

1st Six Weeks	
3.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.
3.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.
3.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.
3.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
3.1.W.2	Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
3.2.F.1	Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.
3.2.F.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.
3.2.PC	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.
3.2.PWS.3	Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.
3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
3.2.W.1	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.
3.3.R.1	Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).
3.3.R.3	Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> ● setting (i.e., time, place) ● plot ● characters ● characterization ● theme
3.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.
3.3.R.7	Students will ask and answer inferential questions using the text to support answers with guidance and support.
3.3.W.1	NARRATIVE- Grade Level Focus Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution).
3.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
3.4.R.2	Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.
3.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.

3.4.R.4	Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.
3.4.R.5	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.
3.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.
3.4.W.2	Students will select appropriate language according to purpose in writing.
3.5.R.5	Students will recognize the subject and verb agreement.
3.5.W.1	Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> ● titles of respect ● appropriate words in titles ● geographical names
3.5.W.4	Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.
3.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.
3.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids.
3.7.R.1	Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.
3.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
3.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.
Academic Vocabulary	
setting (time, place), plot, characters, characterization, theme, description, compare/contrast, sequential, problem/solution, cause/effect, point of view, conflict, solution/resolution, infer, affixes, roots, stems, context clues, synonyms, antonyms, homographs, homonyms, photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, legend, literal, media, evidence, dictionary, glossary, pronunciation, graphic organizer, written, oral, visual, digital, non-verbal, multiple-meaning words, summarize, conflict, entertain, inform, persuade	
2nd Six Weeks	
3.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.
3.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.
3.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.
3.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
3.1.W.2	Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.

3.2.F.1	Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.
3.2.F.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.
3.2.PC	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.
3.2.PWS.1	Students will decode multisyllabic words by applying knowledge of structural analysis: <ul style="list-style-type: none"> ● all major syllable patterns ● contractions ● abbreviations ● common roots and related prefixes and suffixes
3.2.PWS.3	Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.
3.2.R.1	Students will locate the main idea and key supporting details of a text or section of text.
3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
3.2.W.1	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.
3.3.R.1	Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).
3.3.R.3	Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> ● setting (i.e., time, place) ● plot ● characters ● characterization ● theme
3.3.R.5	Students will distinguish fact from opinion in a text.
3.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.
3.3.R.7	Students will ask and answer inferential questions using the text to support answers with guidance and support.
3.3.W.1	NARRATIVE- Grade Level Focus Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution).
3.3.W.2	INFORMATIVE Students will write facts about a subject, including a main idea with supporting details, and use transitional and signal words.
3.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
3.4.R.2	Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.
3.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.
3.4.R.4	Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.

3.4.R.5	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.
3.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.
3.4.W.2	Students will select appropriate language according to purpose in writing.
3.5.R.1	Students will recognize pronouns and possessive nouns.
3.5.R.5	Students will recognize the subject and verb agreement.
3.5.W.1	Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> ● titles of respect ● appropriate words in titles ● geographical names
3.5.W.4	Students will compose simple, compound and complex declarative, interrogative, imperative, and exclamatory sentences.
3.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.
3.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids.
3.6.W.3	Students will summarize and present information in a report.
3.7.R.1	Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.
3.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
3.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.
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	3rd Six Weeks
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3.2.F.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.
3.2.PC	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.
3.2.PWS.3	Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.
3.2.R.1	Students will locate the main idea and key supporting details of a text or section of text.
3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
3.2.W.1	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.
3.2.W.2	Students will edit drafts and revise for clarity and organization.
3.2.W.3	Students will correctly spell grade-appropriate words while editing.
3.2.W.4	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries).
3.3.R.1	Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).
3.3.R.3	Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> ● setting (i.e., time, place) ● plot ● characters ● characterization ● theme
3.3.R.4	Students will find examples of literary devices: <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole
3.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.
3.3.R.7	Students will ask and answer inferential questions using the text to support answers with guidance and support.
3.3.W.1	NARRATIVE- Grade Level Focus Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution).
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3.4.R.2	Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.

3.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.
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3.4.W.2	Students will select appropriate language according to purpose in writing.
3.5.R.1	Students will recognize pronouns and possessive nouns.
3.5.R.2	Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.
3.5.R.5	Students will recognize the subject and verb agreement.
3.5.W.1	Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> ● titles of respect ● appropriate words in titles ● geographical names
3.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.
3.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids.
3.6.W.3	Students will summarize and present information in a report.
3.7.R.1	Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.
3.7.W.1	Students will create multimodal content that communicates an idea using technology or appropriate media.
3.7.W.2	Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.
3.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
3.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.
Academic Vocabulary	
<p>setting (time, place), plot, characters, characterization, theme, description, compare/contrast, sequential, problem/solution, cause/effect, point of view, conflict, solution/resolution, infer, affixes, roots, stems, context clues, synonyms, antonyms, homographs, homonyms, photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, legend, literal, media, evidence, dictionary, glossary, pronunciation, graphic organizer, written, oral, visual, digital, non-verbal, multiple-meaning words, contractions, abbreviations, prefixes, suffixes, syllable, common roots, simile, metaphor, personification, onomatopoeia, hyperbole, alliterations, idioms, technology, video, summarize, conflict, entertain, inform, persuade</p>	
4th Six Weeks	
3.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.

