	1st Six Weeks
3.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.
	Students will ask and answer questions to seek help, get information, or clarify about information
3.1.R.2	presented orally through text or other media to confirm understanding.
	Students will engage in collaborative discussions about appropriate topics and texts, expressing their
3.1.R.3	own ideas clearly in pairs, diverse groups, and whole class settings.
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	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and
3.1.W.1	relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
	Students will work respectfully within diverse groups, share responsibility for collaborative work, and
3.1.W.2	value individual contributions made by each group member.
	Students will read high frequency and/or irregularly spelled grade-level words with automaticity in
3.2.F.1	text.
	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with
3.2.F.2	expression that connotes comprehension.
	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words,
3.2.PC	and sentences.
	Students will use decoding skills and semantics in context when reading new words in a text, including
3.2.PWS.3	multisyllabic words.
	·
3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct
3.2.W.1	paragraph indentations.
3.3.R.1	Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).
	Students will find textual evidence when provided with examples of literary elements and
	organization:
	• setting (i.e., time, place)
	• plot
	• characters
	characterization
3.3.R.3	• theme
	Students will describe the structure of a text (e.g., description, compare/contrast, sequential,
3.3.R.6	problem/solution, cause/effect) with guidance and support.
	Students will ask and answer inferential questions using the text to support answers with guidance
3.3.R.7	and support.
	NARRATIVE- Grade Level Focus
	Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e.,
3.3.W.1	solution and resolution).
	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer
3.4.R.1	meaning of grade-level text.
	Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new
3.4.R.2	words.
	Students will use context clues to determine the meaning of words or distinguish among multiple-
3.4.R.3	meaning words.

	Students will infer relationships among words, including synonyms, antonyms, homographs, and
3.4.R.4	homonyms.
	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the
3.4.R.5	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.
	Students will capitalize and appropriately punctuate:
	• titles of respect
	• appropriate words in titles
3.5.W.1	• geographical names
	Students will compose simple, compound and complex declarative, interrogative, imperative, and
3.5.W.4	exclamatory sentences.
	Students will use graphic features including photos, illustrations, captions, titles, labels, headings,
3.6.R.2	subheadings, italics, sidebars, charts, graphs, and legends to define a text.
	Students will organize information found during group or individual research, using graphic organizers
3.6.W.2	or other aids.
	Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-
3.7.R.1	verbal, and interactive texts to generate and answer literal questions.
	Students will select appropriate texts for specific purposes and read independently for extended
3.8.R	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.
3.1.11.1	Students will ask and answer questions to seek help, get information, or clarify about information
3.1.R.2	presented orally through text or other media to confirm understanding.
	Students will engage in collaborative discussions about appropriate topics and texts, expressing their
3.1.R.3	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.
	Students will work respectfully within diverse groups, share responsibility for collaborative work, and

S	Students will read high frequency and/or irregularly spelled grade-level words with automaticity in
	text.
	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with
	expression that connotes comprehension.
	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words,
	and sentences.
S	Students will decode multisyllabic words by applying knowledge of structural analysis:
•	• all major syllable patterns
•	• contractions
•	• abbreviations
.PWS.1 ■	 common roots and related prefixes and suffixes
S	Students will use decoding skills and semantics in context when reading new words in a text, including
.PWS.3 n	multisyllabic words.
.R.1 S	Students will locate the main idea and key supporting details of a text or section of text.
	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct
.W.1 p	paragraph indentations.
	Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).
	Students will find textual evidence when provided with examples of literary elements and
	organization:
	• setting (i.e., time, place)
	• plot
	• characters
	• characterization
	• theme
	Students will distinguish fact from opinion in a text.
	Students will describe the structure of a text (e.g., description, compare/contrast, sequential,
	problem/solution, cause/effect) with guidance and support.
	Students will ask and answer inferential questions using the text to support answers with guidance
	and support. NARRATIVE- Grade Level Focus
	Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e., solution and resolution).
	INFORMATIVE
	Students will write facts about a subject, including a main idea with supporting details, and use
	<u>*</u>
	<u> </u>
S.R.1 n S.R.2 w S.R.3 n	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to informeaning of grade-level text. Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of words. Students will use context clues to determine the meaning of words or distinguish among multiple meaning words. Students will infer relationships among words, including synonyms, antonyms, homographs, and homonyms.

