Kindergarten – Grade 5

Amplify Core Knowledge Language Arts®

Common Core State Standards Unit Level Standards Alignment

AmplifyCKLA

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The following standards alignment chart identifies where each literacy standard is instructed within the Amplify Core Knowledge Language Arts program. Each numbered box represents a unit of instruction. In GK–2, the Amplify CKLA program is organized into two strands, so you will see standards alignments represented separately for each.

Kindergarten Overview Common Core Alignment

READING STANDARDS FOR LITERATURE (RL)

min prompi	ing a	nd su	ippor	t, asl	k and	ansv	ver q	uesti	ons a	bout	t key details in a text. [RL.K.1]				
Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11 12				
With prompt	ith prompting and support, retell familiar stories, including key details. [RL.K.2]														
Skills	1	2	3	4	5	6	7		9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11 12				
With prompt															
with prompt	/ith prompting and support, identify characters, settings, and major events in a story. [RL.K.3]														
Skills	1	2	3	4	5	6	7	8	9	10					

Ask and ans	wer q	uesti	ons a	about	unkı	nown	word	ds in a	a tex	t. [RL.	.K.4]	
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Recognize c	ommo	on ty	pes o	f text	ts (e.	g., sto	orybo	ooks,	poer	ns). [[RL.K.!	5]
Skills	1	2	3	4	5	6	7		9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
With prompt each in tellir	0		• •		me th	ne au	thor	and il	lustr	ator	of a s	tory and define the role
	1	2	3	4	5	6	7	8	9	10		
Skills												

vith prompi vhich they a	0		• •						•				ions and the story in . [RL.K.7]	
Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
(Not applica Skills	ble to	liter 2	ature 3) [RL .	. K.8]	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
With prompt	-					e and	d con	trast	the a	adver	ntures	s and	experiences of	
characters i	characters in familiar stories. [RL.K.9]													
characters in Skills	1	2	3	4	5	6	7		9	10				

Range of Re	adin	g an	d Le	vel o	f Tex	t Co	mplo	exity	,		
Actively enga	age ir	i grol	ip rea	ading	activ	vities	with	purp	ose a	and u	nderstanding. [RL.K.10]
Skills	1	2	3	4	5	6	7	8	9	10	
Knowledge	1	2	3	4	5	6	7	8	9	10	11 12

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

Key Ideas a	nd De	etail	S									
Vith prompt	ing a	nd su	ippor	t, asl	k and	ansv	ver q	uesti	ons a	about	: key	details in a text. [RI.K.1]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Nith prompt	ing a	nd su	ippor	t, ide	entify	the r	nain	topic	and	retel	l key	details of a text. [RI.K.2]
Skills	1	2	3	4	5	6	7	8	9	10		
		2	3	4		_	_	8	9	10	11	12

With prompt pieces of info	0		• •				conr	nectio	on be	twee	n two	o individuals, events, ideas, or
Skills	1	2	3	4	5	6	7		9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

ith promp	ing a	nd su	ippor	t, asl	k and	ansv	wer q	uesti	ons a	about	unkr	nown wo	rds in a	text. [R
Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
Skille						6	7		9	10				
Skills Knowledge	1	2	3	4	5 5	6	7	8	9	10	11	12		
Knowledge Name the au	1 Ithor	2 and i	3 Ilustr	4 ator	5	6		8		10			enting t	he idea:
	1 Ithor	2 and i	3 Ilustr	4 ator	5	6		8		10			enting t	he idea:

Integration of Knowledge and Ideas

With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). **[RI.K.7]**

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

With prompting and support, identify the reasons an author gives to support points in a text. **[RI.K.8]**

Skills	1	2	3	4	5	6	7		9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). **[RI.K.9]**

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Range of Re	adin	g an	d Lev	vel o	f Tex	ct Co	mple	exity	7				
Actively enga	age in	ı grol	up rea	ading	activ	vities	with	purp	ose a	and u	nder	standing. [RI.K.10]	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

emonstrat	e und	ersta	inding	g of t	he or	ganiz	zatior	n and	basi	c feat	tures	of pri	nt. [RF.K.1]
Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
Follow word	s from	n left	to rig	ght, to	op to	botto	om, a	nd pa	age b	y pag	ge. [R	F.K.1a]		
Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
-		oken	i word	15 010	erep	16361	neun	II VVII	llenn	ungu	age i	by spe	cific sequ	uences d
letters. [RF.K		oken	i word	15 010	erep	16361	neun	II VVII	llenn	ungu	age i	by spe	cific sequ	Jences (
-		2	3	4	5	6	7	8	9	10		Jy spe	cinc sequ	
letters. [RF.K	.1b]			_						-	11	12		
letters. [RF.K Skills Knowledge	.1b] 1 1	2	3	4	5	6	7 7	8 8	9 9	10 10	11			
letters. [RF.K Skills Knowledge	.1b] 1 1	2	3	4	5	6	7 7	8 8	9 9	10 10	11			
letters. [RF.K Skills Knowledge Understand	.1b] 1 1 that v	2 2 words	3 3 s are	4 4 sepa	5 5 rated	6 6 by s	7 7 paces	8 8 s in p	9 9 orint.	10 10 [RF.K.	11			
letters. [RF.K Skills Knowledge Understand Skills	1b] 1 1 1 1 1 1 1 1 1 1 1 1 1	2 2 words 2 2	3 3 3 3 3 3	4 4 sepa 4 4	5 5 rated 5 5	6 6 9 6 6	7 7 pace: 7 7	8 8 5 in p 8 8	9 9 orint. 9 9	10 10 [RF.K. 10 10	11 1c] 11	12		
letters. [RF.K Skills Knowledge Understand Skills Knowledge	1b] 1 1 1 1 1 1 1 1 1 1 1 1 1	2 2 words 2 2	3 3 3 3 3 3	4 4 sepa 4 4	5 5 rated 5 5	6 6 9 6 6	7 7 pace: 7 7	8 8 5 in p 8 8	9 9 orint. 9 9	10 10 [RF.K. 10 10	11 1c] 11	12		

Demonstrat	e und	ersta	nding	g of s	poke	n wo	rds, s	yllab	les, a	and s	ound	s (phonemes). [RF.K.2]	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Recognize a	nd pro	oduce	e rhy	ming	word	ls. [R	F.K.2a	1					
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Count, pron	ounce	, bler	nd, ar	nd se	gmer	nt syl	lable	s in s	poke	n wo	rds. [RF.K.2b]	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Blend and s	egmei	nt on	sets	and r	imes	of si	ngle-	syllal	ole sp	ooker	ו wor	ds. [RF.K.2c]	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
	vowel											honemes) in three-phone le CVCs ending with /I/, /	
Skills				4	5	6	7		9	10	11	12	
· -	1	2	3								م-ويراا	able words to make new	
Skills Knowledge	1 titute				nds (j	ohon	emes	s) in s	impl	e, on	c Syn		
Skills Knowledge	1 titute				nds (5	ohon 6	emes 7	s) in s 8	simpl	e, on 10	c Syn		

Phonics and	l Wor	rd Re	cog	nitio	n								
Know and ap	oply g	rade	-level	phor	nics a	and w	ord a	analy	sis sł	kills ir	n dec	oding	g words. [RF.K.3]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

-														
Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7		9	10	11	12		
		g and	shor	rt sou	unds	with	the c	omm	on sp	ellin	gs (g	raph	emes) for the five	e major
owels. [RF.M	(.3b]										-			
Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
Read comm													ny, is, are, do, dc	oes).
Read comm													ny, is, are, do, dc	oes).
Read commo	on hig	gh-fre	quer	icy w	ords	by si	ght (e	e.g., t	he, o	f, to,			ny, is, are, do, dc	oes).
Read comme RF.K.3c] Skills Knowledge	on hig	gh-fre	equen 3 3	acy w	ords 5 5	by si	ght (6 7 7	e.g., t 8	he, o 9 9	f, to, 10 10	you, :	she, r 12	ny, is, are, do, do	
Read comme RF.K.3c] Skills Knowledge	on hig	gh-fre	equen 3 3	acy w	ords 5 5	by si	ght (6 7 7	e.g., t 8	he, o 9 9	f, to, 10 10	you, :	she, r 12		

Fluency

Read emergent-reader texts with purpose and understanding. [RF.K.4]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	

WRITING STANDARDS (W)

ext Types a	and P	urpo	oses								
Use a combi				0	0	0	•				-
tell a reader preference a		•				-	-		state a	an opin	lion or
		the to		or bo		-	-			an opin	lion or

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. **[W.K.2]**

Knowledge 1 2 3 4 5 6 7 8 9 10 11 12	Skills	1	2	3	4	5	6	7		9	10			
	Knowledge	1		3	4	5	6	7	8	9	10	11	12	

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. [W.K.3]

Skills 1 2 3 4 5	6 7	8 9 10	
Knowledge 1 2 3 4 5	6 7	8 9 10	11 12

Begins in g	rade 3	5) [W.I	{.4]											
Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
dd details t Skills	o stre	ngth 2	en wr 3	riting 4	as n	eede 6	d. [W.	K.5] 8	9	10				
							-	_	9	10 10	11	12		
	1	2	3	4	5 5	6	7 7	8	9	10			:o produc	e and p
Skills Knowledge	1 1 ce and	2 2 d sup	3 3 port	4 4 from	5 5 adul	6 6 ts, ex	7 7 xplore	8 8 e a va	9	10			to produc	e and p
Skills Knowledge With guidan	1 1 ce and	2 2 d sup	3 3 port	4 4 from	5 5 adul	6 6 ts, ex	7 7 xplore	8 8 e a va	9	10			to produc	e and p

Research to	Buil	d an	d Pre	esen	t Kn	owle	dge						
Participate in author and e						0		`	e.g.,	explo	ore a r	numt	per of books by a favorite
				_	_	_							
Skills	1	2	3	4	5	6	7		9	10			

With guidance information f												perien	ices or gather
Skills	1	2	3	4	5	6	7		9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
(Begins in gr	ade 4	1) [W.I	K.9]										
Skills	1	2	3	4	5	6	7		9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	

Range of Wi	iting												
(Begins in gr	ade 3	8) [W.I	K.10]										
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

SPEAKING AND LISTENING STANDARDS (SL)

Participate i texts with pe									•		s abo	out kindergarten topics and
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
-							-		-	o oth	ers a	nd taking turns speaking
-							-		-	o oth 10	ers a	nd taking turns speaking
about the to		nd te	exts u	under	r disc	ussic	on). [9	SL.K.1a 8	a]	_	ers a 11	nd taking turns speaking
about the to Skills Knowledge	pics a	nd te 2 2	3 3	under 4 4	disc 5 5	ussic 6 6	on). [s 7 7	SL.K.1a 8 8	a] 9 9	10 10		
about the to Skills	pics a	nd te 2 2	3 3	under 4 4	disc 5 5	ussic 6 6	on). [s 7 7	SL.K.1a 8 8	a] 9 9	10 10		

	king a	ind ai	nswe	ring o	quest					•		ed orally or through other questing clarification if	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Ask and answunderstood.			ons ii	ר ord	er to	seek	help	, get	inforı	matic	on, or	r clarify something that is not	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Presentatio	n of I	Knov	vled	ge ai	nd Id	leas						
Describe fan additional de				aces,	, thing	gs, ar	nd ev	ents	and,	with	prom	npting and support, provide
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
[SL.K.5] Skills	1	2	3	4	5	6	7	8	9	10		provide additional detail.
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Speak audib	ly and	d exp	ress	thou	ghts,	feelir	ngs, a	and ic	leas	clear	ly. [SI	L.K.6]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

LANGUAGE STANDARDS (L)

Convention	s of S	Stan	dard	Eng	lish								
Demonstrate or speaking.			d of t	the co	onver	ntion	s of s	tand	ard E	nglis	h gra	mma	r and usage when writing
1 0	L1	1											
Skills	1	2	3	4	5	6	7	8	9	10			

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Jse frequen	tly oc	curri	ng nc	ouns	and v	erbs.	[L.K.:	lb]					
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Form regula	r plura	al noi	uns o	rally	by ac	ding	/s/ (or /es	s/ (e.	g., da	og, do	ogs; v	vish, wishes). [L.K.1c]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
Jnderstand [L.K.1d]	and u	ise qu	Jestio	on wo	ords (inter	rogat	ives)	(e.g.	., who	o, wh	at, w	here, when, why, how).
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Jse the mos [L.K.1e]	st freq	uent	ly oco	currin	ng pr	eposi	tions	e.g.	., to, 1	from,	in, o	ut, oi	n, off, for, of, by, with).
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Produce and	1 expa	ind co	ompl	ete s	enter	nces i	n sha	ared I	angu	lage a	activ	ties.	[L.K.1f]
Skills	1	2	3	4	5	6	7	8	9	10			
			3	4	5	6	7		9	10	11	12	
Knowledge	1	2	5										
Demonstrat	e com	nman	d of t	he co	onver	ntions	s of s	tanda	ard E	nglis	h cap	oitaliz	zation, punctuation, and
Demonstrat	e com	nman	d of t	he co	onver 5	ntions 6	s of s	tanda 8	ard E 9	nglis 10	h cap	bitaliz	zation, punctuation, and
Demonstrat spelling whe	e com en writ	nman ting. [d of t [L.K.2]	he co					_		h cap	italiz	zation, punctuation, and
Demonstrat spelling whe Skills Knowledge	e com en writ 1	nman ting. [2 2	d of t [L.K.2] 3 3	he co l 4 4	5	6	7 7	8	9	10 10	11		zation, punctuation, and
Demonstrat spelling whe Skills Knowledge	e com en writ 1	nman ting. [2 2	d of t [L.K.2] 3 3	he co l 4 4	5	6	7 7	8	9	10 10	11		zation, punctuation, and
Demonstrat spelling whe Skills Knowledge Capitalize th	e com en writ 1 1 ne firs	nman ting. [2 2 t wor	d of t [L.K.2] 3 d in a	he co l 4 4 sent	5 5 tence	6 6 and	7 7 the p	8 8 prono	9 9 un /.	10 10 [L.K.2	11		zation, punctuation, and
Demonstrat spelling whe Skills Knowledge Capitalize th Skills Knowledge	e com en writ 1 1 ne firs 1	ting. [2 2 t wor 2 2	d of t [L.K.2] 3 d in a 3 3	he co 4 4 sent 4	5 5 tence 5 5	6 e and 6 6	7 7 the p 7 7	8 8 prono 8	9 9 un <i>I</i> . 9	10 10 [L.K.2 10	- 11 a]	12	zation, punctuation, and
Demonstrat spelling whe Skills Knowledge Capitalize th Skills	e com en writ 1 1 ne firs 1	ting. [2 2 t wor 2 2	d of t [L.K.2] 3 d in a 3 3	he co 4 4 sent 4	5 5 tence 5 5	6 e and 6 6	7 7 the p 7 7	8 8 prono 8	9 9 un <i>I</i> . 9	10 10 [L.K.2 10	- 11 a]	12	zation, punctuation, and