3.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.
3.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.
3.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
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3.2.PC	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.
3.2.PWS.3	Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.
3.2.R.1	Students will locate the main idea and key supporting details of a text or section of text.
3.2.R.2	Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.
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3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
3.2.W.1	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.
3.2.W.2	Students will edit drafts and revise for clarity and organization.
3.2.W.3	Students will correctly spell grade-appropriate words while editing.
3.2.W.4	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries).
3.3.R.1	Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).
3.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.
3.3.R.3	Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> ● setting (i.e., time, place) ● plot ● characters ● characterization ● theme
3.3.R.4	Students will find examples of literary devices: <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole

3.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.
3.3.R.7	Students will ask and answer inferential questions using the text to support answers with guidance and support.
3.3.W.1	NARRATIVE- Grade Level Focus Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution).
3.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
3.4.R.2	Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.
3.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.
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3.4.R.5	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.
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3.4.W.2	Students will select appropriate language according to purpose in writing.
3.5.R.1	Students will recognize pronouns and possessive nouns.
3.5.R.2	Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.
3.5.R.3	Students will recognize adjectives, articles as adjectives, and adverbs.
3.5.R.4	Students will recognize prepositions and conjunctions.
3.5.R.5	Students will recognize the subject and verb agreement.
3.5.W.1	Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> ● titles of respect ● appropriate words in titles ● geographical names
3.5.W.2	Students will use complex contractions (e.g., should've, won't).
3.5.W.3	Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.
3.6.R.1	Students will use their own questions to find information on their topic.
3.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.
3.6.R.3	Students will locate information in visual and text reference sources, electronic resources, and/or interviews.
3.6.W.1	Students will generate a list of topics of interest and individual questions about one specific topic of interest.
3.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids.
3.6.W.3	Students will summarize and present information in a report.
3.7.R.1	Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.

3.7.R.2	Students will compare how ideas and topics are depicted in a variety of media and formats.
3.7.W.1	Students will create multimodal content that communicates an idea using technology or appropriate media.
3.7.W.2	Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.
3.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
3.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.
Academic Vocabulary	
	setting (time, place), plot, characters, characterization, theme, description, compare/contrast, sequential, problem/solution, cause/effect, point of view, conflict, solution/resolution, infer, affixes, roots, stems, context clues, synonyms, antonyms, homographs, homonyms, photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, legend, literal, media, evidence, dictionary, glossary, pronunciation, graphic organizer, written, oral, visual, digital, non-verbal, multiple-meaning words, contractions, abbreviations, prefixes, suffixes, syllable, common roots, simile, metaphor, personification, onomatopoeia, hyperbole, alliterations, idioms, technology, video, genres, lines, stanzas, summarize, conflict, entertain, inform, persuade
5th Six Weeks	
3.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.
3.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.
3.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.
3.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
3.1.W.2	Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
3.2.F.1	Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.
3.2.F.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.
3.2.PC	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.
3.2.PWS.3	Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.
3.2.R.1	Students will locate the main idea and key supporting details of a text or section of text.

3.2.R.2	Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.
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3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
3.2.W.1	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.
3.2.W.2	Students will edit drafts and revise for clarity and organization.
3.2.W.3	Students will correctly spell grade-appropriate words while editing.
3.2.W.4	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries).
3.3.R.1	Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).
3.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.
3.3.R.3	Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> ● setting (i.e., time, place) ● plot ● characters ● characterization ● theme
3.3.R.4	Students will find examples of literary devices: <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole
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3.6.R.3	Students will locate information in visual and text reference sources, electronic resources, and/or interviews.
3.6.R.4	Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.
3.6.W.1	Students will generate a list of topics of interest and individual questions about one specific topic of interest.
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3.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.
Academic Vocabulary	

