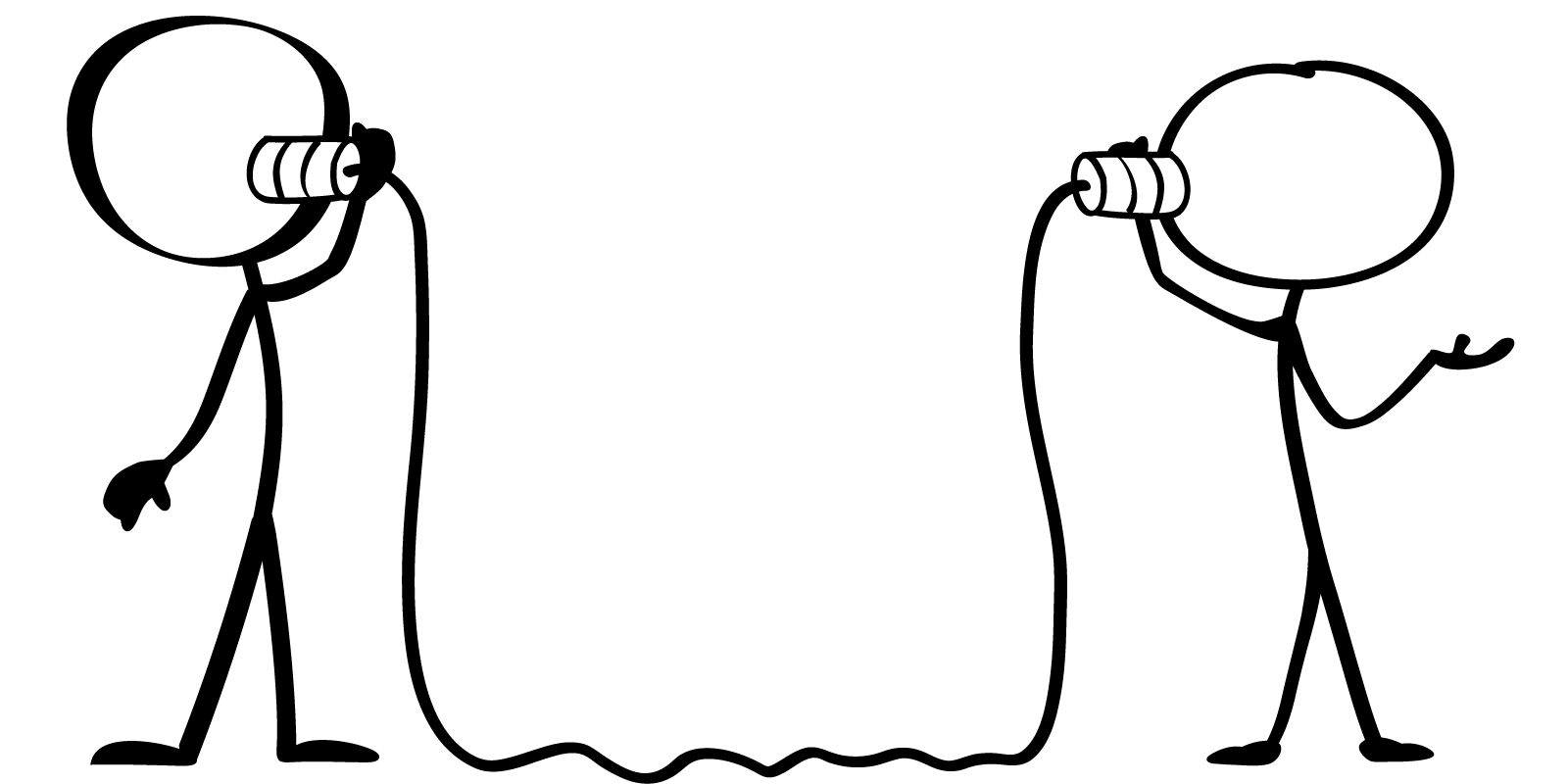
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| Hillsboro School District – Office of School Performance |
| **At a Glance ELA Pacing Guides** |
| Matching CCSS standards with equivalent ELP Standards |





**Speaking**



**Listening**

**Reading**

**Writing**



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| Authored by: Susan Richmond  Format by: Rick Richmond  June 06, 2016 |

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Purpose of this Document:

This documented in an abbreviated version or a “quick glance” of the ELA skills, strategies and standards by quarter for grades K – 6.

This document does not replace the Pacing Guides but can be used for a brief look to insure instructional support needed by standard. Grade level Pacing Guides can be accessed at: [K-6 Elementary ELA Pacing Guides](https://drive.google.com/drive/folders/0B5hFRwex939menBnZWNuUi15NTQ)

**K**

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| At a Glance: Grade K - Quarter 1 | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Asking Questions** | | **Retell Relate** | | **Describing** | |
| **Reading** | **RL.K.1** Recognize Key Details | **ELP-1** | **RL.K.2** Retells Stories | **ELP-1** | **RL.K3** Describes Story Elements | **ELP-1** |
| ***Skill*** | Noting Details |  | Noting Details (retell) |  | Noting Details (story elements) |  |
| ***Strategy*** | Ask Questions about Details |  | Evaluate (Details) |  | Monitor and Clarify (while rdg) |  |
| **Writing –** | **W.K.1** States Opinion about Informational Topic | **ELP-4** | **W.K1** Explains what the Topic is About | **ELP-4** | **W.K.5** Collaborate to Add Details | **ELP-2** |
| Opinion (one composition in 3 units of study) |  |  |  |
| **Language** | **L.K.1a** Prints Upper/Lower Letters | **ELP-10** | **L.K.5d** Verbs: Shades of Meaning | **ELP-8** | **No Standard** |  |
|  | **L.K.1b** Uses Nouns-Verbs | **ELP-10** |  |  |  |
| **Speaking/Listening** | **SL.K.1** Follows Discussion Rules | **ELP-2** | **SL.K.5** Draws to Add Details | **ELP-3** | **SL.K.4** Describes Details | **ELP-4** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Asking Questions** | | **Retell / Relate** | | **Comparing and Contrasting** | |
| **Reading** | **RI.K.1** Uses Key Details | **ELP-1** | **RI.K.2** IDs Main Topic (by using details) | **ELP-1** | **RI.K.3** Compares/Contrasts Story Elements | **ELP-1** |
| ***Skill*** | Noting Details |  | Noting Details (retell) |  | Compare and Contrast |  |
| ***Strategy*** | Ask Questions about Details |  | Evaluate (Details) |  | Ask Compare/Contrast Questions |  |
| **Writing -** Informational (one composition) | **W.K.2** Names the Topic | **ELP-3** | **W.K.2** Adds Sequential Details about Topic | **ELP-3** | **W.K.5** Adds Details to the Topic through Collaboration | **ELP-2** |
| **Language** | **L.K.1.b** Tells about Topic using Nouns - Verbs | **ELP-10** | **L.K.2b** IDs and Names Period | **N/A** | **No Standard** |  |
|  | **L.K.2.1a** Capitalizes 1st Word and pronoun "I" in sentences. | **N/A** |  |  |  |
| **Speaking / Listening** | **SL.K.2** Ask-Answer Questions about Details | **ELP-1** | **SL.K.4** Describes Details in Writing | **ELP-3** | **SL.K.4** Describes Details in Writing | **ELP-3** |