	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the
3.4.R.5	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.
	Students will capitalize and appropriately punctuate:
	• titles of respect
	• appropriate words in titles
3.5.W.1	geographical names
	Students will compose simple, compound and complex declarative, interrogative, imperative, and
3.5.W.4	exclamatory sentences.
	Students will use graphic features including photos, illustrations, captions, titles, labels, headings,
3.6.R.2	subheadings, italics, sidebars, charts, graphs, and legends to define a text.
	Students will organize information found during group or individual research, using graphic organizers
3.6.W.2	or other aids.
3.6.W.3	Students will summarize and present information in a report.
	Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-
3.7.R.1	verbal, and interactive texts to generate and answer literal questions.
	Students will select appropriate texts for specific purposes and read independently for extended
3.8.R	periods of time.
	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
3.8.W	audiences for a variety of purposes.
	Academic Vocabulary
	satting (time place) plat characters characterization theme description compare/contract
	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
	3rd Six Weeks
3.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.
3.1.11.1	Students will ask and answer questions to seek help, get information, or clarify about information
	presented orally through text or other media to
3.1.R.2	confirm understanding.
J.1.I\.Z	Students will engage in collaborative discussions about appropriate topics and texts, expressing their
	own ideas clearly in pairs, diverse groups,
3.1.R.3	and whole class settings.
٥.٢.١١.٥	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and
	relevant, descriptive details, speaking
3.1.W.1	
3.1.VV.I	audibly in coherent sentences at an appropriate pace.

	Students will work respectfully within diverse groups, share responsibility for collaborative work, and
3.1.W.2	value individual contributions made by each group member.
3.1.00.2	Students will read high frequency and/or irregularly spelled grade-level words with automaticity in
3.2.F.1	text.
3.2.Γ.1	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with
3.2.F.2	expression that connotes comprehension.
3.2.7.2	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words,
2 2 00	and sentences.
3.2.PC	
2.2.0\4/0.2	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.
2 2 0 2	Charles will assess the country of the first basis and and and another after the state of the st
3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
2 2 14 4	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct
3.2.W.1	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.
	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook,
3.2.W.4	print and electronic dictionaries).
2 2 5 4	
3.3.R.1	Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).
	Students will find textual evidence when provided with examples of literary elements and
	organization:
	• setting (i.e., time, place)
	• plot
	• characters
	• characterization
3.3.R.3	• theme
	Students will find examples of literary devices:
	• simile
	• metaphor
	• personification
	• onomatopoeia
3.3.R.4	• hyperbole
	Students will describe the structure of a text (e.g., description, compare/contrast, sequential,
	problem/solution, cause/effect) with guidance and
3.3.R.6	support.
	Students will ask and answer inferential questions using the text to support answers with guidance
3.3.R.7	and support.
	NARRATIVE- Grade Level Focus
	Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e.,
3.3.W.1	solution and resolution).
	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer
3.4.R.1	meaning of grade-level text.
	Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new
3.4.R.2	words.

	Students will use context clues to determine the meaning of words or distinguish among multiple-
3.4.R.3	meaning words.
	Students will infer relationships among words, including synonyms, antonyms, homographs, and
3.4.R.4	homonyms.
	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the
3.4.R.5	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.
	Students will recognize irregular and past participle verbs and verb tense to identify settings, times,
3.5.R.2	and sequences in text.
3.5.R.5	Students will recognize the subject and verb agreement.
	Students will capitalize and appropriately punctuate:
	• titles of respect
	appropriate words in titles
3.5.W.1	geographical names
	Students will use graphic features including photos, illustrations, captions, titles, labels, headings,
3.6.R.2	subheadings, italics, sidebars, charts, graphs, and legends to define a text.
	Students will organize information found during group or individual research, using graphic organizers
3.6.W.2	or other aids.
3.6.W.3	Students will summarize and present information in a report.
	Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-
3.7.R.1	verbal, and interactive texts to generate and answer literal questions.
	Students will create multimodal content that communicates an idea using technology or appropriate
3.7.W.1	media.
	Students will create presentations using video, photos, and other multimedia elements to support
3.7.W.2	communication and clarify ideas, thoughts, and feelings.
2.0.0	Students will select appropriate texts for specific purposes and read independently for extended
3.8.R	periods of time.
	Students will write independently over extended periods of time (e.g., time for reflection and revision)
2 0 14/	and for shorter timeframes (e.g., a single sitting or a day or two) to communicate with different
3.8.W	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, summarize, conflict, entertain, inform, persuade
	4th Six Weeks
3.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.
J. T.I∖. T	Students will actively listen and speak clearly using appropriate discussion rules.

