RF5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>				
<p>SPEAKING AND LISTENING</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>SL 5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	<p>SL 5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</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>SL 5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>

GRADE 6 LANGUAGE ARTS CURRICULUM AND SEQUENCE OF CONCEPTS & SKILLS

SKILLS	SEPT	OCT	NOV	DEC	JAN
LANGUAGE	<p>L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (apply throughout the year)</p> <p>L6.3 Use knowledge of language and its conventions when writing, speaking, reading and listening (apply throughout the year)</p> <p>L6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 6 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>L6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).</p> <p>L6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.</p> <p>L6.5 Demonstrate understanding of figurative language, word relationships</p> <p>L6.5a Interpret figures of speech in context. (e.g., personification).</p>	<p>L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking (apply throughout the year)</p> <p>L6.3 Use knowledge of conventions when writing, speaking, reading and listening (apply throughout the year)</p> <p>L.6 2b Spell correctly.</p>	<p>L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p> <p>L6.3 Use knowledge of conventions when writing, speaking, reading and listening</p>	<p>L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p> <p>L6.1a. Ensure that pronouns are in proper case (subjective, objective, possessive)</p> <p>L6.1b. Demonstrate use of intensive pronouns (e.g., myself, ourselves)</p> <p>L6.1c Recognize and correct inappropriate shifts in pronoun number and person</p> <p>L6.1d Recognize and correct vague pronouns (i.e. ones with unclear or ambiguous antecedents)</p>	<p>L6.1 Continue to demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p>

<p>LANGUAGE (Cont')</p>	<p>L6.5b Use the relationship between particular words to better understand each of the words. (e.g., cause/effect, part/whole, item/category).</p> <p>L6.5c Distinguish among the connotations (associations) of words with singular denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).</p> <p>L6.6 Acquire and use accurately grade-appropriate general academic domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. (Apply throughout the year)</p> <p>L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L6.3a Vary sentence patterns for meaning, reader/listener interest, and style.</p> <p>L.6. 2 Demonstrate command of conventions of Standard English, capitalization, punctuation and spelling when writing.</p>				

<p style="text-align: center;">WRITING</p>	<p>W6.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>W6.3a Engage and orient the reader by establishing a context and introduction a narrator and/or characters; organize and event sequence that unfolds naturally and logically.</p> <p>W6.3b Use narrative techniques such as dialogue, pacing and description to develop experiences, events and/or characters.</p> <p>W6.3c Use a variety of transition words, phrases and clauses to convey sequence and single shifts from one time frame or setting or another.</p> <p>W6.3d Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</p> <p>W6.3d Provide a conclusion that follows from the narrated experiences or events.</p> <p>W6.4 Produce clear and coherent writing in which the development , organization and style are appropriate to task, purpose and audience.</p>	<p>W6.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.</p> <p>W6.3a Engage and orient the reader by establishing a context and introduction a narrator and/or characters; organize and event sequence that unfolds naturally and logically.</p> <p>W6.3b Use narrative techniques such as dialogue, pacing and description to develop experiences, events and/or characters.</p> <p>W6.3c Use a variety of transition words, phrases and clauses to convey sequence and single shifts from one time frame or setting or another.</p> <p>W6.3d Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.</p> <p>W6.3e Provide a conclusion that follows from the narrated experiences or events.</p> <p>W6.4 Produce clear and coherent writing in which the development , organization and style are appropriate to task, purpose and audience</p>	<p>W6.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>W6.2a Introduce a topic: organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect: including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W6.2b Develop the topic with relevant facts, definitions, details, quotations or other information and examples.</p> <p>W6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W6.2d Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>W6.2e Establish and maintain a formal style.</p> <p>W6.2f</p>	<p>W6.2 Write informative/ explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.</p> <p>W6.2a Introduce a topic: organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect: including formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>W6.2b Develop the topic with relevant facts, definitions, details, quotations or other information and examples.</p> <p>W6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>W6.2d Use precise language and domain-specific vocabulary to inform or explain the topic.</p> <p>W6.2e Establish and maintain a formal style.</p> <p>W6.2f</p>	<p>W6.1. Write arguments to support claims with clear reasons and relevant evidence.</p> <p>W6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W6.1c Use words, phrases, and clauses to clarify the relationships among claims and reasons.</p> <p>W6.1d Establish and maintain a formal style.</p> <p>W6.1e Provide a concluding statement or section that follows from the argument presented.</p> <p>W6.4 Produce clear and coherent writing in which the development , organization and style are appropriate to task, purpose and audience</p> <p>L6.3b Maintain consistency in style and tone.</p> <p>W6.5 With some guidance and support from peers and adults, develop and strengthen writing as</p>
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<p style="text-align: center;">WRITING (Cont')</p>	<p>L6.3b Maintain consistency in style and tone. W.5 W6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. W6.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>L6.3b Maintain consistency in style and tone. W.5 W6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. W6.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>Provide a concluding statement or section that follows from the information or explanation presented. W6.2f Provide a concluding statement or section that follows from the information or explanation presented. W6.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience L6.3b Maintain consistency in style and tone. W6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. W6.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting W6.10 Write routinely over extended time frames</p>	<p>Provide a concluding statement or section that follows from the information or explanation presented. W6.2f Provide a concluding statement or section that follows from the information or explanation presented.</p>	<p>needed by planning, revising, editing, rewriting or trying a new approach. W6.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>
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			and shorter time frames for a range of discipline-specific tasks, purposes and audiences.		
READING	<p>RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL6.3 Describe how a particular story's or drama's plot unfolds in a series or episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choice on meaning and tone.</p> <p>RL6.5 Analyze how a particular sentence, chapter, scene or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.</p> <p>RL6.6 Explain how an author develops the point of view of</p>	→ → →	<p>R.L6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL6.3 Describe how a particular story's or drama's plot unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the</p>	<p>RL6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RL6.3 Describe how a particular story's or drama's plot unfold in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p> <p>RL6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p>RL6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the</p>	<p>R.I6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p> <p>RI6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI6.5 Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.</p> <p>RI6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.</p> <p>RI6.10 By the end of the year, read and comprehend literary nonfiction in the grade 6-8 text complexity band proficiently, with</p>