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| At a Glance: Grade K - Quarter 2 | | | | | | |
| Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units. | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Descriptions** | | **Comparing - Description** | | **Define - Explain** | |
| **Reading** | **RL.K.5** Recognize Storybooks-Poems | **N/A** | **RL.K.7** Connects Text to Illustrations | **ELP-1** | **RL.K.6** Define Author-Illustrator Roles | **N/A** |
| ***Skill*** | Noting Details (Beg-Mid-End) |  | Compare/Contrast Relationships |  | Topic, Maid Idea, Details |  |
| ***Strategy*** | Summarize (Beg-Mid-End) |  | Describe Relationships |  | Monitor-Clarify While Reading |  |
| **Writing** | **W.K.3 (plan)** Narrate an Event | **ELP-3** | **W.K.3** (write/revise)Sequence Events - State a Reaction to Text | **ELP-3** | **W.1.7** (edit)Participate in Shared Writing | **ELP-5** |
| **Language** | **L.K.2c** Writes letters for sounds heard | **N/A** | **L.K.2d** Spell simple words phonetically (continue through Unit 3) | **N/A** | **L.K.2a** Capitalize first word and /I/ | **N/A** |
| **L.K.1c a**dd /s/ or /es/ to common nouns | **ELP-10** | **L.K.1f** Produce-Expand Complete Sentences in Shared Lang. | **ELP-10** | **L.1.2b** Recognize-Name Period | **N/A** |
| **L.K.1e** Use frequent prepositions | **ELP-10** |  |  | **L.K.1d** Use Question Words when Asking | **ELP-10** |
| **Speaking/Listening** | **SL.K.2** Ask and Answer Questions | **ELP-10** | **SL.K.5** (to share/discuss) Provides Details in Drawing | **ELP-5** | **SL.K.5** (to share/discuss) Provides Details in Drawing | **ELP-5** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Classify - Describe** | | **Describe - Summarize** | | **Define - Explain** | |
| **Reading** | **RI.K.5** Classify-Describe Book Parts | **N/A** | **RI.K.7** Compare Illustrations and Texts | **ELP-1** | **RI.K.6** Define Author-Illustrator Roles | **N/A** |
| ***Skill*** | Text Structure (organization) |  | Compare-Contrast |  | Topic, Maid Idea, Details |  |
| ***Strategy*** | Monitor/Clarify when Reading |  | Summarize (findings) |  | Monitor-Clarify While Reading |  |
| **Writing -** Informational (one composition) | **W.K.3** (Informational text Written in a narrative style) Tell about Events Sequentially | **ELP-3** | **W.K.3** State Reaction to Events  **W.K.7**  Share Writing and Research | **ELP-3** | **W.K.3** Develop a Summary - Explain What Happened | **ELP-3** |
| **ELP-5** |
| **Language** | **L.K.4** Non-Fiction Topic Words (Define)  **L.K.5** Sort Objects or Fact by Commonalities | **ELP-8** | **L.K.4a** Identify New Meaning to Familiar Words and Apply in Writing | **ELP-8** | **L.K.1b** Use Familiar Nouns and Verbs in Writing | **ELP-10** |
| **ELP-8** |
| **Speaking / Listening** | **No Standard** |  | **SL.K.4** Describe People, Places, Things and Events | **ELP-5** | **SL.K.6** Speak audible - express thoughts, feelings and ideas clearly | **ELP-9** |

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| At a Glance: Grade K - Quarter 3 | | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | | |
| **Language Functions** | **Asking Questions** | | **Compare - Describe** | | **Compare - Contrast** | | |
| **Reading** | **RL.K.4**  Ask and Answer Questions about Unknown Words | **N/A** | **RL.K.7**  Describe Relationships between Illustrations and Story | **ELP-1** | **RL.K.9**  Compare and Contrast Adventures and Experiences of Characters | | **N/A** |
| ***Skill*** | Categorize/Classify |  | Text Organization(Structure) |  | Compare and Contrast | |  |
| ***Strategy*** | Monitor/Clarify |  | Summarizing |  | Predict/Infer | |  |
| **Writing –** | **W.K.3** Fictional Narrative Narrate Events – Loosely Link | **ELP-3** | **W.K.3** Tell About Events Sequentially  **W.K.5** Strengthen Writing w’ Others | **ELP-3** | **W.K.3** How Did the Story End? | | **ELP-3** |
| Opinion (one composition in 3 units of study) | **ELP-7** |
| **Language** | **L.K.2d Spell Phonetically** | **N/A** | **L.K.4b** Use –ed, -s, -re, un- ,pre-,-ful as word meaning clues | **ELP-8** | **L.K.5b** Familiar Verbs and Adjectives | | **ELP-8** |
| **L.K.1f (oral language)** Produce/Expand Complete Sentences | **ELP-10** |  |  |  | |  |
| **Speaking/Listening** | **SL.K.3** Ask Questions to Seek Help | **ELP-6** | **SL.K.3** Ask Questions to Clarify | **ELP-6** |  | | |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** | |  |
| **Language Functions** | **Questioning - Defining** | | **Drawing Conclusions** | | **Comparing/Contrasting - Hypothesis** | | |
| **Reading** | **RI.K.4** Ask and Answer Questions about Unknown Words | **N/A** | **RI.K.8** Identify Reasons Author Gives to Support Points in a Text | **N/A** | **RI.K.9 I**dentify Similarities and Differences between 2 Texts on Same Topic | **N/A** | |
| ***Skill*** | Categorize/Classify |  | Author's Purpose (cause/effect) |  | Fantasy/Reality (compare) |  | |
| ***Strategy*** | Monitor/Clarify |  | Predict/Infer |  | Summarize |  | |
| **Writing -** Informational (one composition) | **W.K.2** Name a topic | **ELP-3** | **W.K.2** Give Details about Topic  **W.K.7 W.K.5** Participate in Shared Research Respond to Suggestions from Peers **W.K.7 (could include W.K.5)** Participate in Shared Research Respond to Peers' Suggestions | **ELP-3** | **W.K.8** Gather Information to Answer Questions | **ELP-5** | |
| **ELP-5** |
| **Language** | **L.K.2a** Capitalize First Word and ‘I’ | **N/A** | **L.K.2c** Write a letter or letters for most consonant and short vowel sounds | **N/A** | **L.K.1f (oral language)** Produce/Expand Complete Sentences | **ELP-10** | |
| **Speaking / Listening** | **SL.K.2** Ask/Answer Questions about Details | **ELP-10** |  | | **SL.K.6** Speak Audibly and Clearly to Express | **ELP-4** | |