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
all simple	word	s nhơ	notio		draw	ing o	n kna	JWIGC		fsou	nd-lo	ttor r	alationships ri k 241
	word			-		-			-		nd-le	tter r	elationships. [L.K.2d]
pell simple Skills	word			cally, 4		-			lge o 9	f soui 10	nd-le	tter r	elationships. [L.K.2d]

Knowledge	of La	ngua	age									
(Begins in gr	ade 2	2) [L.K	(.3]									
Skills	1	2	3	4	5	6	7	9	10			
Knowledge	1	2	3	4	5	6	7	9	10	11	12	

Determine or variable variables variab	Vocabulary	Acqu	isiti	on a	nd U	se								
Knowledge 1 2 3 4 5 6 7 8 9 10 11 12 Identify new meanings for familiar words and learning the verb to duck is a bird and learning the verb to duck is a bird. Item to duck is a bird. Item to duck is a bird. Skills 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12 Use the most five to the meaning of an unknown of an unknow			2					wn a	nd m	ultipl	le-me	eanin	g wo	rds and phrases based on
Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). [L.K.4a] Skills 1 2 3 4 5 6 7 8 9 10 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12 Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. [L.K.4b] 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12	Skills	1	2	3	4	5	6	7	8	9	10			
And learning the verb to duck). [L.K.4a] Skills 1 2 3 4 5 6 7 8 9 10 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12 Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a club to the transmitter of a state of the transmitter of the	Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. [L.K.4b] Skills 1 2 3 4 5 6 7 8 9 10	and learning	the v	erb t	o duc	:k). [I	K.4a]					iratel	y (e.	g., knowing <i>duck</i> is a bird
-less) as a clue to the meaning of an unknown word. [L.K.4b] Skills 1 2 3 4 5 6 7 8 9 10	Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
				-		-						, –ed	, —S,	re–, un–, pre–, –ful,
Knowledge 1 2 3 4 5 6 7 8 9 10 11 12	Skills	1	2	3	4	5	6	7	8	9	10			
	Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Skills	1	2	3	4	5	6	7	8	9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
Sort commo ategories re				-	ories	(e.g.	, sha	oes, f	oods) to g	gain a	sens	e of t	he co	ncept	s the
Skills	1	2	3	4	5	6	7	8	9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
)emonstrat heir opposi	tes (a	ntony	/ms)	. [L.K.	5b]		occu		verb			ectives	s by r		ig trie	rn to
Skills	1	2	3	4	5	6	7	8	9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
dentify real	-life co			_				-					ces a	t sch	ool th	at are
dentify real	-life co			_				-					ces a	t sch	ool th	at are
dentify real colorful). [L.I	-life co K.5c]	onne	ction	s bet	weer	n wor	ds an	d the	eir us	e (e.g			ces a	t sch	ool th	at are
dentify real- colorful). [L.I Skills Knowledge Distinguish s	life co x.5c] 1 1 shade	onne 2 2 s of r	ction 3 3 nean	s bet 4 4 ing a	weer 5 5 monį	word 6 6 g verl	ds an 7 7 7 bs de	d the 8 8 scrib	eir us 9 9 9	e (e.g 10 10	g., no 11	te pla 12				
dentify real colorful). [L.I Skills Knowledge Distinguish s	life co x.5c] 1 1 shade	onne 2 2 s of r	ction 3 3 nean	s bet 4 4 ing a	weer 5 5 monį	word 6 6 g verl	ds an 7 7 7 bs de	d the 8 8 scrib	eir us 9 9 9	e (e.g 10 10	g., no 11	te pla 12				
dentify real colorful). [L.I Skills Knowledge Distinguish s narch, strut	life co K.5c] 1 shade , pran	2 2 s of r ce) b	ction 3 3 nean y act	s bet 4 ing a ing o	weer 5 5 mong ut th	6 6 g verl e me	ds an 7 7 7 bs de	d the 8 8 scrib gs. [L.	9 9 9 9 9 9 6 1 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7 7	e (e.g 10 10 he sa	g., no 11	te pla 12				
dentify real- colorful). [L.I Skills Knowledge Distinguish s narch, strut Skills Knowledge Jse words a	life co (.5c] 1 shade , pran 1 1 nd ph	onne 2 2 s of r ce) b 2 2 rases	s acq	s bet 4 ing a ing o 4 4	weer 5 5 mong ut th 5 5	e me	ds an 7 7 bs de aning 7 7	d the 8 scrib gs. [L. 8	eir us 9 9 9 9 9 5 7 9 9	e (e.g 10 10 he sa 10 10	g., no 11 me g	12 12 12	l acti	on (e	.g., Wa	
dentify real- colorful). [L.I Skills Knowledge Distinguish s march, strut Skills	life co (.5c] 1 shade , pran 1 1 nd ph	onne 2 2 s of r ce) b 2 2 rases	s acq	s bet 4 ing a ing o 4 4	weer 5 5 mong ut th 5 5	e me	ds an 7 7 bs de aning 7 7	d the 8 scrib gs. [L. 8	eir us 9 9 9 9 9 5 7 9 9	e (e.g 10 10 he sa 10 10	g., no 11 me g	12 12 12	l acti	on (e	.g., Wa	

Grade 1 Overview Common Core Alignment

READING STANDARDS FOR LITERATURE (RL)

Key Ideas an	d De	etails	5								
Ask and answ	ver q	uesti	ons a	about	key	detai	ls in a	a text	t. [RL.:	1.1]	
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11
Retell stories lesson. [RL.1.2 Skills		uding 2	g key 3	deta	ils, ai 5	nd de	mon 7	strat	e unc	lersta	anding of their central message or
Knowledge	1	2	3	4	5	6	7	8	9	10	11
Describe cha	racte	ers, se	etting	gs, ar	nd ma	ajor e	vents	s in a	story	/, usi	ng key details. [RL.1.3]
Skills	1	2	3	4	5	6	7				
	1	2	3	4	5	6	7	8	9	10	11

raft and S	truct	ure										
dentify wor RL.1.4]	ds and	d phr	ases	in sto	ories	or po	ems	that	sugg	est fe	eeling	gs or appeal to the senses.
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	
, ,											book	s that give information,
drawing on a								00. [1	([.1.5]			
Skills	1	2	3	4	5	6	7	8	9		11	

s tell	ing t	he st	ory a	t vari	ous p	point	s in a	text.	[RL.1	.6]	
1	2	3	4	5	6	7					
1	2	3	4	5	6	7		9	10	11	
	s tell 1 1	telling t 1 2 1 2	telling the st123123	1 2 3 4	1 2 3 4 5	1 2 3 4 5 6	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	1 2 3 4 5 6 7	

se illustrati	ions a	ind d	etails	s in a	story	/ to d	escri	be its	s cha	racte	rs, setting, c	or events. [F	L.1.7]
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Not applica Skills	ble to	liter 2	ature 3	e) [RL	1.8]	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
compare an	d con	trast	the a	adver	nture	s anc	l exp	erien	ces o	f cha	racters in st	ories. [RL.1.	9]
Skills	1	2	3	4	5	6	7						

Range of Reading and Level of Text ComplexityWith prompting and support, read prosend poetry of appropriate complexity for grade 1.[RL.1.10]Image: Image: Ima

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

Key Ideas ar	nd De	etails	5											
Ask and ans	ver q	uesti	ons a	bout	key	detai	ls in a	a text	t. [RI.:	l.1]				
Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	8	9	10	11			

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
	conr	nectio	on be	twee	n two	indi	vidua	ıls, ev	ents,	, idea	s, or	pieces of information in a te
	e conr	necti	on be	twee	n two	indi	vidua	ils, ev	ents,	, idea	s, or	pieces of information in a te
Describe the RI.1.3] Skills	e conr	nectio 2	on be	twee	n two	indiv	vidua 7	ils, ev	ents,	, idea	s, or	pieces of information in a te

	MOK O	ucoti	0 10 0 t	ماما	n dat	o r po i		مامدن	fu +b		onina	r of words and phrases in a
	wer q	uesti	ons to	onei	p det	ermi	ne or	Clari	iy the	eme	anne	g of words and phrases in a
ext. [RI.1.4]						1		1				
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
						-		-				nts, glossaries, electronic
						-		-				nts, glossaries, electronic
nenus, icon	s) to l	ocate	e key	facts	s or ir	nform	natior	-				nts, glossaries, electronic
nenus, icon Skills Knowledge	s) to I 1 1	ocate 2 2	e key 3 3	facts 4 4	s or ir 5 5	oform 6 6	nation 7 7	n in a	text. 9	[RI.1 10	.5]	
nenus, icon Skills Knowledge Distinguish l	s) to I 1 1 betwe	ocato 2 2 en in	e key 3 3 Iform	facts 4 4 ation	s or ir 5 5 1 prov	oform 6 6 vided	nation 7 7	n in a	text. 9	[RI.1 10	.5]	nts, glossaries, electronic
nenus, icon Skills Knowledge	s) to I 1 1 betwe	ocato 2 2 en in	e key 3 3 Iform	facts 4 4 ation	s or ir 5 5 1 prov	oform 6 6 vided	nation 7 7	n in a	text. 9	[RI.1 10	.5]	

Integration o	of Kn	owle	edge	and	Idea	as						
Use the illustr	ratio	ns an	id det	tails i	nate	ext to	des	cribe	its ke	ey ide	eas. [[RI.1.7]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11
dentify basi									n two	texts	s on the same topic (e.g., in
									n two	texts	s on the same topic (e.g., in
dentify basi	desc		ons, o						ı two	texts	s on the same topic (e.g., in

Range of Re	adin	g an	d Lev	vel o	f Tex	t Co	mple	exity				
With prompt	ing ai	nd su	ippor	t, rea	d inf	orma	itiona	al text	s ap	propi	riatel	y complex for grade 1. [RI.1.10]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

emonstrate	<u>und</u>	ersta	Inding	on ft	he or	ganiz	vatior	n and	l basi	c feat	tures	of print. [RF.1.1]
		515ta				5um2			1 5051		uics	
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	
-		-	iishin	g fea	tures	of a	sente	ence	(e.g.,	, first	word	l, capitalization, endir
ecognize th unctuation Skills		L.1a]	iishin 3	-			sente	ence	(e.g.,	, first	word	l, capitalization, endir

emonstrat	e und	ersta	nding	g of s	poke	n wo	rds, s	syllab	oles, a	and s	ound	s (phonemes)	. [RF.1.2]
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Distinguish I	ong fi	rom s	short	VOWe	el sou	unds	in sp	oken	singl	e-syl	lable	words. [RF.1.2a]
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Skills	2b] 1	2	3	4	5	6	7		1				
Skills Knowledge	1 1 prono	2 unce	3	4	5	6	7	8 I final	9 Sour	10 nds (j	11 Dhon	emes) in spok	en single-
Skills Knowledge	1 1 prono	2 unce	3	4	5	6	7					emes) in spok	en single-
Skills Knowledge solate and p syllable word	1 1 prono ds. [RF	2 unce .1.2c]	3 initia	4 Il, me	5 edial v	6 vowe	7 I, anc					emes) in spok	en single-
Skills Knowledge Isolate and p syllable word Skills Knowledge	1 1 orono ds. [RF 1 1 oken :	2 unce 1.2c] 2 2 single	3 initia 3 3	4 Il, me 4 4	5 edial v 5 5	6 vowe 6 6	7 I, and 7 7	l final	sour	nds (j 10	ohon 11	emes) in spok e of individua	
Skills Knowledge Isolate and p syllable word Skills Knowledge Segment sp	1 1 orono ds. [RF 1 1 oken :	2 unce 1.2c] 2 2 single	3 initia 3 3	4 Il, me 4 4	5 edial v 5 5	6 vowe 6 6	7 I, and 7 7	l final	sour	nds (j 10	ohon 11		

Phonics and	Wor	d Re	ecog	nitio	n							
Know and ap	ply g	rade	-level	pho	nics a	and w	ord a	analy	sis sł	kills in	n dec	oding words. [RF.1.3]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Know the sp	elling	-soui	nd co	orresp	oonde	ences	s for (comn	non c	consc	onant	digraphs. [RF.1.3a]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	

Skills	1	2	3	4	5	6	7										
Knowledge	1	2	3	4	5	6	7	8	9	10	11						
(now final –	e and	com	imon	vowe	el tea	m co	nven	tions	for r	epres	sentir	ng lo	ng vo	owels	sound	S. [RF.1 .	30
Skills	1	2	3	4	5	6	7										
Knowledge	1	2	3	4	5	6	7		9	10	11						
Jse knowled n a printed v	-			yllabl	le mi	ist ha	ave a	vowe	l sou	nd to	dete	ermi	ne th	e nur	nber (of sylla	bl
Skills	1	2	3	4	5	6	7										
Knowledge	1	2	3	4	5	6	7		9	10	11						
												e wo	rds ir	nto sy	llable	S. [RF.1.	30
												e wo	rds ir	nto sy	llable	S. [RF.1.	36
ecode two	syllat	ole w	ords	follov	ving	basic	: patt					e wo	rds ir	nto sy	llable	S. [RF.1 .	36
Decode two- Skills Knowledge	-syllat	ole w	ords 3 3	follov 4 4	ving 5 5	basic 6 6	patte	erns	by br	eakir	ng the	e wo	rds ir	nto sy	llable	S. [RF.1 .	36
Decode two- Skills Knowledge	-syllat	ole w	ords 3 3	follov 4 4	ving 5 5	basic 6 6	patte	erns	by br	eakir	ng the	e wo	rds ir	nto sy	llable	S. [RF.1.	30
Decode two- Skills Knowledge Read words	-syllat 1 1 with i	2 2 nflec	ords 3 3 tiona	follov 4 4 I end	ving 5 5 ings.	6 6 [RF.1.	; patte 7 7 3f]	erns	by br	eakir	ng the	e wo	rds ir	nto sy	llable	S. [RF.1.	3
Decode two- Skills Knowledge Read words Skills Knowledge	-syllat 1 1 with i	ole wood 2 2 nflec 2 2	ords 3 3 tiona 3 3	follov 4 4 1 end 4 4	ving 5 5 ings. 5	basic 6 6 [RF.1. 6 6	: patte 7 7 3f] 7 7	erns 8	by br	eakir 10	ng the 11			nto sy	llable	S. [RF.1.	3
Decode two- Skills Knowledge Read words Skills	-syllat 1 1 with i	ole wood 2 2 nflec 2 2	ords 3 3 tiona 3 3	follov 4 4 1 end 4 4	ving 5 5 ings. 5	basic 6 6 [RF.1. 6 6	: patte 7 7 3f] 7 7	erns 8	by br	eakir 10	ng the 11			nto sy	llable	S. [RF.1.	3€