	Students will ask and answer questions to seek help, get information, or clarify about information
3.1.R.2	presented orally through text or other media to confirm understanding.
	Students will engage in collaborative discussions about appropriate topics and texts, expressing their
3.1.R.3	own ideas clearly in pairs, diverse groups, and whole class settings.
5.15	and the same section of the same section and the sa
	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and
3.1.W.1	relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
3.1.	Students will work respectfully within diverse groups, share responsibility for collaborative work, and
3.1.W.2	value individual contributions made by each group member.
3.1.77.2	Students will read high frequency and/or irregularly spelled grade-level words with automaticity in
3.2.F.1	text.
5.2	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with
3.2.F.2	expression that connotes comprehension.
5.22	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words,
3.2.PC	and sentences.
	Students will use decoding skills and semantics in context when reading new words in a text, including
3.2.PWS.3	multisyllabic words.
3.2.R.1	Students will locate the main idea and key supporting details of a text or section of text.
0.2	Students will compare and contrast details (e.g., plots or events, settings, and characters) to
3.2.R.2	discriminate genres.
	Students will compare and contrast details (e.g., plots or events, settings, and characters) to
3.2.R.2	discriminate genres.
0.2	
3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct
3.2.W.1	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.
	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook,
3.2.W.4	print and electronic dictionaries).
3.3.R.1	Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).
	Students will infer whether a story is narrated in first or third person point of view in grade-level
3.3.R.2	literary and/or informational text.
	Students will find textual evidence when provided with examples of literary elements and
	organization:
	• setting (i.e., time, place)
	• plot
	• characters
	characterization
3.3.R.3	• theme
	Students will find examples of literary devices:
	• simile
	metaphor
	• personification
	onomatopoeia

	Students will describe the structure of a text (e.g., description, compare/contrast, sequential,
3.3.R.6	problem/solution, cause/effect) with guidance and support.
	Students will ask and answer inferential questions using the text to support answers with guidance
3.3.R.7	and support.
	NARRATIVE- Grade Level Focus
	Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e.,
3.3.W.1	solution and resolution).
	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer
3.4.R.1	meaning of grade-level text.
	Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new
3.4.R.2	words.
	Students will use context clues to determine the meaning of words or distinguish among multiple-
3.4.R.3	meaning words.
	Students will use context clues to determine the meaning of words or distinguish among multiple-
3.4.R.3	meaning words.
5.4.11.5	Students will infer relationships among words, including synonyms, antonyms, homographs, and
3.4.R.4	homonyms.
3.4.11.4	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the
3.4.R.5	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.
2502	Students will recognize irregular and past participle verbs and verb tense to identify settings, times,
3.5.R.2	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.
	Students will capitalize and appropriately punctuate:
	• titles of respect
	• appropriate words in titles
3.5.W.1	geographical names
3.5.W.2	Students will use complex contractions (e.g., should've, won't).
	Students will compose and expand grammatically correct sentences and questions with appropriate
3.5.W.3	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.
	Students will use graphic features including photos, illustrations, captions, titles, labels, headings,
3.6.R.2	subheadings, italics, sidebars, charts, graphs, and legends to define a text.
	Students will locate information in visual and text reference sources, electronic resources, and/or
3.6.R.3	interviews.
	Students will generate a list of topics of interest and individual questions about one specific topic of
3.6.W.1	interest.
	Students will organize information found during group or individual research, using graphic organizers
3.6.W.2	or other aids.
3.6.W.3	Students will summarize and present information in a report.
	Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-
3.7.R.1	verbal, and interactive texts to generate and answer literal questions.
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3.7.R.2	Students will compare how ideas and topics are depicted in a variety of media and formats.
3.7.11.2	Students will create multimodal content that communicates an idea using technology or appropriate
3.7.W.1	media.
3.7.77	Students will create presentations using video, photos, and other multimedia elements to support
3.7.W.2	communication and clarify ideas, thoughts, and feelings.
3.7	Students will select appropriate texts for specific purposes and read independently for extended
3.8.R	periods of time.
	Students will write independently over extended periods of time (e.g., time for reflection and revision) and for shorter timeframes (e.g., a single
3.8.W	sitting or a day or two) to communicate with different audiences for a variety of purposes.
	Academic Vocabulary
	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.
	Students will ask and answer questions to seek help, get information, or clarify about information
3.1.R.2	presented orally through text or other media to confirm understanding.
	Students will engage in collaborative discussions about appropriate topics and texts, expressing their
3.1.R.3	own ideas clearly in pairs, diverse groups, and whole class settings.
	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and
3.1.W.1	relevant, descriptive details, speaking audibly in coherent sentences at an appropriate pace.
	Students will work respectfully within diverse groups, share responsibility for collaborative work, and
3.1.W.2	value individual contributions made by each group member.
	Students will read high frequency and/or irregularly spelled grade-level words with automaticity in
3.2.F.1	text.
	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with
3.2.F.2	expression that connotes comprehension.
	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words,
3.2.PC	and sentences.
 	Students will use decoding skills and semantics in context when reading new words in a text, including
3.2.PWS.3	
3.2.R.1	Students will locate the main idea and key supporting details of a text or section of text.
	The state of the s

