

Priority Standards

ELA

Grades K-5th

1st Quarter

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
K.RL.1 AND K.RI.1 With prompting and support, ask and answer questions about key details in a text.	1.RL.1: Ask and answer questions about key details.	2.RL.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	3. RL.1: Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.	4.RF.4A: Read grade-level text with purpose and understanding.	5.RL.1: Quote accurately from a text when explaining what the text says explicitly...
K.RF.1 Demonstrate understanding of the organization and basic features of print: Follow words from left to right, top to bottom, and page by page.	1.RF.1: Recognizing features of a sentence.	2.RI.1 Ask and answer such questions as who, what, where when, why and how to demonstrate	3.RL.2: Determine the main idea of a text; recount the key details and explain how they support the main idea	4.RI.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	5.RI.2: Determine two or more main ideas of a text and explain how they are supported by key details.
K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).	1.RF.2: Demonstrating understanding of spoken words, syllables, & sounds	2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	3.RI.4: Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area	4.RI.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	5.L.2 a-e: Demonstrate command of the conventions of standard English capitalization, punctuation, & spelling when writing...
K.SL.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	1.RF.3: Applying phonics & words analysis skills (decoding)	2.RF.3 a-c Know and apply grade-level phonics and word analysis skills in decoding words: (a) Distinguish long and short vowels when reading regularly spelled one-syllable words.	3.RI.10: By the end of the year, read and comprehend informational texts, including history/S.S., science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	4.RL.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	5.W.3 a-e: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details....

1st Quarter (Continued)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	1.RI.7: Use the illustrations and details in a text to describe its key ideas.	2.RF.4 a-c Read with sufficient accuracy and fluency to support comprehension: (a) Read grade-level text with purpose &	3.L.1a: Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Explain the functions of pronouns, verbs, adjectives, and adverbs in particular	4.W.2A-E: Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (CCSS.ELA-LITERACY.W.4.2.A) Introduce a topic clearly and group related	5.SL.1 a-d: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts...
	1.L.1a: Print uppercase and lowercase letters	2.W.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal	3.L.1b: Demonstrate command of conventions of standard English grammar and usage, when writing or speaking: Explain the function of nouns pronouns verbs, adjectives, and adverbs in general and their functions in particular sentences.	4.L.1A: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	
	1.L.2b: Use end punctuation for sentences.	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	3.L.1i(simple Standards): Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Produce simple, compound, and complex sentences.	4.L.2A: Use correct capitalization.	
		2.L.1a Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use collective nouns	3.W.2a: Write informative/explanatory texts to examine topic and convey ideas and information clearly: Introduce a topic and group related information together: include illustrations when useful to aiding comprehensions.	4.L.4A: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
		2.L.1b Demonstrate command of the conventions of standard English grammar and usage when writing or	3.W.2b: Develop the topic with facts, definitions, and details.	4.L.1B: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	
		2.L.2a Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Capitalize holidays, productnames, and	3.W.2c: Use linking words and phrases	R.SL.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	
			3.W.2d: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.		

1st Quarter (Continued)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
			<p>3.SL.1-6: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly:</p>		
			<p>3.SL.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
			<p>3.SL.3: Ask and answer questions about information from a speaker, offering</p>		
			<p>3.SL.4: Report on a topic or text, tell a story, or recount an experience with</p>		
			<p>3.SL.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or</p>		
			<p>3.SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)</p>		

2nd Quarter

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	1.RL.2: Retell stories & demonstrate understanding of central message or lesson	2.RL.3 Describe how characters in a story respond to major events and challenges.	3.RL.1: Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.	4.RI.4: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	5.RI.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts....
K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words	1.RL.3: Identify the characters, settings, problems, & solutions of a story.	2.RL.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	3.RI.4: Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area	4.RI.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5.RL.6: Describe how a narrator's or speaker's point of view influences how events are described.
K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	1.RL.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types	2.RI.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area	3.RI.10: By the end of the year, read and comprehend informational texts, including history/S.S., science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	4.RL.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	5.L.1 a-e: Demonstrate command of conventions of standard English grammar and usage when writing and speaking...
K.SL.6 Speak audibly and express thoughts, feelings, & ideas clearly.	1.RL.9: Compare and contrast the adventures and experiences of characters in stories.	2.RF.3 d-f Know and apply grade-level phonics and word analysis skills in decoding words: (d) Decode words with common prefixes and suffixes. (e) Identify words with inconsistent but common spelling-sound correspondences (f) Recognize grade-appropriate irregularly spelled words.	3.L1.c: Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Use abstract nouns (e.g., childhood).	4.RF.4C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.W.2 a-e: Write informative/explanatory texts to examine a topic and convey ideas and information clearly...