Fluency								
Read with su	fficie	nt ac	cura	cy an	d flu	ency	to su	Ipport comprehension. [RF.1.4]
Skills	1	2	3	4	5	6	7	
Knowledge	1	2	3	4	5	6	7	8 9 10 11
Read grade-l	evel t	ext v	vith p	ourpo	se ar	nd un	derst	tanding. [RF.1.4a]
Skills	1	2	3	4	5	6	7	
Knowledge	1	2	3	4	5	6	7	8 9 10 11

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
	to coi	nfirm	I Or Se	elf-cc	prrect	wor	d reco	ogniti	ion a		nders	tanding, rereading as
se context ecessary. []						ogniti	ion a		nders	tanding, rereading as
			n or se	elf-cc 4	orrect 5	word 6	d reco	ogniti	ion a		nders	tanding, rereading as

WRITING STANDARDS (W)

Write opinio					-								-		-
state an opi	nion, s	uppl	y a re	easor	1 for t	the o	pinio	n, and	l pro	vides	some	sense	ot clos	ure. [W.1.1]
Skills	1	2	3	4	5	6	7								
Knowledge	1	2	3	4	5	6	7	8	9	10	11				
Vrite inform opic, and pi				-				-	me a	topi	c, su	oply so	me fac	ts abo	out the
		50111	C 3CI	130 0	1 0105	ure.	[W.1.2								
Skills	1	2	3	4	5	6	[w.1.2 _.								
								8	9	10	11				
Skills Knowledge Write narrat	1 1 ives ir s rega	2 2 n which rding	3 3 ch th ; wha	4 4 ey re t hap	5 5 coun	6 6 t two	7 7 or m	8 Iore a	ppro	priat	ely s				
Skills	1 1 ives ir s rega	2 2 n which rding	3 3 ch th ; wha	4 4 ey re t hap	5 5 coun	6 6 t two	7 7 or m	8 Iore a	ppro	priat	ely s				

Begins in gi	ade 3	8) [W. :	.4]										
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Skills	and a	dd de	etails 3	to st 4	rengt	then 6			•	•		o questic	
Skills	and a	2	3	4	5	6	writir 7	ng as	need	ed. [\	W.1.5]		
from peers, Skills Knowledge With guidan writing, inclu	1 1 ce and	2 2 d sup	3 3 port	4 4 from	5 5 adul	6 6 ts, us	writir 7 7 se a v	ng as 8 variet	need	ed. [\ 10	N.1.5]	·	
Skills Knowledge With guidan	1 1 ce and	2 2 d sup	3 3 port	4 4 from	5 5 adul	6 6 ts, us	writir 7 7 se a v	ng as 8 variet	need	ed. [\ 10	N.1.5]	·	

Research to	Buil	d an	d Pre	esen	t Kn	owle	dge				
Participate ir given topic a						-			-		re a number of "how-to" books on a [W.1.7]
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11
With guidance information			•								m experiences or gather 3]
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11
(Begins in gr	ade 4	1) [W.:	1.9]								
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7		9	10	11

Range of Wr	iting	:										
(Begins in gr	ade 3	3) [W. :	l.10]									
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

SPEAKING AND LISTENING STANDARDS (SL)

Participate i with peers a									•	rtner	s abo	out grade 1 topics and texts
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Follow agree time about t									-		ers w	vith care, speaking one at a
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
			conv	ersat	tions	by re	espor	nding	to th	e cor	nmer	nts of others through multipl
exchanges.			conv	ersa	tions	by re		nding	to th	e cor	nmer	nts of others through multipl
exchanges. Skills	SL.1.1k	2	3	4	5	6	7					nts of others through multipl
exchanges.	SL.1.1k]				-		nding 8	to th 9	e cor 10	nmer 11	nts of others through multipl
exchanges. Skills Knowledge	SL.1.1k	2 2	3	4	5	6	7	8	9	10	11	nts of others through multipl under discussion. [SL.1.1c]
exchanges. Skills Knowledge	SL.1.1k	2 2	3	4	5	6	7	8	9	10	11	
exchanges. Skills Knowledge Ask question	SL.1.18	2 2 clear	3 3 up ar	4 4 1y co	5 5 nfusi	6 6 on al	7 7 Sout	8	9	10	11	
exchanges. Skills Knowledge Ask question Skills Knowledge Ask and ans	SL.1.11 1 1 1 1 1 1 1 wer q	2 2 clear 2 2 uesti	3 up ar 3 3 ons a	4 4 ny co 4 4 about	5 5 nfusi 5 5	6 6 on al 6 6	7 7 00ut 7 7	8 the to	9 opics 9	10 and 1 10	11 texts 11	
exchanges. Skills Knowledge Ask question Skills Knowledge	SL.1.11 1 1 1 1 1 1 1 wer q	2 2 clear 2 2 uesti	3 up ar 3 3 ons a	4 4 ny co 4 4 about	5 5 nfusi 5 5	6 6 on al 6 6	7 7 00ut 7 7	8 the to	9 opics 9	10 and 1 10	11 texts 11	under discussion. [SL.1.1c]

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **[SL1.3]**

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	9	10	11	

	م مام م		a +la:		م ام ما		ا±ا			al a t a i				factions
Describe pe		ласе	s, thi	ngs, a	and e	events	S WILF	reie	vant	detai	is, exp	ressing id	leas and	reenings
clearly. [SL.1.	4]													
Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	8	9	10	11			
Add drawing	ic or o	thor	:			1								
-	-		VISUE		piays	to de	escri	otion	s whe	en ap	propri	ate to clai	rify ideas	s, though
-	-		visua 3	4	piays 5	to de 6	escriț 7	otion	s whe	en ap	propri	ate to clar	rify ideas	s, though
and feelings	-	5]	_					otion:	s whe	en ap 10	propri	ate to clar	rify ideas	s, though
and feelings Skills Knowledge Produce con	. [SL.1.! 1 1 nplete	5] 2 2 e sent	3 3 tence	4 4 es wh	5 5 ien ap	6 6 oprop	7 7 Driate	8 e to ta	9 sk ar	10 nd sit	11			
and feelings Skills	. [SL.1.! 1 1 nplete	5] 2 2 e sent	3 3 tence	4 4 es wh	5 5 ien ap	6 6 oprop	7 7 Driate	8 e to ta	9 sk ar	10 nd sit	11			

LANGUAGE STANDARDS (L)

Convention	s of S	Stan	dard	Eng	lish							
Demonstrate or speaking.			d of t	the co	onvei	ntion	s of s	tand	ard E	nglis	h gra	ammar and usage when writing
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Print all uppe	er- an	d lov	verca	se le	tters	. [L.1.1	.a]					
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Jse singular [L.1.1c]	and p	olura	l nou	ns wi	th m	atchi	ng ve	erbs in	n bas	ic se	ntenc	es (e.g., He hops; W	/e hop).
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Jse persona everything).			ive, a	nd in	defin	ite pr	าดทอเ	ins (e	e.g.,	, me,	my; t	hey, them, their, an <u>y</u>	yone,
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
walk home;		2								(c.g.,	leste	rday I walked home	, iouay i
JKIIIS													
Knowledge								8	9	10	11		
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
	1	2	3	4	5	6	7	8	9	10	11		
	1	2	3	4	5	6	7	8	9	10	11		
Jse frequen	1 tly oc	2 curri	3 ng ac	4 ljecti	5 ves. [6 [L.1.1f]	7	8	9	10	11		
Jse frequen Skills Knowledge	1 tly oc 1 1	2 curri 2 2	3 ng ac 3 3	4 Ijecti 4 4	5 ves. [5	6 [L.1.1f] 6	7 7 7	8	9	10	11	e). [L.1.1g]	
Jse frequen Skills Knowledge	1 tly oc 1 1	2 curri 2 2	3 ng ac 3 3	4 Ijecti 4 4	5 ves. [5	6 [L.1.1f] 6	7 7 7	8	9	10	11	e).[L.1.1g]	
Jse frequen Skills Knowledge Jse frequen	1 tly oc 1 1 tly oc	2 curri 2 curri	3 ng ac 3 3 ng cc	4 Jjecti 4 A onjun	5 ves. [5 ction	6 [L.1.1f] 6 6 s (e.§	7 7 7 g., an	8	9	10	11	e).[L.1.1g]	
Jse frequen Skills Knowledge Jse frequen Skills Knowledge	1 tly oc 1 tly oc 1 1	2 curri 2 curri 2 2 2	3 ng ac 3 ng cc 3 3	4 Jjecti 4 onjun 4 4	5 ves. [5 ction 5 5	6 [L.1.1f] 6 5 (e.g 6 6	7 7 7 g., an 7 7 7	8 d, bui	9 t, or, . 9	10 so, be	11 ecaus	e).[L.1.1g]	
Jse frequen Skills Knowledge Jse frequen Skills Knowledge	1 tly oc 1 tly oc 1 1	2 curri 2 curri 2 2 2	3 ng ac 3 ng cc 3 3	4 Jjecti 4 onjun 4 4	5 ves. [5 ction 5 5	6 [L.1.1f] 6 5 (e.g 6 6	7 7 7 g., an 7 7 7	8 d, bui	9 t, or, . 9	10 so, be	11 ecaus	e). [L.1.1g]	
Jse frequen Skills Knowledge Jse frequen Skills Knowledge Jse determi	1 tly oc 1 tly oc 1 1 ners (2 curri 2 curri 2 (e.g.,	3 ng ac 3 ng cc 3 3 artic	4 Jjecti 4 A onjun 4 Ies, d	5 ves. [5 ction 5 lemo	6 [L.1.1f] 6 s (e.§ 6 nstra	7 7 7 9., and 7 7 tives	8 d, bui	9 t, or, . 9	10 so, be	11 ecaus	e). [L.1.1g]	
Jse frequen Skills Knowledge Jse frequen Skills Knowledge Jse determi Skills Knowledge	1 tly oc 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 curri 2 curri 2 (e.g., 2 2 2	3 ng ac 3 ng cc 3 artic 3 3 artic	4 Jjecti 4 onjun 4 les, d 4 4	5 ves. [5 ction 5 lemo 5	6 [L.1.1f] 6 s (e.g 6 nstra 6 6	7 7 7 3., and 7 7 tives 7 7	8 d, but 8). [L.1.	9 t, or, . 9 .1h]	10 so, be 10	11 ecaus 11		
Jse frequen Skills Knowledge Jse frequen Skills Knowledge Jse determi Skills	1 tly oc 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 curri 2 curri 2 (e.g., 2 2 2	3 ng ac 3 ng cc 3 artic 3 3 artic	4 Jjecti 4 onjun 4 les, d 4	5 ves. [5 ction 5 lemo 5	6 [L.1.1f] 6 s (e.g 6 nstra 6 6	7 7 7 3., and 7 7 tives 7 7	8 d, but 8). [L.1.	9 t, or, . 9 .1h]	10 so, be 10	11 ecaus 11		

Skills	1	2	3	4	5	6	7								
Knowledge	1	2	3	4	5	6	7	8	9	10	11				
Demonstrate pelling whe					onver	ntions	s of s	tanda	ard E	nglisl	h capit	alizatic	on, pur	ictuatio	n, and
Skills	1	2	3	4	5	6	7								
Knowledge	1	2	3	4	5	6	7		9	10	11				
Capitalize da	ates a	nd na	ames	ofpe	eople	e. [L.1.	2a]								
Skills	1	2	3	4	5	6	7								
Knowledge	1	2	3	4	5	6	7	8	9	10	11				
Jse end pun	ctuat	ion fo	or sei	ntenc	ces. [l	1.2b]	1								
Skills	1	2	3	4	5	6	7								
Knowledge	1	2	3	4	5	6	7	8	9	10	11				
Jse comma	s in da	ates a	and to	o sep	arate	e sing	le wo	ords i	n a s	eries.	[L.1.2c]			
Skills	1	2	3	4	5	6	7								
Knowledge	1	2	3	4	5	6	7	8	9	10	11				
Jse convent rregular woi		•	-	or wo	rds w	/ith c	omm	on sp	pellin	g pat	terns	and for	freque	ently occ	curring
Skills	1	2	3	4	5	6	7								
Knowledge	1	2	3	4	5	6	7		9	10	11				
Spell untaug	;ht wo	ords p	hone	etical	ly, dr	awing	g on p	ohon	emic	awar	eness	and sp	elling	convent	ions.
L.1.2e]															

Knowledge of	of La	ngu	age								
(Begins in gr	ade 2	2) [L.1	.3]								
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	9	10	11	
											1