	Students will compare and contrast details (e.g., plots or events, settings, and characters) to
3.2.R.2	discriminate genres.
5.2.11.2	Students will compare and contrast details (e.g., plots or events, settings, and characters) to
3.2.R.2	discriminate genres.
3.22	and the same of th
3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text.
	Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct
3.2.W.1	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.
	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook,
3.2.W.4	print and electronic dictionaries).
3.3.R.1	Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).
	Students will infer whether a story is narrated in first or third person point of view in grade-level
3.3.R.2	literary and/or informational text.
	Students will find textual evidence when provided with examples of literary elements and
	organization:
	• setting (i.e., time, place)
	• plot
	• characters
	• characterization
3.3.R.3	• theme
	Students will find examples of literary devices:
	• simile
	metaphor
	• personification
	• onomatopoeia
3.3.R.4	• hyperbole
	Students will describe the structure of a text (e.g., description, compare/contrast, sequential,
3.3.R.6	problem/solution, cause/effect) with guidance and support.
	Students will ask and answer inferential questions using the text to support answers with guidance
3.3.R.7	and support.
	NARRATIVE- Grade Level Focus
2 2 34/4	Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e.,
3.3.W.1	solution and resolution).
2 4 D 1	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer
3.4.R.1	meaning of grade-level text. Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new
2402	
3.4.R.2	words. Students will use context clues to determine the meaning of words or distinguish among multiple-
3.4.R.3	meaning words.
J. 4 .N.3	Students will use context clues to determine the meaning of words or distinguish among multiple-
3.4.R.3	meaning words.
J. T .I\.J	Students will infer relationships among words, including synonyms, antonyms, homographs, and
3.4.R.4	homonyms.
J.7.IV. 1	nomonyms.

0.45-	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the
3.4.R.5	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.
2 5 0 2	Students will recognize irregular and past participle verbs and verb tense to identify settings, times,
3.5.R.2	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.
	Students will capitalize and appropriately punctuate:
	• titles of respect
0.5.11.4	appropriate words in titles
3.5.W.1	• geographical names
3.5.W.2	Students will use complex contractions (e.g., should've, won't).
	Students will compace and expand grammatically correct containers and guestions with appropriate
2 5 14/2	Students will compose and expand grammatically correct sentences and questions with appropriate
3.5.W.3	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.
2 6 2 2	Students will use graphic features including photos, illustrations, captions, titles, labels, headings,
3.6.R.2	subheadings, italics, sidebars, charts, graphs, and legends to define a text.
12.6.0.2	Students will locate information in visual and text reference sources, electronic resources, and/or
3.6.R.3	interviews.
2654	Students will determine the relevance and reliability of the information for their specific topic of
3.6.R.4	interest with guidance and support.
2.6.14.4	Students will generate a list of topics of interest and individual questions about one specific topic of
3.6.W.1	interest.
2 6 14 2	Students will organize information found during group or individual research, using graphic organizers or other aids.
3.6.W.2	
3.6.W.3	Students will least a graphic and use information in a report.
3.7.R.1	Students will locate, organize, and use information from a variety of written, oral, visual, digital, non-
3.7.N.I	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.
3.7.11.2	Students will create multimodal content that communicates an idea using technology or appropriate
3.7.W.1	media.
J.7.VV.1	Students will create presentations using video, photos, and other multimedia elements to support
3.7.W.2	communication and clarify ideas, thoughts, and feelings.
3.7.00.2	Students will select appropriate texts for specific purposes and read independently for extended
3.8.R	periods of time.
3.0.11	periods of time.
	Students will write independently over extended periods of time (e.g., time for reflection and revision)
	and for shorter timeframes (e.g., a single
3.8.W	sitting or a day or two) to communicate with different audiences for a variety of purposes.
J.U. VV	or a day or tho; to communicate with americal addictices for a variety of purposes.