	<p>the narrator or speaker in a text. RL6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		<p>overall structure of a text and contributes to the development of the theme, setting, or plot. RL6.6 Explain how an author develops the point of view of the narrator or speaker in a text. RL6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p>	<p>overall structure of a text and contributes to the development of the theme, setting, or plot. RL6.6 Explain how an author develops the point of view of the narrator or speaker in a text. RL6.9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.</p>	<p>scaffolding as needed at the high end of the range</p>
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<p style="text-align: center;">SPEAKING AND LISTENING</p>	<p>SL6.1 Engage effectively in a range of collaborative discussion, with diverse partners, on <i>grade 6 topics, texts, and issues</i>, building on others' ideas an expressing their own clearly.</p> <p>SL6.1a Come to discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion.</p> <p>SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.</p> <p>SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL6.2 Interpret information presented in diverse medial and formats and explain how it contributes to a topic, text or issue under study.</p> <p>SL6.3 Delineate a speaker's argument and specific</p>	<p>SL6.1 Engage effectively in a range of collaborative discussion, with diverse partners, on <i>grade 6 topics, texts, and issues</i>, building on others' ideas an expressing their own clearly.</p> <p>SL6.1a Come to discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion.</p> <p>SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.</p> <p>SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL6.2 Interpret information presented in diverse medial and formats and explain how it contributes to a topic, text or issue under study.</p> <p>SL6.3 Delineate a speaker's argument and specific</p>	<p>SL6.1 Engage effectively in a range of collaborative discussion, with diverse partners, on <i>grade 6 topics, texts, and issues</i>, building on others' ideas an expressing their own clearly.</p> <p>SL6.1a Come to discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion.</p> <p>SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.</p> <p>SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL6.2 Interpret information presented in diverse</p>	<p>SL6.1 Engage effectively in a range of collaborative discussion, with diverse partners, on <i>grade 6 topics, texts, and issues</i>, building on others' ideas an expressing their own clearly.</p> <p>SL6.1a Come to discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion.</p> <p>SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.</p> <p>SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL6.2 Interpret information presented in diverse</p>	<p>SL6.1 Engage effectively in a range of collaborative discussion, with diverse partners, on <i>grade 6 topics, texts, and issues</i>, building on others' ideas an expressing their own clearly.</p> <p>SL6.1a Come to discussion prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect ideas under discussion.</p> <p>SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text or issue under discussion.</p> <p>SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p> <p>SL6.2 Interpret information presented in diverse medial and formats and explain how it contributes</p>
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<p style="text-align: center;">SPEAKING AND LISTENING (Cont')</p>	<p>claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL6.5 Include multimedia components and visual displays in presentations to clarify information. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL6.5 Include multimedia components and visual displays in presentations to clarify information. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>medial and formats and explain how it contributes to a topic, text or issue under study. SL6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL6.5 Include multimedia components and visual displays in presentations to clarify information. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>medial and formats and explain how it contributes to a topic, text or issue under study. SL6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL6.5 Include multimedia components and visual displays in presentations to clarify information. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>to a topic, text or issue under study. SL6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL6.5 Include multimedia components and visual displays in presentations to clarify information. SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
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SKILLS	FEB	MAR	APR	MAY	JUNE
LANGUAGE	<p>L6.1 Continue to demonstrate commands of conventions of standard English grammar and usage when writing and speaking</p> <p>L6.3 Use knowledge of conventions when writing, speaking, reading and listening</p> <p>L6. 2 Demonstrate command of conventions of Standard English, capitalization, punctuation and spelling when writing</p>	<p>L6.1 Demonstrate command of the conventions of standard English grammar and usage when writing and speaking</p> <p>L6.3 Use knowledge of conventions when writing, speaking, reading and listening</p> <ul style="list-style-type: none"> ✓ Apply understanding of adverbs, adverbs to compare, avoid double negatives ✓ Apply understanding of use of adverbs before adjectives and other adverbs; use adverbs and adjectives correctly <p>L 6.2 Demonstrate command of conventions of Standard English, capitalization, punctuation and spelling when writing</p>	<p>L6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.</p> <p>L6.2b Spell correctly.</p>	<p>L6. 2 Demonstrate command of conventions of Standard English, capitalization, punctuation and spelling when writing</p>	
WRITING	<p>W6.1 Continue to write arguments to support claims with clear reasons and relevant evidence.</p> <p>W6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W6.1c</p>	<p>W6.1 Continue to write arguments to support claims with clear reasons and relevant evidence.</p> <p>W6.1a Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>W6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>W6.1c</p>	<p>W6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding</p>	<p>W6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding</p>	<p>W6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.</p> <p>W6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of other while avoiding plagiarism and providing basic</p>