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| At a Glance: Grade K - Quarter 4 | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Describe - Sequence** | | **Explain - Interpret** | | **Compare/Contrast - Cause/Effect** | |
| **Reading** | **RL.K.3** Identify Story Elements and Events | **ELP-1** | **RL.K.6** Name and Define Roles of Author and Illustrator | **N/A** | **RL.K.9** Compare and Contrast Adventures and Experiences of Characters | **N/A** |
| ***Skill*** | Sequence |  | Problem Solving |  | Problem Solving |  |
| ***Strategy*** | Summarize |  | Summarize |  | Monitor/Clarify |  |
| Opinion (one composition in 3 units of study) | **W.K.1** Opinion WritingRecognize Character Opinions | **ELP-4** | **W.K.1** Tell a Reader the Topic (How does Character Respond to Problem?) | **ELP-4** | **W.K.1** State an opinion about the book | **ELP-4** |
|  | **W.K.5** Respond to Questions about Characters | **ELP-7** | **L.K.5c** Identify how words connect with their use | **ELP-8** |
| **Language** | **L.K.4b** Use –ed, -s, -re, un- ,pre-,-ful as word meaning clues | **ELP-8** | **L.K.1b** Use nouns and verbs | **ELP-10** | **L.K.2d** Spell Phonetically | **N/A** |
|  | **L.K.1c** Add /s/ or /es/ to common nouns | **ELP-10** |  |
| **Speaking/Listening** | **SL.K.4** Describe people, places, things -events | **ELP-8** |  |  | **SL.K.2** Ask/Answer Questions about Details | **ELP-1** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Compare/Contrast - Describe** | | **Compare - Explain** | | **Compare/Contrast - Evaluate** | |
| **Reading** | **RI.K.3** Describe Connections Between 2 Individuals, Events, Ideas, Information | **ELP-1** | **RI.K.6** Present Ideas by Naming Author, Illustrator and Their Roles | **N/A** | **RI.K.9** Identify Similarities and Differences Between 2 Texts on Same Topic | **N/A** |
| ***Skill*** | Predicting Outcomes |  | Comparing |  | Drawing Conclusions (to evaluate) | |
| ***Strategy*** | Predict and Infer |  | Summarizing |  | Questioning |  |
| **Writing -** Informational (one composition) | **W.K.2** Name Topic, Supply Details | **ELP-3** | **W.K.2** Supply Details | **ELP-3** | **W.K.2** Draw, Dictate or Write to Finish, Compose, Edit , Conclude Informational Writing Compositio**n** | **ELP-3** |
|  | **W.K.8** Recall Information (Describe) | **ELP-5** | **W.K.8** Gather Information | **ELP-5** |  |  |
|  |  |  | **W.K.6** Use Digital Tools to Explore Topic | **ELP-2** |  |  |
| **Language** | **L.K.1e Use Most Occurring Prepositions** | **ELP-10** | **L.K.5a Sort Common Objects** | **ELP-8** | **L.K.1f (oral language)** Produce Complete Sentences | **ELP-10** |
|  |  |  | **L.K.2d** Spell Phonetically | **N/A** | **L.K.1d** Understand/Use Question Words | **ELP-10** |
| **Speaking / Listening** | **SL.K.1** Participate in conversations | **ELP-2** | **SL.K.3** Ask/Answer Questions to gain help. | **ELP-6** | **SL.K.5** Add visuals to express ideas**.** | **ELP-5** |
|  |  |  |  |  | **SL.K.6**  Express ideas clearly. | **ELP-9** |

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| At a Glance: Grade 1 - Quarter 1 | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Questioning Prediction** | | **Retell Relate** | | **Describing** | |
| **Reading** | **RL.K.1 Ask-Answer Questions about Details** | **ELP-1** | **RL.K.2 Retell Stories, Know Central Message** | **ELP-1** | **RL.K.3 Describe Story Elements** | **ELP-1** |
|  |  |  |  |
| ***Skill*** | **Noting Details** |  | **Main Idea and Details** |  | **Noting Details** |  |
| ***Strategy*** | **Questioning** |  | **Evaluate** |  | **Monitor and Clarify** |  |
| **Writing –** | **W.K.1 State an Opinion, Supply a Reason** | **ELP-4** | **W.K.1 Introduce Topic** | **ELP-4** | **W.K.1 Provide a Sense of Closure** | **ELP-4** |
| **Opinion (one composition in 3 units of study)** |  |  |  |
|  |  |  |  |  | **W.K.5  Focus on a Topic with Help** | **ELP-7** |
| **Language** | **L.1.1.g Use conjunctions to connect opinion and reasons** | **ELP-10** | **L.1.1.g (same as Unit 1)** | **ELP-10** | **L.1.1.c Use singular/plural nouns with matching verbs in sentences.** | **ELP-10** |
|  |  | **L.1.1e (same as Unit 1)  Produce-Expand complete simple, compound and declarative sentences** | **ELP-10** |  |
|  | **L.1.1e  Use past tense verbs** | **ELP-10** |  |  |  |
| **Speaking/Listening** | **SL.1.2 Ask-Answer Questions about Details** | **ELP-2** | **NO STANDARD** |  | **SL.1.4  Describe Nouns with Details** | **ELP-4** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Questioning Prediction** | | **Retell / Relate** | | **Comparing and Contrasting** | |
| **Reading** | **RI.K.1 Ask-Answer Questions about Details** | **ELP-1** | **RI.K.2 Identify Main Topic, Retell Details** | **ELP-1** | **RI.K.3  Connect 2 Events, Ideas, People** | **ELP-1** |
| ***Skill*** | **Noting Details** |  | **Main Idea and Details** |  | **Compare and Contrast** |  |
| ***Strategy*** | **Questioning** |  | **Evaluate** |  | **Questioning** |  |
| **Writing -  Informational (one composition)** | **W.K.2  Name Topic, Write Statement** | **ELP-9** | **W.K.2  Supply Facts about Topic** | **ELP-9** | **W.K.2 Provide a Sense of Closure** | **ELP-9** |
| **Language** | **L.1.1.c Singular/Plural Nouns with Verbs** | **ELP-10** | **L.1.2b Use Commas in Dates L.1.4B Use common affixes as word clues.** | **ELP-10** | **L.1.1f Use Comparing Adjectives** | **ELP-10** |
| **Speaking / Listening** | **SL.1.1c Ask Questions about Topics** | **ELP-2** | **NO STANDARD** |  | **SL.1.1b Converse and Respond** | **ELP-2** |