	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, nonverbal, 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
	Cub Ct Manufac
24.54	6th Six Weeks
3.1.R.1	Students will actively listen and speak clearly using appropriate discussion rules.
24.02	Students will ask and answer questions to seek help, get information, or clarify about information
3.1.R.2	presented orally through text or other media to confirm understanding.
2102	Students will engage in collaborative discussions about appropriate topics and texts, expressing their
3.1.R.3	own ideas clearly in pairs, diverse groups, and whole class settings.
	Students will report on a topic or text, tell a story, or recount an experience with appropriate facts and
3.1.W.1	relevant, descriptive details, speaking audibly in coherent sentences at an appropriate facts and
J.1.W.1	Students will work respectfully within diverse groups, share responsibility for collaborative work, and
3.1.W.2	value individual contributions made by each group member.
	Students will read high frequency and/or irregularly spelled grade-level words with automaticity in
3.2.F.1	text.
	Students will orally read grade-level text at an appropriate rate, smoothly and accurately, with
3.2.F.2	expression that connotes comprehension.
	Students will correctly form letters in print and cursive and use appropriate spacing for letters, words,
3.2.PC	and sentences.
	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.
	Students will compare and contrast details (e.g., plots or events, settings, and characters) to
3.2.R.2	discriminate genres.
	Students will compare and contrast details (e.g., plots or events, settings, and characters) to
3.2.R.2	discriminate genres.
2202	Students will summarize events or plate (i.e., beginning middle, and and conflict) of a starry or tout
3.2.R.3	Students will summarize events or plots (i.e., beginning, middle, end, and conflict) of a story or text. Students will develop drafts by categorizing ideas and organizing them into paragraphs using correct
3.2.W.1	paragraph indentations.
3.2.W.1 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.
5.2.77.5	Students will use resources to find correct spellings of words (e.g., word wall, vocabulary notebook,
3.2.W.4	print and electronic dictionaries).
	r
3.3.R.1	Students determine the author's stated and implied purpose (i.e., entertain, inform, persuade).

	Students will infer whether a story is narrated in first or third person point of view in grade-level
3.3.R.2	literary and/or informational text.
3.3.N.2	Students will find textual evidence when provided with examples of literary elements and
	organization:
	• setting (i.e., time, place)
	• plot
	• characters
	• characterization
3.3.R.3	• theme
	Students will find examples of literary devices:
	• simile
	metaphor
	• personification
	onomatopoeia
	hyperbole
3.3.R.4	Students will describe the structure of a text (e.g., description, compare/contrast, sequential,
3.3.R.6	problem/solution, cause/effect) with guidance and support.
225-	Students will ask and answer inferential questions using the text to support answers with guidance
3.3.R.7	and support.
	NARRATIVE- Grade Level Focus
	Students will write narratives incorporating characters, plot, setting, point of view, and conflict (i.e.,
3.3.W.1	solution and resolution).
2 4 5 4	Students will increase knowledge of academic, domain-appropriate, grade-level vocabulary to infer
3.4.R.1	meaning of grade-level text.
	Students will use word parts (e.g., affixes, roots, stems) to define and determine the meaning of new
3.4.R.2	words.
	Students will use context clues to determine the meaning of words or distinguish among multiple-
3.4.R.3	meaning words.
	Students will use context clues to determine the meaning of words or distinguish among multiple-
3.4.R.3 3.4.R.4	meaning words.
	Students will infer relationships among words, including synonyms, antonyms, homographs, and
	homonyms.
	Students will use a dictionary or glossary (print and/or electronic) to determine or clarify the
3.4.R.5	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.
	Students will recognize irregular and past participle verbs and verb tense to identify settings, times,
3.5.R.2	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.
	Students will capitalize and appropriately punctuate:
	• titles of respect
	• appropriate words in titles
3.5.W.1	geographical names
3.5.W.2	Students will use complex contractions (e.g., should've, won't).

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