2nd Quarter (Continued)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	1.RI.2: Identify the main topic and retell key details of a text.	2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	3.L1.d: Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Form and use regular and irregular verbs.	4.RF.3: Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.4.3.A) Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5.SL.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.
	1.L.1b: Use common, proper, and possessive nouns.	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	3.L1.e: Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	4.L.1F: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	
	1.L.1c: Use singular and plural nouns with matching verbs in basic sentences.	2.L.1c Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use reflexive pronouns (e.g., myself, ourselves).	3.L1.i (compound sentence): Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Produce simple, compound, and complex sentences.	4.L.2A: Use correct capitalization.	
	1.L.1d: Use personal possessive and indefinite pronouns.	2.L.1d Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	3.W.2a-d (informative and explanatory) Write informative/explanatory texts to examine a topic and convey ideas and information clearly:	4.L.4A: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	

2nd Quarter (Continued)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
		<p>2.L.2c Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use apostrophe to form contractions and frequently occurring possessives.</p>	<p>3.W.2a: Introduce a topic and group related information together: include illustrations when useful to aiding comprehensions.</p>	<p>4.L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. (CCSS.ELA-LITERACY.L.4.4.A) Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. (CCSS.ELA-LITERACY.L.4.4.B) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). (CCSS.ELA-LITERACY.L.4.4.C) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	
		<p>2.L.2e Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Consult reference materials, including beginning dictionaries, as needed to check and correct spelling.</p>	<p>3.W.2b: Develop the topic with facts, definitions, and details.</p>	<p>4.SL.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
			<p>3.W.2c: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p>		
			<p>3.W.2d: Provide a concluding statement or section related to the information or explanation presented.</p>		

2nd Quarter (Continued)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
			<p>3.SL.1-6: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly:</p>		
			<p>3.SL.1 a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>		
			<p>3.SL.1 b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>		
			<p>3.SL.1 c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>		
			<p>3.SL.1 d: Explain their own ideas and understanding in light of the discussion.</p>		
			<p>3.SL.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		

2nd Quarter (Continued)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
			3.SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
			3.SL.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
			3.SL.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
			3.SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)		

3rd Quarter

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what	1.RI.5: Know and use various text features to locate key facts or information in a text	2.RL.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	3.RL.1: Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.	4.RI.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5.RL.4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	1.RF.4: Read grade level text with purpose and understanding	2.RL.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	3.RI.4: Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area	4.RI.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	5.RL.5: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
K.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	1.RL.7: Use illustrations and details in a story to describe its characters, setting, or events.	2.RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	3.RI.10: By the end of the year, read and comprehend informational texts, including history/S.S., science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	4.RI.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	5.L.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings....
K.RL.3 With prompting and support, identify characters, settings, and major events in a story.	1.RI.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	3.L.1f: Demonstrate command of conventions of standard English grammar and usage when writing or speaking: Ensure subject-verb and pronoun-antecedent agreement.	4.RI.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	5.W.1 a-d: Write opinion pieces on topics or texts, supporting a point of view with reason and information...
K.SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	1.L.1f: Use frequently occurring adjectives.	2.RI.9 Compare and contrast the most important points presented by two texts on the same topic.	3.L.1g: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	4.RI.8: Explain how an author uses reasons and evidence to support particular points in a text.	5.SL.4: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details...
	1.L.1e: Use verbs to convey past, present, & future.	2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	3.L.1h: Use coordinating and subordinating conjunctions.	4.L.2A: Use correct capitalization.	