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| At a Glance: Grade 1 - Quarter 2 | | | | | | |
| Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units. | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Questioning Prediction** | | **Retell Relate** | | **Describing** | |
| **Reading** | **RL.1.5** Books that Tell Stories or Give Information | **N/A** | **RL.1.7** Using Illustrations -Details to Describe Story Elements | **ELP-1** | **RL.1.6** Identify – ID who is telling the story at different points. | **N/A** |
|  |  |  |  |
| ***Skill*** | Text Structure (organization) |  | Topic, Main Idea, Details |  | Drawing Conclusions |  |
| ***Strategy*** | Monitor and Clarify |  | Monitor/Clarify |  | Predict/Infer |  |
| **Writing –** | **W.1.3** Recount 2 or More Sequenced Events Structure of: Beginning, Middle and Ending – Using Details of What Happened | **ELP-3** | **W.1.3** Use Temporal Words to Show Event Order **W.1.8 Gather Information from Sources** | **ELP-3** | **W.1.3** Provide a Sense of Closure | **ELP-3** |
| Opinion (one composition in 3 units of study) |  |
|  |  | **W.1.8** Gather Information from Sources | **ELP-5** |  |  |
| **Language** | **L.1.5a** Sort Words – Integrate with Classifying Types of Texts | **ELP-10** | **L.1.1f** Use Frequent Adjectives to Describe | **ELP-10** | **L.1.1.j** Produce-expand complete sentences. | **ELP-10** |
|  |  | **L.1.1e** Use Verbs to Convey a Sense of Time | **ELP-10** | **L.1.2a** Capitalize Dates/Names | **N/A** |
|  | **L.1.1i** Use Frequent Prepositions | **ELP-10** | **L.1.2b** Use Ending Punctuation | **N/A** |
| **Speaking/Listening** | **NO STANDARD** |  | **SL.1b** Build on Others Talk in Conversations | **ELP-2** | **SL.1.4** Describe People, Place, Things - Events | **ELP-3** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Questioning Prediction** | | **Retell / Relate** | | **Comparing and Contrasting** | |
| **Reading** | **RI.1.5** Use Informational Text Structures to Locate Key Facts or Information | **N/A** | **RI.1.7** Use Details and Illustrations in Text to Describe its Key Ideas | **ELP-1** | **RI.1.6** Distinguish Between Information in Illustrations and Text (Graphs, Etc..) | **N/A** |
| ***Skill*** | Text Structure (organization) |  | Compare-Contrast |  | Compare and Contrast |  |
| ***Strategy*** | Summarize ( purpose of..) |  | Summarize |  | Evaluate |  |
| **Writing -** Informational (one composition) | **W.1.2** Name Topic (from text) | **ELP-3** | **W.1.2** Supply Facts about Topic | **ELP-3** | **W.1.2** Provide a Closing Sentence | **ELP-3** |
|  |  |  | **W.1.6** Use Digital Tools to Produce Writing | **ELP-7** |  |  |
| **Language** | **L.1.5a** Sort Words into Categories (from text) | **ELP-8** | **L.1.2** Supply Facts about the Topic. | **N/A** | **L.1.5b** Define Word by Category (use words from "read" text.) | **ELP-8** |
|  | **L.1.5c** Identify Connections between Words and Real-Life Uses | **ELP-8** |  |  |  |  |
| **Speaking / Listening** | **SL.1.3** Ask and answer questions about what a speaker says to gather information or clarify. | **ELP-6** | **SL.1.2** Ask and Answer Questions about Key Details | **N/A** | **SL.1.2** Ask and Answer Questions about Key Details | **N/A** |
|  |  |  |  |  | **SL.1.6**  Add Drawings/Displays to Clarify Ideas and Thoughts (integrate w’ writing) | **ELP-7** |