Skills 1 2 3 4 5 6 7 8 9 10 11 Knowledge 1 2 3 4 5 6 7 8 9 10 11 Use sentence-level context as a clue to the meaning of a word or phrase. [L.1.4a] Skills 1 2 3 4 5 6 7 8 9 10 11 Use sentence-level 1 2 3 4 5 6 7 8 9 10 11 Use frequently occurring affixes as a clue to the meaning of a word. [L.1.4b] 1 2 3 4 5 6 7 8 9 10 11 Use frequently occurring affixes as a clue to the meaning of a word. [L.1.4b] 1 2 3 4 5 6 7 8 9 10 11 Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). [L.1.4c] 3 4 5 6 7 8 9 10 11 With guidance and suport from adults, demonings.			-		-	-							g words and phrases based tegies. [L.1.4]
A word or phrase. [L.1.4a] Skills 1 2 3 4 5 6 7 8 9 10 11 Knowledge 1 2 3 4 5 6 7 8 9 10 11 Use frequently occurring affixes as a clue to the meaning of a word. [L.1.4b] 1 2 3 4 5 6 7 8 9 10 11 Skills 1 2 3 4 5 6 7 8 9 10 11 Knowledge 1 2 3 4 5 6 7 8 9 10 11 Identify frequently occurring root words into keys (looked, looked,	Skills	1	2	3	4	5	6	7					
Skills 1 2 3 4 5 6 7 8 9 10 11 Knowledge 1 2 3 4 5 6 7 8 9 10 11 Use frequently occurring affices as a clue to the meaning of word. [L.1.4b] 1 2 3 4 5 6 7 8 9 10 11 Skills 1 2 3 4 5 6 7 8 9 10 11 Identify frequently occurring convertses as a clue to the meaning of word. [L.1.4b] 1 2 3 4 5 6 7 8 9 10 11 Identify frequently cocurring convertses to the standard and the stand	Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Knowledge 1 2 3 4 5 6 7 8 9 10 11 Use frequently occurring affixes as a clue to the meaning of a word. [L.1.4b] Skills 1 2 3 4 5 6 7 8 9 10 11 Skills 1 2 3 4 5 6 7 8 9 10 11 Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looka</i> , <i>look</i>	Use sentenc	e-leve	el cor	ntext	as a (clue t	to the	e mea	aning	ofa	word	or pł	nrase. [L.1.4a]
Skills 1 2 3 4 5 6 7 Knowledge 1 2 3 4 5 6 7 8 9 10 11 Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). [L.1.4c] 1 2 3 4 5 6 7 8 9 10 11 Skills 1 2 3 4 5 6 7 8 9 10 11 Knowledge 1 2 3 4 5 6 7 8 9 10 11 Knowledge 1 2 3 4 5 6 7 8 9 10 11 With guidance and support from adults, demonstrate understate	Skills	1	2	3	4	5	6	7					
Skills 1 2 3 4 5 6 7 8 9 10 11 Knowledge 1 2 3 4 5 6 7 8 9 10 11 Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks</i> , <i>looked</i> , <i>looking</i>). ILILE ILILE ILILE Skills 1 2 3 4 5 6 7 8 9 10 11 Knowledge 1 2 3 4 5 6 7 8 9 10 11 Knowledge 1 2 3 4 5 6 7 8 9 10 11 With guidance and support from adults, demonstrate understrate understrate of word relationships and nuances in word meanings. ILILE ILILE ILILE Skills 1 2 3 4 5 6 7 8 9 10 11 Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. ILILSa	Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Knowledge1234567891011Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). [L1.4c]Skills1234567891011Knowledge1234567891011With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L1.5]1234567891011Skills1234567891011Skills1234567891011Skills1234567891011Stills1234567891011Stills1234567891011Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [L1.5a]	Use frequen	tly oc	curri	ng af	fixes	as a	clue	to the	e mea	aning	ofa	word	[L.1.4b]
Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking). Skills 1 2 3 4 5 6 7 Knowledge 1 2 3 4 5 6 7 8 9 10 11 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5] Skills 1 2 3 4 5 6 7 8 9 10 11 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word Image: Linit Single for the second se	Skills	1	2	3	4	5	6	7					
Skills 1 2 3 4 5 6 7 Knowledge 1 2 3 4 5 6 7 8 9 10 11 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5] Skills 1 2 3 4 5 6 7 8 9 10 11 Skills 1 2 3 4 5 6 7 8 9 10 11 Skills 1 2 3 4 5 6 7 8 9 10 11 Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [L.1.5a]													
Knowledge1234567891011With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L1.5]Skills1234567891011Skills1234567891011Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [L1.5a]	Knowledge	1	2	3	4	5	6	7	8	9	10	11	
With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. [L.1.5] Skills 1 2 3 4 5 6 7 Knowledge 1 2 3 4 5 6 7 8 9 10 11 Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [L.1.5a]	ldentify freq looked, looki	uently ing). [y occ L.1.4c	urrin I	g roo	ot wor	rds (e	e.g., /					tional forms (e.g., <i>looks,</i>
Knowledge 1 2 3 4 5 6 7 8 9 10 11 Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [L.1.5a]	ldentify freq looked, look Skills	uently ing). [y occ L.1.4c] 2	urrin I	g roo 4	ot wor 5	rds (e	e.g., la	ook) a	and t	heir i	nflec	tional forms (e.g., <i>looks,</i>
Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [L.1.5a]	ldentify freq looked, look Skills Knowledge With guidan	uently ing). [1 1 ce and	y occ L.1.4c 2 2 d sup	urrin I 3 3 port	g roo 4 4 from	t wor 5 5 adul	rds (e	e.g., /d 7 7	ook) a	and t	heir i 10	nflec	
represent. [L.1.5a]	ldentify freq looked, look Skills Knowledge With guidan nuances in v	uently ing). [1 ce and vord r	y occ L.1.4c 2 d sup nean	urrin I 3 port ings.	g roo 4 4 from [L.1.5]	t wor 5 3 adul	rds (e 6 ts, de	e.g., la 7 7 emon	ook) a	and t	heir i 10	nflec	
Skills 1 2 3 4 5 6 7	ldentify freq looked, look Skills Knowledge With guidan nuances in v Skills	uently ing). [1 1 ce and vord r 1	y occ L.1.4c 2 d sup nean 2	urrin I 3 oport ings.	g roo 4 4 from [L.1.5]	t wor 5 adul 5	rds (e	e.g., <i>la</i> 7 7 emon	ook) a 8 nstrat	and t 9 e uno	heir i 10 dersta	nflec 11 andir	
	Identify freq Iooked, Iooki Skills Knowledge With guidan nuances in v Skills Knowledge Sort words i	uently ing). [1 1 ce and vord r 1 1 nto ca	y occ L.1.4c 2 2 d sup nean 2 2	urrin 3 9 port ings. 3 3	g roo 4 4 from [L.1.5] 4 4	t wor 5 adul 5 5 5	rds (e 6 ts, de 6 6	e.g., <i>la</i> 7 7 emon 7 7	ook) a 8 nstrat 8	and t 9 e und 9	heir i 10 derst	nflec 11 andir 11	g of word relationships and

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
dentify real· ozy). [L.1.5c]		onne	ction	s bet	weer	ו wor	ds an	nd the	ir us	e (e.g	g., no	te places at home that are	È
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
istinguish s lare, scowl)	shade) and a	adjec	tives	diffe	ring i	in int	ensit	fferin	g in r	nann	•	.g., look, peek, glance, star c) by defining or choosing	
)istinguish s lare, scowl)	shade) and a	adjec	tives	diffe	ring i	in int	ensit	fferin	g in r	nann	•		
Distinguish s (lare, scowl) hem or by a	shade) and a acting	adjec out t	tives :he m	diffe eanii	ring i ngs. [in int [L.1.5 d	ensit <u>y</u>	fferin	g in r	nann	•		
Distinguish s (lare, scowl) hem or by a Skills Knowledge Jse words a esponding t	shade) and a acting 1 1 nd ph to text	adjec out t 2 rases	tives he m 3 s acq cludir	diffe eanin 4 4 uired ng us	ring i ngs. [5 5 I thro sing fi	in int [L.1.5d 6 ugh (ensit <u>y</u>] 7 7 conve	ffering y (e.g 8 ersati	g in r ., larg 9 ons, l	nann ge, gij 10 readi	gant 11 ng ai		
Distinguish s glare, scowl) hem or by a Skills Knowledge Jse words a	shade) and a acting 1 1 nd ph to text	adjec out t 2 rases	tives he m 3 s acq cludir	diffe eanin 4 4 uired ng us	ring i ngs. [5 5 I thro sing fi	in int [L.1.5d 6 ugh (ensit <u>y</u>] 7 7 conve	ffering y (e.g 8 ersati	g in r ., larg 9 ons, l	nann ge, gij 10 readi	gant 11 ng ai	c) by defining or choosing nd being read to, and	

Grade 2 Overview Common Core Alignment

READING STANDARDS FOR LITERATURE (RL)

Ask and ans understandi								here	, whe	n, wh	<i>iy,</i> an	id ho	w to demonstrate
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
			0			folkt	ales f	rom	diver	se cu	Ilture	s, an	d determine their cent
message, les	son, (or mo	oral.	[RL.2.2	2]		ales f	rom	diver	se cu	Ilture	s, an	d determine their cent
message, les Skills	son, (or ma 2	oral. [3	[RL.2.2	2] 5	6							d determine their cent
message, les	son, (or mo	oral.	[RL.2.2	2]		ales f	rom 8	diver 9	se cu	Ilture	s, an 12	d determine their cent
message, les Skills Knowledge	son, (1 1	or ma 2 2	oral. [3 3	RL.2.2	2] 5 5	6	7	8	9	10	11	12	
message, les Skills	son, (1 1	or ma 2 2	oral. [3 3	RL.2.2	2] 5 5	6	7	8	9	10	11	12	

Craft and St	ruct	ure											
Describe how rhythm and r			•		· · ·	0				erati	on, rl	nyme	es, repeated lines) supply
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Describe the story and the Skills						2		0	escril	oing	howi	he b	beginning introduces the
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. **[RL.2.6]**

		5	4								
Knowledge 1	2	3	4	5	6	7	9	10	11	12	

ntegration		IOWI	euge		ille	as							
Use informa understandi	0									n a p	rint c	or dig	gital text to demonstrate
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
(Not applica	ble to	liter	ature	e) [RL	.2.8]								
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Compare an different aut									ame	story	/ (e.g	., Cin	derella stories) by
Skills	1	2	3	4	5	6							
		2	3	4	5	6	7	8	9	10	11	12	

Range of Reading and Level of Text Complexity

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. **[RL.2.10]**

Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	9	10	11	12	

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

Ask and ans	wer s	uch q	luesti	ions	as wh	no, wł	hat, w	/here	, whe	n, wh	<i>iy,</i> an	d <i>how</i> to demonstrate
understandi	ng of	key d	letails	s in a	text.	[RI.2	.1]					
Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
	2 0 7											
	2.2]	2	3	4.	5	6						
the text. [RI.: Skills Knowledge		2 2	3	4	5 5	6	7	8	9	10	11	12
Skills Knowledge Describe the	1 1 e conr	2 nectio	3 on be	4 twee	5 n a se	6 eries	of his					12 ntific ideas or concepts, or
Skills Knowledge	1 1 e conr	2 nectio	3 on be	4 twee	5 n a se	6 eries	of his					

Craft and S	truct	ure										
Determine th [RI.2.4]	ne me	anin	g of w	vords	and	phra	ses ir	n a te	xt rel	evan	t to a	grade 2 topic or subject area
Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Know and us	e var	ious	text f	eatur	res (e	e.g., c	aptic	ons, b	old p	rint,	subh	eadings, glossaries, indexes,
						_						eadings, glossaries, indexes, efficiently. [RI.2.5]
electronic m	enus,	icon	s) to	locat	e key	/ fact						
electronic m Skills Knowledge	enus, 1 1 main	icon 2 2	s) to 3 3	locat 4 4	e key 5 5	/ fact 6	s or i	nforr 8	natio	n in a 10	11	efficiently. [RI.2.5]
electronic m Skills Knowledge Identify the r	enus, 1 1 main	icon 2 2	s) to 3 3	locat 4 4	e key 5 5	/ fact 6	s or i	nforr 8	natio	n in a 10	11	efficiently. [RI.2.5]

Integration of	of Kr	nowl	edge	and	lldea	as						
Explain how s clarify a text.			nages	s (e.g	., a d	iagra	m sh	owing	g hov	v a m	achir	ne works) contribute to and
Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Describe how	reas	sons	supp	ort s	pecif	ic po	ints t	he au	thor	make	es in	a text. [RI.2.8]
Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Compare and [RI.2.9]	l con [.]	trast	the r	nost	impc	ortant	poin	its pr	esen	ted b	y two	texts on the same topic.
Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. [RI.2.10] Skills 3 6 9 10 11 12 2 3 5 6 7 8 Knowledge 4

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Phonics and	Wor	d Re	cogi	nitio	n								
Know and ap	ply g	rade-	level	phor	nics a	and w	ord a	analy	sis sł	kills ir	n dec	oding	g words. [RF.2.3]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
(now spellir	ig-sol	ind c	orres	ponc	lence	es for	addi	tiona	l con	nmor	ו vow	el tea	IMS. [RF.2.3b]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
)ecode regu	larly	spelle	ed tw	o-syl	lable	word	ds wit	th lon	Ig vov	wels.	[RF.2.	3c]	
Skills	1	2	3	4	5	6							
Karanda dan		2	3	4	5	6	7	8	9	10	11	12	
Knowledge	1	<u> </u>		-			1						
												di fan	
												da fina	
Decode word	ds wit	h cor	nmoi	n pre	fixes	and					11	12	
Decode word Skills Knowledge	ds wit 1 1	h cor 2 2	nmor 3 3	n pre 4 4	fixes 5 5	and s	suffix 7	æs. [F	9	10	11	12	dences. [RF.2.3e]
Decode word Skills Knowledge	ds wit 1 1	h cor 2 2	nmor 3 3	n pre 4 4	fixes 5 5	and s	suffix 7	æs. [F	9	10	11	12	dences. [RF.2.3e]
Decode word Skills Knowledge dentify word	ds wit 1 1 ds wit	h cor 2 2 h inc	nmor 3 3 onsis	n pre 4 4 stent	fixes 5 5 but c	and s 6 6	suffix 7	æs. [F	9	10	11	12	dences. [RF.2.3e]
Decode word Skills Knowledge dentify word Skills Knowledge	ds wit 1 1 ds wit 1	h cor 2 2 h inc 2 2	nmor 3 3 onsis 3 3	n pre 4 4 stent 4 4	fixes 5 5 but c 5	and s 6 comm 6 6	7 7 non s	8 pellin	9 9 1g-SO	i] 10 und c	11 corres	12 spond	
Decode word Skills Knowledge dentify word Skills	ds wit 1 1 ds wit 1	h cor 2 2 h inc 2 2	nmor 3 3 onsis 3 3	n pre 4 4 stent 4 4	fixes 5 5 but c 5	and s 6 comm 6 6	7 7 non s	8 pellin	9 9 1g-SO	i] 10 und c	11 corres	12 spond	

uency														
Read with suf	fficie	nt ac	cura	cy an	d flu	ency	to su	ppor	t con	npreł	nensi	on. [R	F.2.4]	
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
ead grade-le	evel t	text v	vith p	ourpo	se ar	nd un	derst	andi	ng. [F	RF.2.4a	a]			
Skills	1	2	3	4	5	6								
Knowledge	-1	2	3	4	5	6	7		9	10	11	12		

-	.2.4b]						
Skills	1	2	3	4	5	6	
Knowledge	1	2	3	4	5	6	7 8 9 10 11 12
	to cor	əfirm					
							ord recognition and understanding, rereading as
Jse context	RF.2.4c		or se	elf-cc			

WRITING STANDARDS (W)

Write opinio opinion, sup connect opi	ply re	ason	s tha	t sup	port	the c	pinio	n, us	e link	ing w	vords	(e.g	., becaus	e, and, a	
Skills	1	2	3	4	5	6									
Knowledge	1	2	3	4	5	6	7		9	10	11	12			
develop poir	nts, ar	id pro	ovide	a co	ncluc	ding s		2			•		facts an	d definit	ions to
		•		2				2			•		facts an	d definit	ions to
develop poir	nts, ar	id pro	ovide	a co	ncluc	ding s		2			•		facts and	d definit	ions to
develop poir Skills Knowledge Write narrat include deta	nts, ar 1 ives ir iils to	nd pro 2 2 n white desc	ovide 3 3 ch the ribe a	a co 4 4 ey re action	ncluc 5 5 coun ns, th	ding s 6 6 t a we	taten 7 ell-ela its, ar	nent 8 abora	or se 9 Ited e	ction 10 event	11 0r sł	2] 12	sequence	of even	ts,
	nts, ar 1 ives ir iils to	nd pro 2 2 n white desc	ovide 3 3 ch the ribe a	a co 4 4 ey re action	ncluc 5 5 coun ns, th	ding s 6 6 t a we	taten 7 ell-ela its, ar	nent 8 abora	or se 9 Ited e	ction 10 event	11 0r sł	2] 12	sequence	of even	ts,