	setting (time, place), plot, characters, characterization, theme, description, compare/contrast, sequential, problem/solution, cause/effect, point of view, conflict, solution/resolution, infer, affixes, roots, stems, context clues, synonyms, antonyms, homographs, homonyms, photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, legend, literal, media, evidence, dictionary, glossary, pronunciation, graphic organizer, written, oral, visual, digital, non-verbal, multiple-meaning words, contractions, abbreviations, prefixes, suffixes, syllable, common roots, simile, metaphor, personification, onomatopoeia, hyperbole, alliterations, idioms, technology, video, genres, lines, stanzas, summarize, conflict, entertain, inform, persuade
	6th Six Weeks
3.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.
3.1.R.2	Students will ask and answer questions to seek help, get information, or clarify about information presented orally through text or other media to confirm understanding.
3.1.R.3	Students will engage in collaborative discussions about appropriate topics and texts, expressing their own ideas clearly in pairs, diverse groups, and whole class settings.
3.1.W.1	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
3.1.W.2	Students will work respectfully within diverse groups, share responsibility for collaborative work, and value individual contributions made by each group member.
3.2.F.1	Students will read high frequency and/or irregularly spelled grade-level words with automaticity in text.
3.2.F.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with expression that connotes comprehension.
3.2.PC	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words, and sentences.
3.2.PWS.3	Students will use decoding skills and semantics in context when reading new words in a text, including multisyllabic words.
3.2.R.1	Students will locate the main idea and key supporting details of a text or section of text.
3.2.R.2	Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.
3.2.R.2	Students will compare and contrast details (e.g., plots or events, settings, and characters) to discriminate genres.
3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
3.2.W.1	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct paragraph indentations.
3.2.W.2	Students will edit drafts and revise for clarity and organization.
3.2.W.3	Students will correctly spell grade-appropriate words while editing.
3.2.W.4	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook, print and electronic dictionaries).
3.3.R.1	Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).

3.3.R.2	Students will infer whether a story is narrated in first or third person point of view in grade-level literary and/or informational text.
3.3.R.3	Students will find textual evidence when provided with examples of literary elements and organization: <ul style="list-style-type: none"> ● setting (i.e., time, place) ● plot ● characters ● characterization ● theme
3.3.R.4	Students will find examples of literary devices: <ul style="list-style-type: none"> ● simile ● metaphor ● personification ● onomatopoeia ● hyperbole
3.3.R.6	Students will describe the structure of a text (e.g., description, compare/contrast, sequential, problem/solution, cause/effect) with guidance and support.
3.3.R.7	Students will ask and answer inferential questions using the text to support answers with guidance and support.
3.3.W.1	NARRATIVE- Grade Level Focus Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution).
3.4.R.1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer meaning of grade-level text.
3.4.R.2	Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new words.
3.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.
3.4.R.3	Students will use context clues to determine the meaning of words or distinguish among multiple-meaning words.
3.4.R.4	Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.
3.4.R.5	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the meanings, syllabication, and pronunciation of words.
3.4.W.1	Students will use domain-appropriate vocabulary to communicate ideas in writing.
3.4.W.2	Students will select appropriate language according to purpose in writing.
3.5.R.1	Students will recognize pronouns and possessive nouns.
3.5.R.2	Students will recognize irregular and past participle verbs and verb tense to identify settings, times, and sequences in text.
3.5.R.3	Students will recognize adjectives, articles as adjectives, and adverbs.
3.5.R.4	Students will recognize prepositions and conjunctions.
3.5.R.5	Students will recognize the subject and verb agreement.
3.5.W.1	Students will capitalize and appropriately punctuate: <ul style="list-style-type: none"> ● titles of respect ● appropriate words in titles ● geographical names
3.5.W.2	Students will use complex contractions (e.g., should've, won't).

3.5.W.3	Students will compose and expand grammatically correct sentences and questions with appropriate commas, apostrophes, quotation marks, and end marks as needed for dialogue.
3.6.R.1	Students will use their own questions to find information on their topic.
3.6.R.2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, and legends to define a text.
3.6.R.3	Students will locate information in visual and text reference sources, electronic resources, and/or interviews.
3.6.R.4	Students will determine the relevance and reliability of the information for their specific topic of interest with guidance and support.
3.6.W.1	Students will generate a list of topics of interest and individual questions about one specific topic of interest.
3.6.W.2	Students will organize information found during group or individual research, using graphic organizers or other aids.
3.6.W.3	Students will summarize and present information in a report.
3.7.R.1	Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-verbal, and interactive texts to generate and answer literal questions.
3.7.R.2	Students will compare how ideas and topics are depicted in a variety of media and formats.
3.7.W.1	Students will create multimodal content that communicates an idea using technology or appropriate media.
3.7.W.2	Students will create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.
3.8.R	Students will select appropriate texts for specific purposes and read independently for extended periods of time.
3.8.W	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different audiences for a variety of purposes.
Academic Vocabulary	
<p>setting (time, place), plot, characters, characterization, theme, description, compare/contrast, sequential, problem/solution, cause/effect, point of view, conflict, solution/resolution, infer, affixes, roots, stems, context clues, synonyms, antonyms, homographs, homonyms, photos, illustrations, captions, titles, labels, headings, subheadings, italics, sidebars, charts, graphs, legend, literal, media, evidence, dictionary, glossary, pronunciation, graphic organizer, written, oral, visual, digital, non-verbal, multiple-meaning words, contractions, abbreviations, prefixes, suffixes, syllable, common roots, simile, metaphor, personification, onomatopoeia, hyperbole, alliterations, idioms, technology, video, genres, lines, stanzas, summarize, conflict, entertain, inform, persuade</p>	