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| At a Glance: Grade 1 - Quarter 3 | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Questioning Prediction** | | **Retell Relate** | | **Describing** | |
| **Reading** | **RL.1.4** Identify Feeling-Sensory Words | **N/A** | **RL.1.7** Describe Events Using Details | **ELP-1** | **RL.1.9** Compare-Contrast Character Adventures and Experiences | **N/A** |
|  |  |  |  |
| ***Skill*** | Categorize (classif words) |  | Sequence (events) |  | Cause-Effect |  |
| ***Strategy*** | Summarize |  | Summarize |  | Monitor and Clarify |  |
| **Writing –** | **W.1.3** Recount 2 or More Sequentail Events | **ELP-3** | **W.1.3** Describe Details w' Temporal Words | **ELP-3** | **W.1.3** Provide a Sense of Closure | **ELP-3** |
| Opinion (one composition in 3 units of study) |
|  | **W.1.5** | **ELP-7** |  |  |  |  |
| **Language** | **L.1.1.b** Classify Proper/Possessive Nouns | **ELP-10** | **L.1.1h** Use Determiners Correctly | **ELP-10** |  |  |
|  | **L.1.1a** Printer Upr /Lwr. Case Letters | **ELP-10** | **L.1.1d**  Use Pronouns Correctly | **ELP-10** | **NO STANDARDS** |  |
|  | **L.1.5d** Distinguish Shades of Verb Meaning | **ELP-8** | **L.1.6** Use Words/Phrases Correctly | **ELP-7** |  |  |
| **Speaking/Listening** | **NO STANDARDS** |  | **NO STANDARDS** |  | **SL.1.1** Collaborative Conversations | **ELP-2** |
|  |  |  |  |  | **SL.1.4** Describe Nouns/Events | **ELP-3** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Questioning Prediction** | | **Retell / Relate** | | **Comparing and Contrasting** | |
| **Reading** | **RI.1.4** Ask-Answer Questions to Determine Word Menaing | **N/A** | **RI.1.8** ID Author's Reasons in Supporting Points (causes) | **N/A** | **RI.1.9** ID Sim./Diff of Two Texts on Same Topic | **N/A** |
| ***Skill*** | Categorize/Classify |  | Cause/Effect |  | Generalize |  |
| ***Strategy*** | Summarize |  | Predict/Infer |  | Summarize |  |
| **Writing -** Informational (one composition) | **W.1.2** Name an Inform. Topic | **ELP-3** | **W.1.2** Supply Facts about Topic | **ELP-3** | **W.1.2** Provide a Sense of Closure - A Generalization Sentence | **ELP-3** |
|  | **W.1.7** Explore "How-To" Books about a Topic (Research) | **ELP-5** | **W.1.7** Use Facts-Write Instructional Sequence | **ELP-5** | **W.1.7** Participate in Shared Research | **ELP-5** |
|  |  |  | **W.1.8** Gather Information | **ELP-5** |  |  |
| **Language** | **L.1.2e** Spell New Wrds. Phonetically | **N/A** |  |  | **L.1.1a** Print Upp./Lwr Case Correctly | **ELP-10** |
|  | **L.1.4c** Idenitfy Frequently Seen Roots | **ELP-8** |  |  |  |  |
| **Speaking / Lisstening** | **SL.1.1a** Follow Discussion Rules | **ELP-2** | **SL.1.6** Produce Complete Sentences | **ELP-4** | **SL.1.1b** Build on Other's Conversations | **ELP-2** |

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| At a Glance: Grade 1 - Quarter 4 | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Questioning Prediction** | | **Retell Relate** | | **Describing** | |
| **Reading** | **RL.K.3** Describe Story Elements with Details | **ELP-1** | **RL.1.6** Identify the Narrator | **N/A** | **RL.1.9** Compare/ Contrast Character | **N/A** |
|  |  |  |  |
| ***Skill*** | Fantasy-Realism |  | Problem/Solution |  | Problem/Solution |  |
| ***Strategy*** | Sequence |  | Summarize |  | Evaluate |  |
| **Writing –** | **W.1.1** State an Opinion about A Text Character | **ELP-4** | **W.1.1** Describe Characters Feelings and Why (Problem Cause) | **ELP-4** | **W.1.1** Conclude Opinion with a Hypothesis (Own Solution) | **ELP-4** |
| Opinion (one composition in 3 units of study) |  |  |  |
| **Language** | **L.1.1.c** Use Singular-Plural Nouns | **ELP-10** | **L.1.1c** Use Singular-Plural Nouns | **ELP-10** | **L.1.1.g** Use Frequently Seen Conjunctions | **ELP-10** |
|  | **L.1.1e** Use Verbs to Convey Time |  | **L.1.1b** Use Common, Proper and Possessive Nouns | **ELP-10** |  |  |
| **Speaking/Listening** | **SL.1.a** Follow Discussion Rules | **ELP-2** | **SL.1.5** Add Drawings to Writing to Clarify Meaning | **ELP-3** | **SL.1.1c** Ask Questions About a Topic | **ELP-2** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Questioning Prediction** | | **Retell / Relate** | | **Comparing and Contrasting** | |
| **Reading** | **RI.1.3** Connect two Events, Ideas or People | **ELP-1** | **RI.1.6** Distinguish Between Information in Illustration and Text (Graphics) | **N/A** | **RI.1.9** ID Similarities/Differences of Two Texts on the Same Topic | **N/A** |
| ***Skill*** | Noting Details |  | Categorize/Classify |  | Compare and Contrast |  |
| ***Strategy*** | Monitor/Clarify |  | Predict/Infer |  | Evaluate |  |
| **Writing -** Informational (one composition) | **W.1.2** Name Topic | **ELP-3** | **W.1.2** Supply Facts about Topic | **ELP-3** | **W.1.2** Write a Concluding Sentence that Evaluates the Text | **ELP-3** |
| **Language** | **L.1.4a** Uses Sentence Level Context Clues | **ELP-8** | **L.1.2c** Use Commas in Dates and in a Series | **ELP-10** | **L.1.2d** Uses conventional Spelling for Words with Common Sp. Patterns or Frequently Occurring Irregular Words | **N/A** |
|  | **L.1.5b** Defines Words by Attributes | **ELP-8** | **L.1.5a** Sorts Words into Concept Categories | **ELP-8** |  |
|  |  |  | **L.1.5d** Distinguishes Shades of Meaning of Verbs | **ELP-8** |  |  |
| **Speaking / Listening** | **SL.1.3** Gathers Information by Asking/Answering Questions | **ELP-6** |  |  | **SL.1.1b** Builds on Conversations | **ELP-2** |
|  |  |  |  |  | **SL.1.4** Describes Nouns with Relevant Details | **ELP-5** |