Begins in gr	ade 3	8) [W.2	2.4]												
Skills	1	2	3	4	5	6									
Knowledge	1	2	3	4	5	6	7		9	10	11	12			
skills	evising							, IC					strengtl	nen wr	
	evising	g and	lediti	ing. [ˈ	W.2.5]			, IS, IC		ona				nen wr	
Skills Knowledge	1	g anc 2 2	editi 3 3	ing. [' 4 4	W.2.5] 5	6 6	7	8	9	10	11	12			
	1 1 ce and	g and 2 2 d sup	editi 3 3 port	ing. [' 4 4 from	w.2.5 5 adul	6 6 ts, us	7 Se a va	8 ariety	9	10	11	12			
Skills Knowledge With guidand	1 1 ce and	g and 2 2 d sup	editi 3 3 port	ing. [' 4 4 from	w.2.5 5 adul	6 6 ts, us	7 Se a va	8 ariety	9	10	11	12			

Research to	Buil	d an	d Pre	esen	t Kn	owle	dge							
Participate ir to produce a						-			-	read	a nur	nber o	f books on a single topi	С
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
Recall inform question. [w. 2		n fron	n exp	erier	ices (or ga	ther i	nforr	natio	on fro	m pro	ovided	sources to answer a	
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
(Begins in gr	ade 4	1) [W.2	2.9]											
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Range of Wr	riting	5											
(Begins in gr	ade 3	8) [W.:	2.10]										
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

SPEAKING AND LISTENING STANDARDS (SL)

Participate i with peers a										rtner	s abo	out gi	rade 2 topics and tex	ts
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
0								0	0			•	ectful ways, listening er discussion). [SL.2.1 ;	
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
						-	nking	their	com	imen	ts to	the r	emarks of others. [sl	.2.1
Skills	1	2	3	4	5	6								
Skills Knowledge	1	2 2	3	4	5 5	6	7	8	9	10	11	12		
Knowledge Ask for clari discussion.	1 ficatio [SL.2.1d	2 on an :]	3 d fur	4 ther e	5 expla	6 natic							and texts under	
Knowledge Ask for clari	1 ficatio	2 on an	3	4	5	6							and texts under	
Knowledge Ask for clari discussion.	1 ficatio [SL.2.1d	2 on an :]	3 d fur	4 ther e	5 expla	6 natic							and texts under	
Knowledge Ask for clari discussion. Skills Knowledge Recount or o	1 ficatio SL.2.10 1 1 descri	2 on an :] 2 2 be ke	3 d fur 3 3 ey ide	4 ther of 4 4 eas or	5 expla 5 5	6 natic 6 6	on as	need	ed at	pout t	he to	ppics	and texts under nation presented ora	lly o
Knowledge Ask for clari discussion. Skills Knowledge	1 ficatio SL.2.10 1 1 descri	2 on an :] 2 2 be ke	3 d fur 3 3 ey ide	4 ther of 4 4 eas or	5 expla 5 5	6 natic 6 6	on as	need	ed at	pout t	he to	ppics		lly c

Ask and ansv additional in								5				larify comprehension, gather e. [SL.2.3]
Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Tell a story c	r reco	ounta	an ex	perie	ence	with a	appro	opriat	e fac	ts an	d rele	evant	t, descriptive details,
speaking au	dibly i	n coł	nerer	it ser	ntenc	es. [s	6L.2.4]					
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
		0				•							al displays to stories c
	слрсп	ence	5 111		phop	mate		arity	Ideas	s, tho	ugnt	s, and	d feelings. [SL.2.5]
Skills	1	2	3	4	5	6		larity	laeas	5, LNO	ugnt	s, and	d feelings. [SL.2.5]
							7	8	9	10 s, tho	11	12	d feelings. [SL.2.5]
Skills Knowledge Produce cor requested de	1 1 nplete	2 2 e sen r cla	3 3 tence	4 4 es wh	5 5 en ar	6 6 oprop	7 Driate	8 e to ta	9 Isk ar	10 nd sit	11 cuatio	12 on in	d feelings. [SL.2.5] order to provide d 3 here for specific
Skills Knowledge Produce cor	1 1 nplete	2 2 e sen r cla	3 3 tence	4 4 es wh	5 5 en ar	6 6 oprop	7 Driate	8 e to ta	9 Isk ar	10 nd sit	11 cuatio	12 on in	order to provide

LANGUAGE STANDARDS (L)

Convention	s of S	Stan	dard	Eng	lish								
Demonstrate or speaking.			d of t	the co	onver	ntion	s of s	tand	ard E	nglis	h gra	mma	ar and usage when writing
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use collectiv	e nou	uns (e	e.g., g	group). [L.2	2.1a]							
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
							1						1

Skills 1 2 3 4 5 6 7 8 9 10 11 12 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12 Produce, expandence, expande	Skills	1	2	3	4	5	6							
Ise reflexive proportion of the convertional set of the convertion of t	(nowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Knowledge123456789101112Skills123456Knowledge123456Knowledge123456Knowledge123456Knowledge123456Knowledge123456Knowledge123456Knowledge123456Knowledge123456Knowledge123456Knowledge123456Knowledge123456Knowledge123456Kills123456Knowledge123456Knowledge123456Knowledge123456Kills123456Kills123456Kills123456Kills123456Kills123456<		pron	ouns	(e.g.	, mys	self, c	ourse	lves).	. [L.2.1	lc]				
Skills 1 2 3 4 5 6 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6<	Skills	1	2	3	4	5	6							
Skills 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Orduce, expand, and rearrange complete simple and compound sentences (e.g., The boy vatched the movie; The little boy watched the movie; The action movie was watched by the oy). [L.2.1f] Skills 1 2 3 4 5 6 7 8 9 10 11 12 Demonstrate commostrate 2 3<	nowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Knowledge 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Troduce, expand, and rearrange complete simple action movie; The little boy watched the movie; The little boy watched the movie; The action movie was watched by the oy). [L.2.1f] Skills 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 9 10 11 12 Skills 1 2 3 4 5 6 7 8 <td>rm and use</td> <td>the</td> <td>past</td> <td>tense</td> <td>e of fi</td> <td>reque</td> <td>ently</td> <td>occu</td> <td>rring</td> <td>irreg</td> <td>gular</td> <td>verbs</td> <td>s (e.g</td> <td>., sat, hid, told). [L.2.1d]</td>	rm and use	the	past	tense	e of fi	reque	ently	occu	rring	irreg	gular	verbs	s (e.g	., sat, hid, told). [L.2.1d]
Alge adjectives and adverbs, and choose between them depending on what is to be modified and the second sec	Skills	1	2	3	4	5	6							
Knowledge123456789101112Produce, expandence,	(nowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Knowledge123456789101112Produce, expanded the movie; The little boy watched the movie; The little boy watched the movie; The action movie was watched by the oy). (L.2.1f)Skills123456Knowledge123456Knowledge123456Knowledge123456Kills123456Knowledge123456Kills123456Kills123456Kills123456Kills123456Kills123456Kills123456Kills123456Kills123456	-	s and	d adv	erbs,	and	choo	se be	etwee	en the	em de	epend	ding c	on wh	at is to be modified.
Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy vatched the movie; The little boy watched the movie; The action movie was watched by the oy). [L.2.1f]Skills123456Knowledge123456789101112Skills123456789101112Skills123456789101112Skills123456789101112Skills123456789101112Skills123456789101112Skills123456789101112Skills123456789101112Skills123456789101112Skills123456789101112	Skills	1	2	3	4	5	6							
Vatched the movie; The action movie was watched by the oy). [L.2.1f]Skills123456Knowledge123456789101112Demonstrate command of the conventions of standard English capitalization, punctuatio pelling when writing. [L.2.2]3456789101112Skills123456789101112Capitalize holidays, product names, and geographic names. [L.2.2a]3456789101112	JANII J	-		0										
Knowledge123456789101112DemonstratecommentationcommentationcommentationcommentationcommentationcommentationcommentationSkills123456789101112Skills123456789101112Capitalize holicularcommentationcommentationcommentationcommentationcommentationcommentationSkills123456789101112Skills123456789101112	Knowledge	1	2	3				7						
Demonstrate command of the conventions of standard English capitalization, punctuatio pelling when writing. [L.2.2]Skills123456Knowledge123456789101112Capitalize holidays, product names, and geographic names. [L.2.2a]Skills123456	Knowledge oduce, expa atched the n ay). [L.2.1f]	1 and, a novie	2 and r e; The	3 earra e little	ange e boy	comp wate	olete ched		ole an	d cor	npou	ind se	enter	
Knowledge123456789101112Capitalize holidationUSA SeriesUSA Ser	Knowledge oduce, expa atched the n by). [L.2.1f] Skills	1 and, a novie 1	2 and r e; The 2	3 earra e little 3	ange e boy 4	comp wate	olete ched	the m	ole an novie,	d cor ; The	npou actio	ind se	enter vie w	
Capitalize holidays, product names, and geographic names. [L.2.2a] Skills 1 2 3 4 5 6	Knowledge oduce, expand atched the m by). [L.2.1f] Skills Knowledge	1 and, a novie 1 1 com	2 and r e; The 2 2 man	3 earra e little 3 3 d of t	ange e boy 4 4 he co	comp watc 5	olete ched 6	the m	lle an novie,	d cor ; The	npou actio	ind se n mo	enter vie w 12	as watched by the little
Skills 1 2 3 4 5 6	Knowledge oduce, expa atched the n by). [L.2.1f] Skills Knowledge emonstrate elling when	1 and, a novie 1 1 com writ	2 and r e; The 2 2 mane ing. [3 earra e little 3 3 d of t L.2.2]	ange e boy 4 4 he co	comp watc 5 5 onver	olete ched 6 ntions	the m	lle an novie,	d cor ; The	npou actio	ind se n mo	enter vie w 12	as watched by the little
	Knowledge oduce, expanate atched the may). [L.2.1f] Skills Knowledge emonstrate eelling when Skills	1 and, a novie 1 1 com writ	2 and r e; The 2 2 manu ing. [3 earra e little 3 3 d of t L.2.2]	ange e boy 4 4 he co	comp watc 5 5 onver 5	olete ched 6 6 ntions	7 s of s	ele an novie, 8 tanda	d cor ; The 9 ard E	npou actio	n mo	enter vie w 12 italiz	as watched by the little
Knowledge 1 2 3 4 5 6 7 8 9 10 11 12	Knowledge oduce, expand atched the m by). [L.2.1f] Skills Knowledge emonstrate elling when Skills Knowledge	1 and, a novie 1 1 com writ 1 1	2 and r e; The 2 manu ing. [2 2	3 earra e little 3 3 d of t L.2.2] 3 3	ange e boy 4 4 he co 4 4	comp watc 5 5 onver 5	olete ched 6 6 ntions 6 6	the m 7 s of s 7	ole an novie, 8 tanda	d cor ; The 9 ard E	npou actio 10 nglisl	n mo n mo 11 h cap	enter vie w 12 italiz	as watched by the little
	Knowledge oduce, expand atched the m by). [L.2.1f] Skills Knowledge emonstrate elling when Skills Knowledge apitalize hol	1 and, a novie 1 1 com writ 1 1 idays	2 and r e; The 2 2 manu ing. [2 2 s, pro	3 earra e little 3 3 d of t L.2.2] 3 3 oduct	ange e boy 4 4 he co 4 4 c nam	comp watc 5 5 onver 5 5 es, a	olete ched 6 6 ntions 6 6 nd ge	the m 7 s of s 7	ole an novie, 8 tanda	d cor ; The 9 ard E	npou actio 10 nglisl	n mo n mo 11 h cap	enter vie w 12 italiz	as watched by the little
lse commas in greetings and closings of letters. [L.2.2b]	Knowledge oduce, expand atched the m by). [L.2.1f] Skills Knowledge emonstrate elling when Skills Knowledge apitalize hol Skills	1 and, a novie 1 1 com writ 1 1 iday: 1	2 and r e; The 2 2 manu ing. [2 2 s, pro	3 earra e little 3 3 d of t L.2.2] 3 3 oduct	ange e boy 4 4 he co 4 4 c nam 4	comp watc 5 5 onver 5 s es, a 5	olete ched 6 6 ntions 6 6 nd ge	the m 7 s of s 7 eogra	ele an novie, 8 tanda 8 aphic	d cor ; The 9 ard E 9 nam	npou actio 10 nglisl 10 es. [L	11 11 12.22a]	enter vie w 12 italiz 12	as watched by the little
Skills 1 2 3 4 5 6	Knowledge oduce, expand atched the m by). [L.2.1f] Skills Knowledge emonstrate celling when Skills Knowledge apitalize hol Skills Knowledge	1 and, a novie 1 com writ 1 iday: 1	2 and r e; The 2 2 mane ing. [2 2 s, pro 2 2	3 earra e little 3 3 d of t L.2.2] 3 3 oduct 3 3	ange e boy 4 4 4 he co 4 4 5 nam 4 4	comp watc 5 5 onver 5 5 es, a 5 5	olete ched 6 6 ntions 6 6 nd ge 6 6	the m 7 s of s 7 eogra	ele an novie, 8 tanda 8 aphic 8	d cor ; The 9 ard E 9 nam	npou actio 10 nglisl 10 es. [L	11 11 12.22a]	enter vie w 12 italiz 12	as watched by the little

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
eneralize le	earne	d spe	elling	patte	erns \	vhen	writi	ng wo	ords	(e.g.,	cage	\rightarrow bac	lge; boy \rightarrow	boil). [L.2
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7		9	10	11	12		
pellings. [L.							innin	g dic	tiona	ries,	as ne	eded t	o check ar	nd correc
Consult refe pellings. [L. Skills		mat 2	erials 3	s, incl	uding	g beg 6	innin	g dic	tiona	iries,	as ne	eded t	o check ar	nd correc

of La	ngua	age											
ge of	lang	uage	and	its co	nven	tions	s whe	n wri	ting,	spea	king,	reading, or listening.	
1	2	3	4	5	6								
1	2	3	4	5	6	7	8	9	10	11	12		
mal a	and ir	nform	ial us	es of	Engl	ish. [L.2.3a]					
1	2	3	4	5	6								
1	2	3	4	5	6	7	8	9	10	11	12		
	ge of 1 1 mal a	ge of lang 1 2 1 2 mal and ir 1 2	1 2 3 1 2 3 mal and inform 1 2 1 2 3	ge of language and 1 2 3 4 1 2 3 4 mal and informal us 1 2 3 4	ge of language and its co 1 2 3 4 5 1 2 3 4 5 mal and informal uses of 1 2 3 4 5	ge of language and its conven 1 2 3 4 5 6 1 2 3 4 5 6 mal and informal uses of Engl 1 2 3 4 5 6	ge of language and its conventions 1 2 3 4 5 6 1 2 3 4 5 6 7 mal and informal uses of English. [1 2 3 4 5 6	ge of language and its conventions whe 1 2 3 4 5 6 1 2 3 4 5 6 7 8 mal and informal uses of English. [L.2.3a 1 2 3 4 5 6	ge of language and its conventions when wri 1 2 3 4 5 6 1 2 3 4 5 6 7 8 9 mal and informal uses of English. [L.2.3a] 1 2 3 4 5 6	ge of language and its conventions when writing, 1 2 3 4 5 6 1 2 3 4 5 6 7 8 9 10 mal and informal uses of English. [L.2.3a] 1 2 3 4 5 6	ge of language and its conventions when writing, spea 1 2 3 4 5 6 1 2 3 4 5 6 7 8 9 10 11 mal and informal uses of English. [L.2.3a] 1 2 3 4 5 6	ge of language and its conventions when writing, speaking, 1 2 3 4 5 6 1 2 3 4 5 6 7 8 9 10 11 12 mal and informal uses of English. [L.2.3a] 1 2 3 4 5 6	ge of language and its conventions when writing, speaking, reading, or listening. 1 2 3 4 5 6 1 2 3 4 5 6 7 8 9 10 11 12 mal and informal uses of English. [L.2.3a] 1 2 3 4 5 6