<p style="text-align: center;">WRITING (Cont')</p>	<p>Use words, phrases, and clauses to clarify the relationships among claims and reasons. W6.1d Establish and maintain a formal style. W6.3e Provide a concluding statement or section that follows from the argument presented. W.4 Produce clear and coherent writing in which the development , organization and style are appropriate to task, purpose and audience L6.3b Maintain consistency in style and tone. W6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. W6.6 ✓ Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>Use words, phrases, and clauses to clarify the relationships among claims and reasons. W6.1d Establish and maintain a formal style. W6.1e Provide a concluding statement or section that follows from the argument presented. W6.4 Produce clear and coherent writing in which the development , organization and style are appropriate to task, purpose and audience L6.3b Maintain consistency in style and tone. W.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. W6.6 Use technology, including the internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>plagiarism and providing basic bibliographic information for sources. W6.9 Draw evidence from literary or information texts to support analysis, reflection and research. W6.9a Apply <i>grade 6 reading standards</i> to literature in terms of their approaches to similar themes and topics. W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>plagiarism and providing basic bibliographic information for sources. W6.9 Draw evidence from literary or information texts to support analysis, reflection and research. W6.9a Apply <i>grade 6 reading standards</i> to literature in terms of their approaches to similar themes and topics. W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>bibliographic information for sources. W6.9 Draw evidence from literary or information texts to support analysis, reflection and research. W6.9b Apply <i>grade 6 reading standards</i> to literature in terms of their approaches to similar themes and topics. W6.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>
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<p>READING</p>	<p>Continue to: RI6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RI6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. RI6.5 Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas. RI6.7 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue. RI6.10 By the end of the year, read and comprehend literary nonfiction in the grade 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI6.3 Analyze in detail how a key individual, event, or ideas is introduced, and elaborated in a text. RI6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI6.7 Compare and contrast one author's presentation of events with that of another.</p>	<p>R.16.3 Analyze in detail how a key individual, event, or ideas is introduced, and elaborated in a text. RI6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. RI6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. RI6.9 Compare and contrast one author's presentation of events with that of another</p>		
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<p style="text-align: center;">SPEAKING AND LISTENING</p>	<p>SL6.1 Engage effectively in a variety of discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 6 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly.</p> <p>SL6.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p>SL6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>SL6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</p> <p>SL6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>SL6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.</p> <p>SL6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p>SL6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p>SL6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>			
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