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| At a Glance: Grade 2 - Quarter 1 | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Questioning** | | **Retell - Cause/Effect** | | **Describe Actions - Sequencing** | |
| **Reading** | **RL.2.1** Ask who, what, when, where and why about key details. | **ELP-1** | **RL.2.2** Recount fables -fairytales from diverse cultures to determine lesson | **ELP-1** | **RL.2.3** Character responses to challenges and events | **ELP-1** |
| ***Skill*** | Maid Idea and Details |  | Cause/Effect |  | Sequencing |  |
| ***Strategy*** | Monitor/Clarify |  | Predict |  | Summarize |  |
| **Writing –** | **W.2.1** Write about a character’s opinion. Connect opinion to reason using linking words because, and, also, etc… | **ELP-4** | **W.2.1** Introduce a topic, state an opinion and supply reasons to support opinion. | **ELP-4** | **W.2.1** Provide a concluding statement to the opinion piece. | **ELP-4** |
|  |  |  |  |
| **Language** | **L.2.4a** Use sentence level context clues to determine meaning (and in own writing). | **ELP-8** | **L.2.1f** Write using… complete simple and compound sentences to produce, expand and rearrange**.** | **ELP-10** | **L.2.1e** Consult references for spelling | **ELP-10** |
|  |  |  |  | **L.2.2e** Use adjectives and adverbs correctly | **N/A** |
| **Speaking/Listening** | **SL.2.2** Recount ideas or details aloud from information | **ELP-1** |  |  | **SL.2.2** Recount ideas or details aloud from information | **ELP-1** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Questioning** | | **Retell - Cause/Effect** | | **Compare/contrast** | |
| **Reading** | **RI.2.1** Ask who, what, when, where and why about key details. | **ELP-1** | **RI.2.2** Identify main topic of a multi-paragraph text and within paragraphs. | **ELP-1** | **RI.2.3** Describe connection between a series of events, ideas, to procedures. | **ELP-1** |
| ***Skill*** | Main Idea and Details |  | Cause/Effect |  | Compare/Contrast |  |
| ***Strategy*** | Monitor/Clarify |  | Predict |  | Question |  |
| **Writing -** Informational (one composition) | **W.2.2** Write an informative text**.** | **ELP-3** | **W.2.2** introduce a topic. Develop it with facts and definitions. | **ELP-3** | **W.2.2** Provide a concluding statement ( using compare and contrast language.) | **ELP-3** |
|  | **W.2.6**Use facts and definitions to respond to a text, including adjectives. | **ELP-2** |  |  | **W.2.6**Use facts and definitions in conclusion**.** | **ELP-2** |
| **Language** | **L.2.1d**  Use past tense irregular verbs correctly. | **ELP-10** | **L.2.1d** Use past tense irregular verbs correctly. | **ELP-10** | **L.2.1e** Use adjectives and adverbs correctly. | **ELP-10** |
| **Speaking / Listening** | **SL.2.3** Ask and answer questions to clarify a speaker’s information. | **ELP-6** | **SL.2.2** Recount or describe key ideas or details from a text read aloud. | **ELP-1** | **SL.2.6** Speak in complete sentences as appropriate to provide clarification | **ELP-7** |

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| At a Glance: Grade 2 - Quarter 2 | | | | | | |
| Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units. | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Sequence - Describe** | | **Support Opinions - Contrast** | | **Compare/Contrast** | |
| **Reading** | **RL.2.5** Describe overall story structure | **N/A** | **RL.2.7** Use Illustrations and Text to Understand Story Elements | **ELP-1** | **RL.2.6** Understand Character Points of View in Dialogue | **N/A** |
| ***Skill*** | Sequence |  | Cause/Effect |  | Main Idea, Topic and Details |  |
| ***Strategy*** | Summarize |  | Predict |  | Monitor/Clarify |  |
| **Writing –** | **W.2.3** Write Events Sequentially in a Narrative Styl**e** | **ELP-3** | **W.2.3** Include Details to Describe Actions, Thoughts, and Feeling w'Temporal Words | **ELP-3** | **W.2.3** Provide a Sense of Closure | **ELP-3** |
| **Language** | **L.2.1a** Use Collective Nouns | **ELP-10** | **L.2.4b** Use Prefixes to Determine Word Meaning | **ELP-8** | **L.2.1f** Produce Simple and Compound Sentences | **ELP-10** |
|  | **L.2.1b** Use Plural Collective Nouns | **ELP-10** |  |  | **L.2.2c** Use an Apostrophe to Form Contractions | **N/A** |
|  | **L.2.6** Use Topic Words | **ELP-7** |  |  | **L.2.3a** Compare Formal and Informal English | **N/A** |
| **Speaking/Listening** | **SL.2.1b** Participate in Conversations | **ELP-2** | **SL.2.5** Recount Experiences in Many Ways | **ELP-3** |  |  |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Compare/Contrast** | | **Summarize - Cause/Effect** | | **Compare/Contrast** | |
| **Reading** | **RI.2.5** Use Various Text Features to Locate Information | **N/A** | **RI.2.7** Use Images to Clarify a Text | **ELP-1** | **RI.2.6** Identify the Main Purpose of Author – (answering, explaining or describing)**.** | **N/A** |
| ***Skill*** | Classify |  | Cause/Effect |  | Text Organization |  |
| ***Strategy*** | Questioning |  | Predict |  | Monitor/Clarify |  |
| **Writing -** Informational (one composition) | **W.2.2** Write an Informational Text about a Topic | **ELP-3** | **W.2.2** Develop a Topic with Facts - Definitions | **ELP-3** | **W.2.2** Provide a Concluding Sections | **ELP-3** |
|  | **W.2.7** Participate in Shared Research | **ELP-5** | **W.2.7** Participate in Shared Research | **ELP-5** | **W.2.5** Strengthen Writing with Support | **ELP-7** |
| **Language** | **L.2.1.e** Use Adjectives and Adverbs Correctly | **ELP-10** | **L.2.5a** Connect Words to Real Life Use | **ELP-8** | **L.2.2e** Consult Reference Materials | **N/A** |
|  | **L.24e** Use Beginning Dictionaries and Glossaries | **ELP-8** |  |  |  |  |
| **Speaking / Listening** |  |  | **SL.2.1c** Ask for Clarification | **ELP-2** | **SL.2.1a** Follow Discussion Rules | **ELP-2** |