Vocabulary	Acqu	iisiti	on a	nd U	se							
		2										g words and phrases based on ategies. [L.2.4]
Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Use sentenc	e-leve	el cor	ntext	as a	clue t	o the	e mea	aning	ofa	word	or pl	hrase. [L.2.4a]
Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use a knowr (e.g., <i>additio</i>						e me	aning	g of a	n unl	know	n woi	rd wi	th the same root
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Jse knowlec (e.g., <i>birdho</i> l	-			-					•				ng of compound words L.2.4d]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
Use glossari meaning of v		0		0			both	ı prin	t and	digit	al, to	dete	ermine or clarify the
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
	e und	ersta	ndin	g of v	vord	relati	onsh	ips a	nd nu	iance	es in v	vord	meanings. [L.2.5]
Demonstrat					-	6							
Demonstrat Skills	1	2	3	4	5	0							
	1	2 2	3 3	4	5	6	7	8	9	10	11	12	
Skills Knowledge	1 -life co	2	3	4	5	6							e foods that are spicy or

related adject				0		0	2				.g., to	oss, t	hrow, hurl) and	l closely
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
	o text	s, ind	cludir	ng us	ing a	0					0		ing read to, an (e.g., <i>When oth</i>	
responding t	o text	s, ind	cludir	ng us	ing a	0					0		0	

Grade 3 Overview Common Core Alignment

READING STANDARDS - LITERATURE

Key Ide	as &	Deta	ils									
Ask and as the b							trate	unde	erstar	nding	; of a	text, referring explicitly to the text
Unit	1	2	3	4	5	6	7	8	9	10	11	
				0					2			verse cultures; determine the ed through key details in the text.
Unit	1	2	3	4	5	6	7		9	10	11	
Describ actions						_					ns, o	r feelings) and explain how their
Unit	1	2	3	4	5	6	7	8	9	10	11	

Determ from no						and	phra	ses a	s the	y are	useo	d ii	a	ext	, di	stir	ngui	shii	ng li	tera	
Unit	1	2	3	4	5	6	7	8	9	10	11										
		~ .		ماريم		and															
Refer to such as [RL.3.5]	•						•							0						0	
such as	•						•							0						0	
such as [RL.3.5]	chap 1	ter, s	cene, 3	, and 4	stan. 5	za; d	escri	be ho	ow ea	ch su	icces	ssi	e p	art	bu	ilds	s on	ear	lier	sect	

		•		•							ribute to what is conveyed by the word cter or setting). [RL.3.7]
Unit	1	2	3	4	5	6	7	8	9	10	11
(Not ap	plicat	ole to	litera	ature) [RL.	3.8]					
Unit	1	2	3	4	5	6	7	8	9	10	11
							0		•		stories written by the same author a series). [RL.3.9]

Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently. [RL.3.10] Unit 1 2 3 4 5 6 7 8 9 10 11

READING STANDARDS - INFORMATIONAL TEXT

Key Ide	as an	nd De	etails	5								
Ask and as the b		•					trate	unde	erstai	nding	ofa	text, referring explicitly to the text
Unit	1	2	3	4	5	6	7	8	9	10	11	
Determ idea. [R I		e ma	in ide	ea of a	a tex	t; rec	ount	the k	key de	etails	and	explain how they support the main
Unit	1	2	3	4	5	6	7	8	9	10	11	
	s in te	chnic	al pro	•								, scientific ideas or concepts, pertains to time, sequence, and
Unit	1	2	3	4	5	6	7	8	9	10	11	

Craft an	ıd St	ruct	ure										
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. [RI.3.4] Unit 1 2 3 4 5 6 7 8 9 10 11													
Unit	1	2	3	4	5	6	7	8	9	10	11		
Use text relevant								y wor	rds, s	ideba	ars, h	nyperlinks) to locate information	
Unit	1	2	3	4	5	6	7	8	9	10	11		
Distingu	iish tł	neir o	wn p	oint	of vie	w fro	m th	at of	the a	utho	r of a	a text. [RI.3.6]	
Unit	1	2	3	4	5	6	7	8	9	10	11		

Integrat	tion o	of Kr	owle	edge	and	Idea	as					
		0						0	•	•	0 1	hs) and the words in a text to nd how key events occur). [RI.3.7]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Describ compar		0					•					nd paragraphs in a text (e.g., I.3.8]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Compar same to				the n	nost	impo	rtant	: poin	its ar	ıd key	v detai	Is presented in two texts on the
Unit	1	2	3	4	5	6	7	8	9	10	11	

Range o	of Rea	ading	g an	d Lev	vel of	f Tex	t Co	mple	exity			
-	scier	ice, a	nd te	chni	cal te	exts, a	at the					xts, including history/social ades 2–3 text complexity band
Unit	1	2	3	4	5	6	7	8	9	10	11	

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics	s and	Wor	d Re	cogr	nitio	n						
Know a	nd ap	ply gi	rade-	level	phor	nics a	nd w	ord a	nalys	sis sk	ills in decoding words. [RF.3.3]	
Unit	1	2	3	4	5	6	7	8	9	10	11	
Identify	and k	know	the r	nean	ing o	f the	most	t com	imon	prefi	xes and derivational suffixes. [RF.3.3a]	
Unit	1	2	3	4	5	6	7	8	9	10	11	
Decode	word	s wit	h cor	nmor	ı Lat	in suf	fixes	. [RF.3	8.3b]			
Unit	1	2	3	4	5	6	7		9	10	11	
Decode	multi	sylla	ble w	vords.	[RF.3	8.3c]						
Unit	1	2	3	4	5	6	7	8	9	10	11	
Read gr	ade-a	ppro	priat	e irre	gula	rly sp	elled	word	ds. [R	F.3.3d]	
Unit	1	2	3	4	5	6	7	8	9	10	11	

Fluency	,										
Read wi	th suf	ficie	nt ac	curac	cy an	d flue	ency	to su	ppor	t corr	nprehension. [RF.3.4]
Unit	1	2	3	4	5	6	7	8	9	10	11
Read gr	ade-le	evel t	ext w	ith p	urpo	se an	d un	derst	andii	ng. [R	RF.3.4a]
Unit	1	2	3	4	5	6	7	8	9	10	11
Read gr success					•	ry ora	ally w	ith a	ccura	асу, а	ppropriate rate, and expression on
Unit	1	2	3	4	5	6	7	8	9	10	11
Use con as nece				or se	elf-cc	orrect	word	d reco	ognit	ion a	nd understanding, rereading
Unit	1	2	3	4	5	6	7	8	9	10	11

WRITING STANDARDS

Write o	pinior	ı piec	es or	n topi	cs or	texts	s, sup	port	ing a	point	t of v	iew with reasons. [W.3.1]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Introdu structu					-		riting	abou	ut, sta	ate ar	n opii	nion, and create an organizational
Unit	1	2	3	4	5	6	7	8	9	10	11	
Provide	reaso	ons th	nat si	Ipboi	rt the	opin	ion. [W.3.1	2]			,
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use link and rea	-			ohras	ses (e	.g., b	ecau	se, th	nerefo	ore, si	ince,	for example) to connect opinion
Unit	1	2	3	4	5	6	7	8	9	10	11	
Provide	a cor	ncludi	ing st	atem	nent o	or see	ction	. [W.3.	1d]			
Unit	1	2	3	4	5	6	7		9	10	11	
Write in	forma	tive/e	xplan	atory	texts	to ex	amin	e a to	pic a	nd co	nvey	ideas and information clearly. [w.3.2]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Introdu aiding c			-			ed in	form	ation	toge	ether;	inclu	ude illustrations when useful to
Unit	1	2	3	4	5	6	7	8	9	10	11	
Develop	the t	opic	with	facts	, defi	nitior	ns, ar	nd de	tails.	[W.3.2	2b]	
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use link categor	-					-	lso, a	noth	er, ar	nd, mo	ore, b	out) to connect ideas within
Unit	1	2	3	4	5	6	7	8	9	10	11	
			inc of	atom	ient (or sed	ction	. FW.3.	2d1			
Provide	a cor	nclud	ing si	aten		000		L				

Write na descrip				•			0				or eve	ents using effective technique,
Unit	1	2	3	4	5	6	7	8	9	10	11	
Establis that un						ce a i	narra	tor a	nd/o	r chai	racter	rs; organize an event sequence
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use dia events	0			•				0			0	s to develop experiences and]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use ter	npora	l wor	ds ar	nd ph	rases	s to s	ignal	ever	nt ord	er. [W	.3.3c]	
Unit	1	2	3	4	5	6	7	8	9	10	11	
Provide	a ser	se of	clos	ure. [W.3.3	d]						
Unit	1	2	3	4	5	6	7	8	9	10	11	

Product	tion a	nd D)istri	ibuti	on c	of Wr	iting					
-	ation	are a	pprop	priate	e to t	ask a	ind pi	urpos		-		ich the development and cific expectations for writing types
Unit	1	2	3	4	5	6	7	8	9	10	11	
-	ning, r	revisi	ng, ai	nd ec	diting	g. (Ed	iting f	for co	onve	ntions	s sho	d strengthen writing as needed ould demonstrate command of . 3.5]
Unit	1	2	3	4	5	6	7		9	10	11	
0				•						0,	•	oduce and publish writing (using others. [w.3.6]
	_				_		_					

Researc	h to	Builo	d and	d Pre	sen	t Kno	owle	dge				
Conduc	t shoi	rt res	earcł	n proj	jects	that	build	knov	vledg	ge abo	out a	topic. [W.3.7]
Unit	1	2	3	4	5	6	7	8	9	10	11	
				•			0					m print and digital sources; take ries. [w.3.8]
Unit	1	2	3	4	5	6	7	8	9	10	11	
(Begins	in gra	ade 4) [W.3	8.9]								
(Begins Unit	in gra	ade 4 2) [W. 3 3	8.9] 4	5	6	7	8	9	10	11	

Range o	of Wri	ting									
	time	frame	es (a	singl	e sitt	ing o		•			reflection, and revision) and ge of discipline-specific tasks,
Unit	1	2	3	4	5	6	7	8 9	10	11	

SPEAKING AND LISTENING STANDARDS

00	h dive	rse p	artne	ers or								-on-one, in groups, and teacher- on others' ideas and expressing
Unit	1	2	3	4	5	6	7	8	9	10	11	
Come to	o disc	ussio	ns pr	repar	ed, h	naving	g read	l or s	tudie	ed rec	quired	d material; explicitly draw on that
						-						d material; explicitly draw on that plore ideas under discussion.
prepara						-						
prepara [SL.3.1a] Unit Follow a	tion a 1 agreed	nd of 2 1-upo	ther i 3 n rule	nforr 4 es foi	natic 5 r disc	on kno 6 cussio	own a 7 ons (e	about 8 e.g., g	the 9 gainir	topic 10 ng the	to ex 11 e floo	

Unit	1	2	3	4	5	6	7	8	9	10	11	
Explain	their	own i	deas	and	unde	rstar	nding	in lig	ght of	the c	liscu	ssion. [SL.3.1d]
Unit	1	2	3	4	5	6	7	8	9	10	11	
						• •	0					aloud or information presented i nd orally. [sl.3.2]
				nats,		ding	visua		uanti			aloud or information presented i nd orally. [sl.3.2]

Presentation of Knowledge and Ideas
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. [SL.3.4]
Unit 1 2 3 4 5 6 7 8 9 10 11
Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. [SL.3.5]
Unit 1 2 3 4 5 6 7 8 9 10 11
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 here for specific expectations.) [sl.3.6]
Unit 1 2 3 4 5 6 7 8 9 10 11

LANGUAGE STANDARDS

Demon or spea				d of t	he cc	nver	tions	s of s	tanda	ard Er	nglish	grammar and usage when writin
Unit	1	2	3	4	5	6	7	8	9	10	11	
Explain functio					•			erbs,	adje	ctives	, and	adverbs in general and their
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form ai	nd use	e regi	ılar a	nd ir	regul	ar plu	ural r	iouns	5. [L.3	.1b]		
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use abs	stract	noun	ıs (e.	g., ch	ildho	od).	[L.3.1c	:]	1			
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form a	nd use	e regi	ılar a	nd ir	regul	ar ve	rbs. [L.3.1d]		I	
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form a	nd use	e the	simp	le (e.	g., / v	valke	d; I w	alk; l	will v	valk)	verb t	enses. [L.3.1e]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Ensure	subje	ct-ve	rb an	id pro	nour	n-ant	eced	ent a	gree	ment	[L.3.1	f]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form ai depend			•			•		-	ctive	s and	adve	rbs, and choose between them
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use coo	ordina	ting a	and s	ubor	dinat	ing c	onjur	nctio	1S. [L	.3.1h]		
Unit	1	2	3	4	5	6	7	8	9	10	11	
Produc	e sim	ole, co	ompo	bund,	and	com	olex s	sente	nces	. [L.3.1	li]	
Unit	1	2	3	4	5	6	7	8	9	10	11	
Demon spelling					he cc	nver	itions	s of s	tanda	ard Er	nglish	capitalization, punctuation, and
									_			

Capitali	ze ap	propi	riate	word	s in t	itles.	[L.3.2	2a]			
Unit	1	2	3	4	5	6	7	8	9	10	11
Use con	nmas	in ac	Idres	ses. [L.3.2k	b]					
Unit	1	2	3	4	5	6	7	8	9	10	11
Use con	nmas	and	quota	ation	marl	ks in	dialo	gue.	[L.3.2d	:]	
Unit	1	2	3	4	5	6	7	8	9	10	11
Form an	d use	epos	sessi	ves. [L.3.2d	1]					
Unit	1	2	3	4	5	6	7	8	9	10	11
Use con base wo				-	-			-			udied words and for adding suffixes to
Unit	1	2	3	4	5	6	7	8	9	10	11
	-			-							ilies, position-based spellings, syllable vords. [L.3.2f]
Unit	1	2	3	4	5	6	7	8	9	10	11
Consult correct					, incl	uding	g beg	innin	g dic [.]	tiona	ries, as needed to check and
Unit	1	2	3	4	5	6	7	8	9	10	11