3rd Quarter (Continued)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
	1.L.1j: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	3.L.1i (complex sentence): Produce simple, compound, and complex sentences.	4.L.2B: Use commas and quotation marks to mark direct speech and quotations from a text.	
	1.L.4c: Identify frequently occurring root words and their inflectional forms.	2.L.1e Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Use adjectives and adverbs, and choose between them depending on what is to be modified.	3.W.1a - d(Opinion): Write opinion pieces on topics or texts, supporting a point of view with reasons: Introduce the topic or text they are writing about, state an opinion, and create organizational structure that lists reasons.	4.L.4A: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
	1.L.2c: Use commas in dates and separate words in a series.	2.L.1f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	3.W.1b: Provide reasons that support the opinion.	4.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (CCSS.ELA-LITERACY.W.4.3.A) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (CCSS.ELA-LITERACY.W.4.3.B) Use dialogue and description to develop experiences and events or show the responses of characters to situations. (CCSS.ELA-LITERACY.W.4.3.C) Use a variety of transitional words and phrases to manage the sequence of events. (CCSS.ELA-LITERACY.W.4.3.D) Use concrete words and phrases and sensory details to convey experiences and events precisely. (CCSS.ELA-LITERACY.W.4.3.E) Provide a conclusion that follows from the narrated experiences or events.	

3rd Quarter (Continued)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
		<p>2.L.2b Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: Use commas in greetings and closings of letters.</p>	<p>3.W.1c: Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons.</p>	<p>4.W.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p>	
		<p>2.L.4a Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies: Use sentence-level context as a clue to the meaning of a word or phrase.</p>	<p>3.W.1d: Provide a concluding statement or section.</p>		
			<p>3.SL.1-6: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly:</p>		
			<p>3.SL.1 a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>		
			<p>3.SL.1 b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with</p>		
			<p>3.SL.1 c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>		

3rd Quarter (Continued)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
			3.SL.1 d: Explain their own ideas and understanding in light of the discussion.		
			3.SL.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively,		
			3.SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
			3.SL.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
			3.SL.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
			3.SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)		

4th Quarter

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
K.RF.4 Read emergent-reader texts with purpose and understanding.	1.RL.10: Read grade level prose and poetry.	2.RL.10 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	3.RL.1: Ask and answer questions to demonstrate understanding of text, referring explicitly to the text as the basis for the answers.	4.RF.4C: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	5.RI.8: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
K.W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	1.L.5d: Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.	2.RI.8 Describe how reasons support specific points the author makes in a text.	3.RI.4: Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area	4.RI.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5.RL.9: Compare and contrast stories in the same genre on their approaches to similar themes and topics.
K.RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	1.L.4a: Use sentence-level context as a clue to the meaning of a word or phrase.	2.RI.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	3.RI.10: By the end of the year, read and comprehend informational texts, including history/S.S., science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	4.RI.10: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	5.L.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal...
	1.L.1g: Use frequently occurring conjunctions.	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	3.W.3a-d (narrative): Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences:	4.RF.4B: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	5.W.7: Conduct short research projects that use several sources to build knowledge through investigation of different aspect of a topic.
			3.W.3 a: Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	4.RL.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	5.SL.5: Include multimedia components (e.g.- graphics, sound) and visual displays in presentations when appropriate to enhance the development...

4th Quarter (Continue)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
			3.W.3 b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	4.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)	
			3.W.3 c: Use temporal words and phrases to signal event order.	4.L.1D: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	
			3.W.3 d: Provide a sense of closure.	4.L.2A: Use correct capitalization.	
			3.SL.1-6: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly:	4.L.2B: Use commas and quotation marks to mark direct speech and quotations from a text.	
			3.SL.1 a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	4.L.2C: Use a comma before a coordinating conjunction in a compound sentence.	
			3.SL.1 b: Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).		
			3.SL.1 c: Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.		

4th Quarter (Continue)

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade
			3.SL.1 d: Explain their own ideas and understanding in light of the discussion.		
			3.SL.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
			3.SL.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
			3.SL.4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.		
			3.SL.5: Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
			3.SL.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)		