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| At a Glance: Grade 2 - Quarter 3 | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Define - Interpret** | | **Describe - Summarize** | | **Conclusions - Compare/Contrast** | |
| **Reading** | **RL.2.4** Describe how words and phrases supply rhythm and meaning (story, poem, song**)** | **N/A** | **RL.2.7** Use illustrations, words, digital texts to understand characters, setting, plot | **ELP-1** | **RL.2.9** Compare and Contrast 2+ version of same story by different authors. | **N/A** |
| ***Skill*** | Inferences |  | Noting Details |  | Drawing Conclusions |  |
| ***Strategy*** | Predict/Infer |  | summarize |  | Predict/Infer |  |
| **Writing –** | **W.2.3** Pre-plan a narrative (story, song, poem) | **ELP-3** | **W.2.3** Write and Revise a sequence of events. | **ELP-3** | **W.2.3** Use temporal words to signal event order. Edit Reflexive Pronouns. Provide Sense of Closure. | **ELP-3** |
|  |  |  | **W.2.8** Gather information from provided sources (add illustrations) | **ELP-5** |  |  |
| **Language** | **L.2.4c** Use known root words for word meaning. | **ELP-8** | **L.2.4b** Determine word meaning when prefix is added to a known word. | **ELP-8** | **L.2.1c** Use reflexive pronouns correctly (myself, ourselves). | **ELP-10** |
|  | **L.2.4d** Use compound words as word meaning clues. | **ELP-8** | **L.2.1b** Use common irregular plurals mice, fish). | **ELP-10** |  |  |
| **Speaking/Listening** | **NO STANDARDS** |  | **SL.2.4** Use facts-details to recount a story. | **ELP-3** | **SL.2.5** Add visual to stories to clarify ideas, thoughts and feelings. | **ELP-3** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Define - Support Opinions** | | **Conclusions - Evaluate** | | **Compare/Contrast - Hypothesis** | |
| **Reading** | **RI.2.4** Determine word and phrase meaning. | **N/A** | **RI.2.8** Describe how reasons support points in a text. | **N/A** | **RI.2.9** Compare/Contrast important points in two texts on the same topic. | **N/A** |
| ***Skill*** | Fact and Opinion |  | Author's Purpose |  | Making Judgments |  |
| ***Strategy*** | Questioning |  | Monitor/Clarify |  | Summarizing |  |
| **Writing -** Informational (one composition) | **W.2.2** Model introduction, topic and facts to develop points. | **ELP-3** | **W.2.2** Introduce topic with facts and definitions to develop a point. | **ELP-3** | **W.2.5** Focus on a topic and strengthen by revising with guidance from adults/peers. | **ELP-7** |
|  | **W.2.7** Participate in shared research and writing projects to produce a product. | **ELP-5** | **W.2.5** Focus on a topic and strengthen by revising with guidance from adults/peers. | **ELP-7** |  |  |
| **Language** | **L.2.4e** Use dictionaries to clarify word meaning. | **ELP-8** | **L.2.2a** Capitalize holidays, names, states, etc… | **N/A** | **L.2.3a** Edit writing using formal English | **N/A** |
|  | **L.2.2e** Consult references to edit spelling | **N/A** |  |  |  |  |
| **Speaking / Listening** | **SL.2.3** Ask/answer questions from a speaker to clarify a topic or issue. | **ELP-6** | **SL.2.1** Participate in collaborative conversations with diverse partners. | **ELP-2** | **SL.2..5** Add visuals OR audio to stories to clarify ideas, thoughts and feelings. | **ELP-3** |

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| At a Glance: Grade 2 - Quarter 4 | | | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | | | |
| **Literary Units** | **Unit 1** | | | **Unit 2** | | | **Unit 3** | |
| **Language Functions** | **Sequence - Describe** | | | **Support Opinions - Contrast** | | | **Compare/Contrast** | |
| **Reading** | **RL.2.3** How characters responds to major events and challenges. | **ELP-1** | | **RL.2.6** Recognize points of view of different characters (voices in dialogue) | **N/A** | | **RL.2.9** Compare and Contrast 2+ version of same story by different authors. | **N/A** |
| ***Skill*** | Problem Solving |  | | Predicting Outcomes |  | | Compare and Contrast |  |
| ***Strategy*** | Questioning (to clarify) |  | | Predict and Infer |  | | Summarizing |  |
| **Writing –** | **W.2.1** Model opinion pieces, introduce topic and state an opinion. | **ELP-4** | | **W.2.1** Write and revise – state an opinion and supply reasons to support opinion. | **ELP-4** | | **W.2.1** Provide a concluding statement. | **ELP-4** |
|  | | **W.2.8** Recall information from provided sources | **ELP-5** | |  |
|  | | **W.2.1** Use linking words to connect opinions to reasons (because, and also, etc...). | **ELP-4** | |
| **Language** | **L.2.1d** Use past tense of common irregular verbs ( sat, hid, told) | **ELP-10** | |  | | **L.2.5B** Distinguish shade of meaning among closely related words (toss, throw) and adjectives (skinny, scrawny). | **ELP-8** |
| **Speaking/Listening** | **SL.2.1c** Ask for clarification as needed. | **ELP-2** | | **SL.2.4** Use descriptive details to tell a story… | **ELP-3** | | **SL.2.4** …Use relevant facts and speak audibly in coherent sentences to tell a story. | **ELP-3** |
| **Informational Units** | **Unit 1** |  | | **Unit 2** |  | | **Unit 3** |  |
| **Language Functions** | **Compare/Contrast** | | | **Summarize - Cause/Effect** | | | **Compare/Contrast** | |
| **Reading** | **RI.2.3** Describe the connection between historical events, scientific ideas, concepts, steps in a technical process. Use time, sequence, cause/effect. | | **ELP-1** | **RI.2.6** Identify the main purpose of a text: What does the author want to answer, explain or describe? | | **N/A** | **RI.2.9** Compare/Contrast important points in two texts on the same topic. | **N/A** |
| ***Skill*** | Cause/Effect | |  | Making Generalizations | |  | Compare/Contrast |  |
| ***Strategy*** | Monitor/Clarify | |  | Summarize | |  | Questioning |  |
| **Writing -** | **W.2.2** Model writing to connect events (RL2.3) in an informational piece. | | **ELP-3** | **W.2.2** Write about important points in 2+ texts using facts, and definitions to develop each point. | | **ELP-3** | **W.2.2** Provide a concluding statement or sections. | **ELP-3** |
|  |  | **W.2.8** Gather information from 2 or more sources. | | **ELP-5** | **W.2.6** With guidance use digital tools to produce and publish a collaborative writing piece. | **ELP-2** |
| **Language** | **L.2.5a** Make real-life connections between words and their uses (e.g., foods that are sweet). | | **ELP-8** | **L.2.4a** Use sentence-level context as a clue to determine word meaning. | | **ELP-8** | **L.2.1** Demonstrate command of the conventions of Standard English grammar and usage. | **ELP-10** |
| **Speaking / Listening** | **SL.2.3** Ask a speaker questions or answer in order to deepen understanding**.** | | **ELP-6** | **SL.2.2** Recount /describe key ideas or details from a text or other media. | | **ELP-1** | **SL.2.6** Produce complete sentences appropriate to task. | **ELP-7** |