Knowled	dge o	of La	ngua	age								
Use kno [L.3.3]	wled	ge of	langı	Jage	and i	ts co	nven	tions	whe	n wri	ting, s	speaking, reading, or listening.
Unit	1	2	3	4	5	6	7		9	10	11	
Choose	word	s and	d phra	ases i	for ef	ffect.	[L.3.3	a]				
Unit	1	2	3	4	5	6	7	8	9	10	11	
Recogni standar					erenc	es be	etwee	en the	e con	venti	ons o	f spoken and written
Unit	1	2	3	4	5	6	7	8	9	10	11	

Vocabulary Acquisition and Use
Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. [L.3.4]
Unit 1 2 3 4 5 6 7 8 9 10 11
Use sentence-level context as a clue to the meaning of a word or phrase. [L.3.4a]
Unit 1 2 3 4 5 6 7 8 9 10 11
Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>). [L.3.4b]
Unit 1 2 3 4 5 6 7 8 9 10 11
Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>). [L.3.4c]
Unit 1 2 3 4 5 6 7 8 9 10 11
Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. [L.3.4d]
Unit 1 2 3 4 5 6 7 8 9 10 11
Demonstrate understanding of figurative language, word relationships and nuances in word meanings. [L.3.5]
Unit 1 2 3 4 5 6 7 8 9 10 11
Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>). [L.3.5a]
Unit 1 2 3 4 5 6 7 8 9 10 11
ldentify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>). [L.3.5b]
Unit 1 2 3 4 5 6 7 8 9 10 11
Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>). [L.3.5c]
Unit 1 2 3 4 5 6 7 8 9 10 11
Acquire and use accurately grade-appropriate conversational, general academic, and domain- specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> .). [L.3.6]
Unit 1 2 3 4 5 6 7 8 9 10 11

Grade 4 Overview Common Core Alignment

READING STANDARDS - LITERATURE

Key Ide	as ar	nd De	etails	5					
Refer to drawing				•				en ex	plaining what the text says explicitly and when
Unit	1	2	3	4	5	6	7	8	
Determ [RL.4.2]	ine a	them	e of a	a stor	y, dr	ama,	or po	oem 1	from details in the text; summarize the text.
Unit	1	2	3	4	5	6	7	8	
		•				0			in a story or drama, drawing on specific details in actions). [RL.4.3]
Unit	1	2	3	4	5	6	7	8	

			0			•		s they are used in a text, including those that ogy (e.g., Herculean). [RL.4.4]
Unit	1	2	3 4	5	6	7	8	
Explai	n major	differe	ences b	betwe	en pc	oems	, drar	na, and prose, and refer to the structural elements
								a (e.g., casts of characters, settings, descriptions, aking about a text. [RL.4.5]
		e dire						
dialog Unit Compa	ue, stag 1 are and	e direc 2 contra	ctions) 3 4 ast the	when 5 point	of vie	ing oi 7 ew fro	r spea 8 om w	

Integra					and		45		
								5	or drama and a visual or oral presentation of the ecific descriptions and directions in the text. [RL.4.7]
Unit	1	2	3	4	5	6	7	8	
(Not apj	plicab	le to l	itera	ture)	[RL.4	.8]			
Unit	1	2	3	4	5	6	7	8	
	nd patt	erns	ofev	ents					themes and topics (e.g., opposition of good and stories, myths, and traditional literature from
annoron						6		8	

Range o	f Rea	nding	g and	d Lev	vel o	f Tex	t Co	mple	exity
-	les 4-	-5 te	xt coi						erature, including stories, dramas, and poetry, in y, with scaffolding as needed at the high end of
Unit	1	2	3	4	5	6	7	8	

READING STANDARDS - INFORMATIONAL TEXT

Key Ide	as ar	nd De	tails	5					
Refer to drawing				•				en ex	plaining what the text says explicitly and when
Unit	1	2	3	4	5	6	7	8	
Determ the text			in ide	ea of	a tex [.]	t anc	l expl	ain h	ow it is supported by key details; summarize
Unit	1	2	3	4	5	6	7	8	
		•						•	in a historical, scientific, or technical text, ecific information in the text. [RI.4.3]
Unit	1	2	3	4	5	6	7	8	

Craft an	d St	ructı	ure						
Determi relevant			-						nd domain-specific words or phrases in a text .4]
Unit	1	2	3	4	5	6	7	8	
						-			y, comparison, cause/effect, problem/solution) of t or part of a text. [RI.4.5]
				, or ii		natio			
events, i Unit Compar	ideas, 1 e and	conc 2 cont	3 3 2	, or ii 4 a firs	nforn 5 than	natio 6 d and	n in a 7 d sec	a tex 8	

	nformat						
	animat	ions, or	interac	ctive e	eleme	ents o	or quantitatively (e.g., in charts, graphs, diagrams, on Web pages) and explain how the information /hich it appears. [RI.4.7]
Unit	1 2	3 4	5	6	7	8	
Explain ho	w an au	thor use	s reas	ons a	nd ev	iden	ce to support particular points in a text. [RI.4.8]
Unit	1 2	3 4	5	6	7	8	
Integrate in subject kn				exts d	on the	e san	ne topic in order to write or speak about the
Unit	1 2	3 4	5	6	7	8	

Range o	of Rea	ading	g and	d Lev	vel o	f Tex	t Co	omplexity
5	, and	techr	nical	texts,	in th	ne gra	ades	informational texts, including history/social studies, s 4–5 text complexity band proficiently, with scaffolding s 1.4.10]
Unit	1	2	3	4	5	6	7	8

READING STANDARDS - FOUNDATIONAL SKILLS

			une	cogr	itio	n			
Know an	d app	oly gr	ade-	level	phor	nics a	nd wo	ord a	nalysis skills in decoding words. [RF.4.3]
Unit	1	2	3	4	5	6	7	8	
	ogy (e.g.,	roots	and					respondences, syllabication patterns, and urately unfamiliar multisyllabic words in context
Unit	1	2	3	4	5	6	7	8	

Fluenc	у								
Read w	ith su	fficie	nt ac	curac	cy an	d flue	ency	to su	oport comprehension. [RF.4.4]
Unit	1	2	3	4	5	6	7	8	
Read g	rade-le	evel t	ext w	vith p	urpo	se an	d un	derst	anding. [RF.4.4a]
Unit	1	2	3	4	5	6	7	8	
Read g succes						ry ora	ally w	vith ac	ccuracy, appropriate rate, and expression on
Unit	1	2	3	4	5	6	7	8	
Use co as nece				or se	elf-co	orrect	wor	d reco	ognition and understanding, rereading
Unit	1	2	3	4	5	6	7	8	

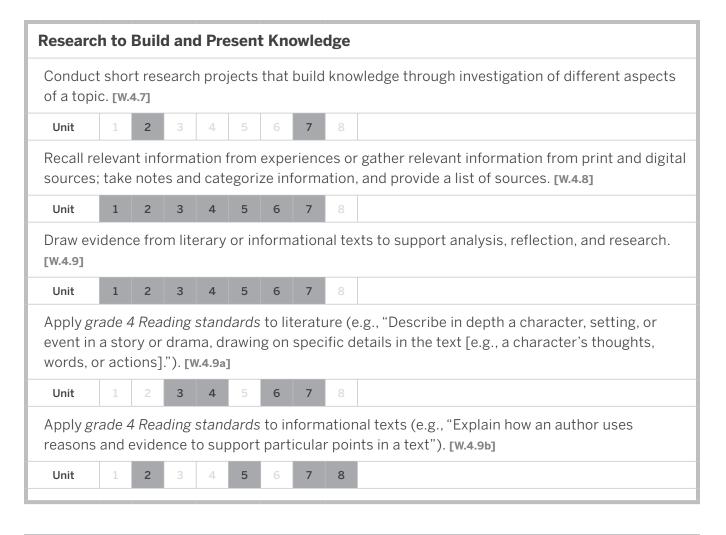
WRITING STANDARDS

Text Typ	es a	nd P	urpo	ses					
Write op [W.4.1]	inion	piec	es or	n topi	cs or	texts	s, sup	port	ing a point of view with reasons and information.
Unit	1	2	3	4	5	6	7		

Introdu	ce a t	opic (or tex	t clea	arly, :	state	an o	pinio	n, and create an organizational structure in which
related	ideas	are g	group	ed to	sup	port	the w	riter	's purpose. [W.4.1a]
Unit	1	2	3	4	5	6	7	8	
Provide	rease	ons th	nat ar	e sup	oport	ted b	y fact	ts an	d details. [W.4.1b]
Unit	1	2	3	4	5	6	7	8	
Link op [W.4.1c]	inion	and r	easor	ns us	ing w	vords	and	phra	ses (e.g., for instance, in order to, in addition).
Unit	1	2	3	4	5	6	7	8	
Provide	a cor	ncludi	ing st	atem	nent	or se	ction	relat	ted to the opinion presented. [W.4.1d]
Unit	1	2	3	4	5	6	7	8	
Write in [W.4.2]	form	ative/	expla/	anato	ory te	exts to	o exa	mine	e a topic and convey ideas and information clearly.
Unit	1	2	3	4	5	6	7	8	
				-	-				rmation in paragraphs and sections; include ultimedia when useful to aiding comprehension.
Unit	1	2	3	4	5	6	7	8	
Develop example							ns, co	oncre	ete details, quotations, or other information and
Unit	1	2	3	4	5	6	7	8	
Link ide also, be			_	ories	of in	lform	atior	ı usin	g words and phrases (e.g., another, for example,
Unit	1	2	3	4	5	6	7	8	
Use pre [W.4.2d]	cise l	angua	age a	nd do	omai	n-spe	ecific	VOCa	abulary to inform about or explain the topic.
Unit	1	2	3	4	5	6	7	8	
Provide [W.4.2e]	a cor	ncludi	ing st	atem	nent	or se	ction	relat	ted to the information or explanation presented.
Unit	1	2	3	4	5	6	7	8	

Write nar descripti				•			-		periences or events using effective technique, [W.4.3]
Unit	1	2	3	4	5	6	7	8	
			-		-				d introducing a narrator and/or characters; Illy. [W.4.3a]
Unit	1	2	3	4	5	6	7	8	
Use dialo characte	-					devel	op ex	perie	ences and events or show the responses of
Unit	1	2	3	4	5	6	7	8	
Use a var	riety	of tra	nsiti	onal	word	s and	d phra	ases	to manage the sequence of events. [W.4.3c]
Unit	1	2	3	4	5	6	7	8	
Use conc [W.4.3d]	rete	word	s and	d phr	ases	and	senso	ory d	etails to convey experiences and events precisely.
Unit	1	2	3	4	5	6	7	8	
Provide a	con	clusic	on th	at fol	lows	from	n the	narra	ated experiences or events. [W.4.3e]
Unit	1	2	3	4	5	6	7	8	

Product	tion a	nd C	Distr	ibuti	on c	of Wr	iting	5	
	purpo	ose, a	ind a	udier	nce. (0			e development and organization are appropriate expectations for writing types are defined in
Unit	1	2	3	4	5	6	7	8	
With ou	idana			nort.	from	noor		1 adu	
by planr Langua	ning, r	evisi ndar	ng, a ds 1-	nd ec ∙3 up	liting to ai	g. (Ed nd ind	iting	for co ng gra	Its, develop and strengthen writing as needed onventions should demonstrate command of ade 4 here.) [w.4.5]
by plan	ning, r	evisi	ng, a	nd ec	liting	g. (Ed	iting	for co	onventions should demonstrate command of
by plann Languag Unit With son and pub	ning, r ge sta 1 me gu olish w	evisi ndar 2 iidan vriting	ng, a ds 1- 3 ce ar g as v	nd eo 3 up 4 nd su well a	diting to ar 5 ppor is to	, (Ed nd ind 6 t fror intera	iting cludir 7 n adu act ar	for cong gra 8 ults, u	onventions should demonstrate command of

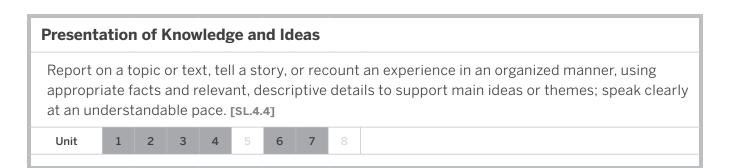


Range o	f Wri	ting							
	time	fram	es (a	sing	e sitt	ing o			e for research, reflection, and revision) and two) for a range of discipline-specific tasks,
Unit	1	2	3	4	5	6	7	8	

SPEAKING AND LISTENING STANDARDS

12

Compre	ehens	sion	and (Colla	bora	ation	I		
	h dive	erse p	artne	ers or					scussions (one-on-one, in groups, and teacher- I texts, building on others' ideas and expressing
Unit	1	2	3	4	5	6	7	8	
	ition a					-	-		studied required material; explicitly draw on that t the topic to explore ideas under discussion.
Unit	1	2	3	4	5	6	7	8	
Follow a	agreed	d-upc	on rule	es for	r disc	cussio	ons a	ind c	arry out assigned roles. [SL.4.1b]
Unit	1	2	3	4	5	6	7	8	
		•			•				fy or follow up on information, and make d link to the remarks of others. [SL.4.1c]
Unit	1	2	3	4	5	6	7	8	
Review discuss		-		pres	sed a	and e	xplai	n the	ir own ideas and understanding in light of the
Unit	1	2	3	4	5	6	7	8	
Paraphr includin									rmation presented in diverse media and formats, 4.2]
Unit	1	2	3	4	5	6	7	8	
Identify	the r	easoi	ns and	d evid	denc	e a sp	beake	er pro	ovides to support particular points. [SL.4.3]
Unit	1	2	3	4	5	6	7	8	



Add au develor			0			•	2	•	esentations when appropriate to enhance the
Unit	1	2	3	4	5	6	7	8	
where i	inform approp	nal dis oriate	cour to ta:	se is a	appr	opria	ate (e	e.g., s	mal English (e.g., presenting ideas) and situations mall-group discussion); use formal English rade 4 Language standards 1 here for specific
		/ -	_						

LANGUAGE STANDARDS

Convent	tions	of S	tanc	lard	Eng	lish			
Demons or speak				doft	he co	onver	ntions	s of st	tandard English grammar and usage when writing
Unit	1	2	3	4	5	6	7	8	
Use rela [L.4.1a]	itive p	rono	uns (who,	who	se, w	hom,	whic	h, that) and relative adverbs (where, when, why).
Unit	1	2	3	4	5	6	7	8	
Form an [L.4.1b]	id use	e the	progr	ressiv	/e (e.	g., / v	vas n	valkin	g; I am walking; I will be walking) verb tenses.
Unit	1	2	3	4	5	6	7	8	
Use mo	dal aı	ıxiliar	ies (e	e.g., (can, r	nay,	must) to c	onvey various conditions. [L.4.1c]
Unit	1	2	3	4	5	6	7	8	
Order ac than a re						s acc	cordin	ng to	conventional patterns (e.g., a small red bag rather
Unit	1	2	3	4	5	6	7	8	
Form an	id use	e prep	ositi	onal	phra	ses. [L.4.1e]	
Unit	1	2	3	4	5	6	7	8	
Produce [L.4.1f]	e com	plete	sent	ence	s, reo	cogni	zing	and c	correcting inappropriate fragments and run-ons.
Unit	1	2	3	4	5	6	7	8	

Correctl	y use	freq	uentl	y cor	nfuse	d wo	rds (e	e.g., t	to, too, two; there, their). [L.4.1g]
Unit	1	2	3	4	5	6	7	8	
Demons spelling						nver	itions	s of s	tandard English capitalization, punctuation, and
Unit	1	2	3	4	5	6	7	8	
Use corr	rect c	apita	lizati	on. [I	4. 2a]			
Unit	1	2	3	4	5	6	7	8	
Use com	nmas	and	quota	ation	marl	ks to	mark	dire	ct speech and quotations from a text. [L.4.2b]
Unit	1	2	3	4	5	6	7	8	
Use a co	omma	a befo	ore a	coord	dinat	ing c	onjur	nctior	n in a compound sentence. [L.4.2c]
Unit	1	2	3	4	5	6	7	8	
Spell gra	ade-a	ppro	priate	e wor	ds co	orrec	tly, c	onsu	lting references as needed. [L.4.2d]
Unit	1	2	3	4	5	6	7	8	

Knowled	dge o	of La	ngua	ige					
Use kno [L.4.3]	wled	ge of	langu	lage	and i	ts co	nven [.]	tions	when writing, speaking, reading, or listening.
Unit	1	2	3	4	5	6	7	8	
Choose	word	s and	l phra	ases t	:o co	nvey	ideas	s pre	cisely. [L.4.3a]
Unit	1	2	3	4	5	6	7	8	
Choose p	ouncti	uatio	n for e	effect	t. [L.4	.3b]			
Unit	1	2	3	4	5	6	7	8	
									nal English (e.g. presenting ideas) and situations mall-group discussion). [L.4.3c]
Unit	1	2	3	4	5	6	7	8	

Vocabulary Acquisition and Use
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. [L.4.4]
Unit 1 2 3 4 5 6 7 8
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [L.4.4a]
Unit 1 2 3 4 5 6 7 8
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>). [L.4.4b]
Unit 1 2 3 4 5 6 7 8
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.4.4c]
Unit 1 2 3 4 5 6 7 8
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.4.5]
Unit 1 2 3 4 5 6 7 8
Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context. [L.4.5a]
Unit 1 2 3 4 5 6 7 8
Recognize and explain the meaning of common idioms, adages, and proverbs. [L.4.5b]
Unit 1 2 3 4 5 6 7 8
Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). [L.4.5c]
Unit 1 2 3 4 5 6 7 8
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife, conservation</i> , and <i>endangered</i> when discussing animal preservation). [L.4.6]
Unit 1 2 3 4 5 6 7 8

Grade 5 Overview Common Core Alignment

READING STANDARDS - LITERATURE

Key Ideas and Details
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. [RL.5.1]
Unit 1 2 3 4 5 6 7 8 9
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. [RL.5.2]
Unit 1 2 3 4 5 6 7 8 9
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). [RL.5.3]
Unit 1 2 3 4 5 6 7 8 9

Craft an	d St	ructi	ure							
Determi languag							•		iey are used i	in a text, including figurative
Unit	1	2	3	4	5	6	7	8		
Explain of a part									s fits togethe	er to provide the overall structure
Unit	1	2	3	4	5	6	7	8		
Describ	e how	a na	rrato	r's oi	spe	aker'	s poi	nt of	w influences	how events are described. [RL.5.6]
Unit	1	2	3	4	5	6	7	8		

Integra	tion	of Kn	owle	edge	and	Idea	as			
5										oute to the meaning, tone, or beauty of a text on, folktale, myth, poem). [RL.5.7]
Unit	1	2	3	4	5	6	7	8	9	
(Not ap	plicat	ole to	litera	ature) [RL.	5.8]				
Unit	1	2	3	4	5	6	7		9	
Compai approac								-		g., mysteries and adventure stories) on their
Unit	1	2	3	4	5	6	7	8	9	
							1			

Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. [RL.5.10] Unit 1 2 3 4 5 6 7 8 9

READING STANDARDS - INFORMATIONAL TEXT

Key Idea	as an	d De	etails	5						
Quote a inferenc		2				en ex	plain	ing w	hat t	he text says explicitly and when drawing
Unit	1	2	3	4	5	6	7	8	9	
Determi summa					n idea	as of	a tex	t and	expl	ain how they are supported by key details;
Unit	1	2	3	4	5	6	7	8	9	
										o or more individuals, events, ideas, or ased on specific information in the text.
Unit	1	2	3	4	5	6	7	8	9	

)eterm elevan			-						d domain-specific words and phrases in a text J
Unit	1	2	3	4	5	6	7	8	9
'omnai		1 000	tract	tho o	woral	II ctri	10ture	~ / ~ ~	
								· · ·	g., chronology, comparison, cause/effect, r information in two or more texts. [RI.5.5] 9
oroblen Unit	n/solu 1 e mult	ition) 2 iple a	of ev 3 Iccou	vents 4 Ints c	, idea 5 of the	as, cc 6 sam	oncep 7 e eve	ots, or 8 nt or	r information in two or more texts. [RI.5.5] 9 topic, noting important similarities and

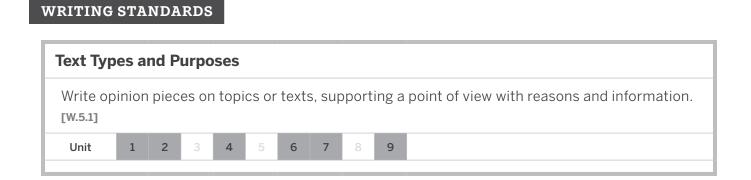
Integration of Knowledge and Ideas												
Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. [RI.5.7]												
Unit 1 2 3 4 5 6 7 8 9												
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). [RI.5.8]												
Unit 1 2 3 4 5 6 7 8 9												
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. [RI.5.9]												
Unit 1 2 3 4 5 6 7 8 9												

Range o	Range of Reading and Level of Text Complexity												
studies,	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. [RI.5.10]												
Unit 1 2 3 4 5 6 7 8 9													

READING STANDARDS - FOUNDATIONAL SKILLS

Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3]												
Unit	1	2	3	4	5	6	7	8	9			
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.5.3a]												

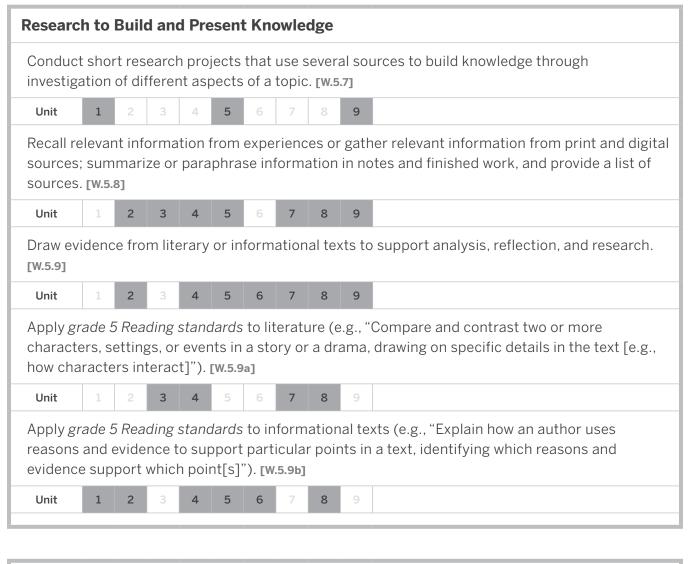
Fluency	Fluency												
Read w	Read with sufficient accuracy and fluency to support comprehension. [RF.5.4]												
Unit	1	2	3	4	5	6	7	8	9				
Read gr	Read grade-level text with purpose and understanding. [RF.5.4a]												
Unit	1	2	3	4	5	6	7	8	9				
-	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. [RF.5.4b]												
Unit	1	2	3	4	5	6	7	8	9				
	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.5.4c]												
Unit	1	2	3	4	5	6	7	8	9				



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. [W.5.1a]
Unit 1 2 3 4 5 6 7 8 9
Provide logically ordered reasons that are supported by facts and details. [w.5.1b]
Unit 1 2 3 4 5 6 7 8 9
Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). [W.5.1c]
Unit 1 2 3 4 5 6 7 8 9
Provide a concluding statement or section related to the opinion presented. [W.5.1d]
Unit 1 2 3 4 5 6 7 8 9
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [W.5.2]
Unit 1 2 3 4 5 6 7 8 9
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. [W.5.2a]
Unit 1 2 3 4 5 6 7 8 9
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. [W.5.2b]
Unit 1 2 3 4 5 6 7 8 9
Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). [w.5.2c]
Unit 1 2 3 4 5 6 7 8 9
Use precise language and domain-specific vocabulary to inform about or explain the topic. [W.5.2d]
Unit 1 2 3 4 5 6 7 8 9
Provide a concluding statement or section related to the information or explanation presented. [W.5.2e]
Unit 1 2 3 4 5 6 7 8 9

	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [W.5.3]												
Unit	1	2	3	4	5	6	7	8	9				
	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [w.5.3a]												
Unit	1	2	3	4	5	6	7	8	9				
							-		cription, and pacing, to develop experiences a ituations. [W.5.3b]	nd			
Unit	1	2	3	4	5	6	7	8	9				
Use a va [W.5.3c]	riety	of tra	ansiti	onal	word	ls, ph	irase	s, and	clauses to manage the sequence of events.				
Unit	1	2	3	4	5	6	7	8	9				
Use con [W.5.3d]	crete	word	ds an	d phr	ases	and	sens	ory d	etails to convey experiences and events precis	ely.			
Unit	1	2	3	4	5	6	7	8	9				
Provide	a cor	nclusi	on th	at fo	llows	fron	n the	narra	ted experiences or events. [W.5.3e]				
Unit	1	2	3	4	5	6	7	8	9				

Product	Production and Distribution of Writing											
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) [w.5.4]												
Unit	1	2	3	4	5	6	7	8	9			
planning	g, revi	sing,	editi	ng, re	ewrit	ing, c	or try	ing a	ults, develop and strengthen writing as needed by new approach. (Editing for conventions should s 1–3 up to and including grade 5 here.) [w.5.5]			
Unit	1	2	3	4	5	6	7	8	9			
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. [W.5.6]												
Unit	1	2	3	4	5	6	7	8	9			



Range o	Range of Writing													
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. [w.5.10]														
Unit 1 2 3 4 5 6 7 8 9														

SPEAKING AND LISTENING STANDARDS

Compre	Comprehension and Collaboration												
led) wit	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher- led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. [SL.5.1]												
Unit	1	2	3	4	5	6	7	8	9				
	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. [SL.5.1a]												
Unit	1	2	3	4	5	6	7	8	9				
Follow a	agree	d-upo	on rule	es foi	r diso	cussi	ons a	and ca	arry o	out assigned roles. [SL.5.1b]			
Unit	1	2	3	4	5	6	7	8	9				
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [SL.5.1c]													
Unit	1	2	3	4	5	6	7	8	9				
Review gained		-		•			raw (concl	usior	ns in light of information and knowledge			
Unit	1	2	3	4	5	6	7	8	9				
Summa includir										presented in diverse media and formats,			
Unit	1	2	3	4	5	6	7	8	9				
Summa evidenc			oints a	a spe	aker	mak	es an	ıd exp	olain	how each claim is supported by reasons and			
Unit	1	2	3	4	5	6	7	8	9				

Present	Presentation of Knowledge and Ideas											
Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.5.4]												
Unit	1	2	3	4	5	6	7	8	9			
Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. [SL.5.5]												
Unit	1	2	3	4	5	6	7	8	9			
	•			2						ng formal English when appropriate to task nd 3 here for specific expectations.) [sl.5.6]		
Unit	1	2	3	4	5	6	7	8	9			
										· · · · · · · · · · · · · · · · · · ·		

LANGUAGE STANDARDS

Convent	Conventions of Standard English													
	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.5.1]													
Unit	1	2	3	4	5	6	7	8	9					
	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences. [L.5.1a]													
Unit	1	2	3	4	5	6	7	8	9					
Form an	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. [L.5.1b]													
Unit	Unit 1 2 3 4 5 6 7 8 9													
Use verk	o tens	se to	conve	ey va	rious	time	es, se	quen	ices,	states, and conditions. [L.5.1c]				
Unit	1	2	3	4	5	6	7	8	9					
Recogni	ze ar	id cor	rect	inapp	propr	iate	shifts	s in ve	erb te	ense. [L.5.1d]				
Unit	1	2	3	4	5	6	7	8	9					
Use corr	relati	ve co	njunc	ctions	s (e.g	g., eitl	her/o	r, nei	ther/	(nor). [L.5.1e]				
Unit	1	2	3	4	5	6	7	8	9					

	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.5.2]												
Unit	1	2	3	4	5	6	7	8	9				
Use pur	Use punctuation to separate items in a series. [L.5.2a]												
Unit	1	2	3	4	5	6	7	8	9				
Use a co	omma	a to se	epara	ite ar	n intr	oduc	tory	elem	ent fr	rom the rest of the sentence. [L.5.2b]			
Unit	1	2	3	4	5	6	7	8	9				
the rest	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>). [L.5.2c]												
Unit	1	2	3	4	5	6	7	8	9				
Use und	lerlini	ing, q	uotat	ion n	narks	s, or i	talic	s to ir	ndica	te titles of works. [L.5.2d]			
Unit	1	2	3	4	5	6	7	8	9				
Spell gr	ade-a	appro	priate	e wor	ds co	orrec	tly, c	onsu	lting	references as needed. [L.5.2e]			
Unit	1	2	3	4	5	6	7	8	9				

Knowledge of Language										
Use knowledge of language and its conventions when writing, speaking, reading, or listening. [L.5.3]										
Unit 1 2 3 4 5 6 7 8 9										
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. [L.5.3a]										
Unit 1 2 3 4 5 6 7 8 9										
Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems. [L.5.3b]										
Unit 1 2 3 4 5 6 7 8 9										

Vocabula	Vocabulary Acquisition and Use										
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. [L.5.4]											
Unit	1	2	3	4	5	6	7	8	9		
	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a]										
Unit	1	2	3	4	5	6	7	8	9		
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>). [L.5.4b]											
Unit	1	2	3	4	5	6	7	8	9		
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.5.4c]											
Unit	1	2	3	4	5	6	7	8	9		
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5]											
Unit	1	2	3	4	5	6	7	8	9		
Interpret figurative language, including similes and metaphors, in context. [L.5.5a]											
Unit	1	2	3	4	5	6	7	8	9		
Recogniz	Recognize and explain the meaning of common idioms, adages, and proverbs. [L.5.5b]										
Unit	1	2	3	4	5	6	7	8	9		
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [L.5.5c]											
Unit	1	2	3	4	5	6	7	8	9		
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>). [L.5.6]											
Unit	1	2	3	4	5	6	7	8	9		

AmplifyCKLA