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| At a Glance: Grade 3 - Quarter 1 | | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | | |
| **Literary Units** | **Unit 1** | | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Questioning** | | | **Retell** | | **Sequencing** | |
| **Reading** | **RL.3.1** Ask/Answer questions to show understanding. | | **ELP-1** | **RL.3.2** Recount texts, determine central message and explain how its conveyed. | **ELP-1** | **RL.3.3** Explain how a character’s actions contribute to the sequence of events. | **ELP-1** |
| ***Skill*** | Main Idea - Supporting Details | |  | Cause and Effect |  | Sequencing |  |
| ***Strategy*** | Monitor/Clarify | |  | Predicting |  | Summarizing |  |
| **Writing –** | **W.3.1, 1c** Model connecting opinions & reasons ( use linking word- phrases  - strong point of view) | | **ELP-9** | **W.3.1** Introduce topic, state opinion and create an organizational structure. | **ELP-4** | **W.3.1b,d** Provide reasons to support an opinion. Provide a concluding statement. | **ELP-4** |
| **Language** | **L.3.3a** Choose words and phrases for effect. | | **N/A** | **L.3.1i** Produce simple, compound and complex sentences in writing. | **N/A** | **L.3.2c** Use commas-quotes to show dialogue | **N/A** |
|  |  |  | **L.3.1h** Coordinating and subordinating conjunctions | **N/A** |
| **Speaking/Listening** |  | |  |  |  | **SL.3.1d** Explain ideas during discussion | **N/A** |
| **Informational Units** | **Unit 1** | |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Questioning** | | | **Retell** | | **Sequencing** | |
| **Reading** | **RI.3.1** Ask/answer questions to show understanding | **ELP-1** | | **RI.3.2** Determine main idea, show how details support the main idea. | **ELP-1** | **RI.3.3** Use language to describe the relationship between events**.** | **ELP-1** |
| ***Skill*** | Main Idea - Supporting Details |  | | Cause and Effect |  | Sequencing |  |
| ***Strategy*** | Monitor/Clarify |  | | Predicting |  | Summarizing |  |
| **Writing -** | **W.3.2** Model how to examine a topic and convey ideas in form. text | **ELP-3** | | **W.3.2a** Introduce topic, and group related information (use illustrations). | **ELP-3** | **W.3.2d** Use cause/effect or sequencing language in a concluding statement. | **ELP-3** |
|  | **W.3.2d** Use domain-specific vocabulary. | **ELP-4** | | **W.3.2b** Develop atopic with facts - details. | **ELP-3** |  |  |
|  |  | | **W.3.2c** Use linking words and phrases to connect ideas. | **ELP-9** |  |
| **Language** | **L.3.1d** Use regular/irregular verbs | **N/A** | |  |  | **L.3.3a** Use words/phrases for writing effect. | **N/A** |
|  |  |  | |  |  | **L.3.4a** Sentence context determines meaning. | **ELP-8** |
| **Speaking / Listening** | **SL.3.1c** Questions about topic - links to other's comments | **ELP-2** | | **SL.3.2** Determines Main Idea - Details in diverse media. | **ELP-1** | **SL.3.6** Speak in complete sentences. | **ELP-9** |

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| At a Glance: Grade 3 - Quarter 2 | | | | | | |
| Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units. | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Sequence - Describe** | | **Compare/Contrast - Describe** | | **Opinion - Compare/Contrast** | |
| **Reading** | **RL.3.5** Use chapter, scene, stanza when referring to story, drama/poem**.** | **N/A** | **RL.3.7** How do illustrations convey words in a story? | **ELP-1** | **RL.3.6** Distinguishing points of view (narrator, self, characters). | **N/A** |
| ***Skill*** | Text Organization |  | Compare/Contrast - Cause/Effect |  | Author's Purpose |  |
| ***Strategy*** | Monitor/Clarify |  | Inferring/Predicting |  | Evaluating |  |
| **Writing –** | **W.3.3a** Model how event sequence unfolds in a narrative. | **ELP-3** | **W.3.3a** Establish situation, introduce characters, organize an event sequence. | **ELP-3** | **W.3.3b** Use dialogue-description to develop experiences, events and character responses. | **ELP-3** |
|  |  |  | **W.3.3c** Temporal words signal event order | **ELP-9** | **W.3.3d** Provide a sense of closure. | **ELP-3** |
| **Language** | **L.3.1a** Parts of Speech functions | **N/A** | **L.3.1g** Form-use comparative, superlative adjective/adverbs correctly. | **N/A** | **L.3.1f** Subject-verb and pronoun-antecedent agreement | **N/A** |
|  | **L.3.1h** Coordinating/Sub conjunctions | **N/A** |  | **L.3.2c** Commas- questions marks in dialogue | **N/A** |
|  |  |  | **L.3.5a** Distinguish literal/non meaning | **ELP-8** |
| **Speaking/Listening** | **SL3.1a** Draw on known to explore ideas in discussion | **ELP-2** | **SL.3.2** ID and share main idea and supporting details in diverse media. | **ELP-1** | **SL.3.4** Report on a topic, tell a story, recount experience with facts - descriptions. | **ELP-5** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Classification** | | **Describe - Explain** | | **Compare/Contrast - Opinion** | |
| **Reading** | **RI.3.5** Use text features to locate information | **N/A** | **RI.3.7** Use illustrations /words to show understanding | **ELP-1** | **RI.3.6** DeterminePoint of view of author and personal point of view. | **N/A** |
| ***Skill*** | Categorize/Classify |  | Main Idea, Topic, Supp. Details |  | Author's Purpose |  |
| ***Strategy*** | Questioning |  | Summarizing |  | Evaluating |  |
| **Writing -** Informational (one composition) | **W.3.2a** Model writing informational structures | **ELP-3** | **W.3.2b** Develop topic with facts- definitions- and details. | **ELP-3** | **W.3.2d** Provide a concluding statement. | **ELP-3** |
|  | **W.3.2c** Use linking words/phrases to connect ideas. | **ELP-9** | **W.3.5** Edit, plan, revise with guidance from peers. | **ELP-7** |
| **Language** | **L.3.4a** Uses Sentence level context to determine word meaning | **ELP-8** | **L.3.2.g** Use reference materials for spelling. | **N/A** | **L.3.1i** Uses simple, compound and complex sentences | **N/A** |
| **L.3.5b** Connects words and real to life use. | **ELP-8** |  | **L.3.2c  F**orms and uses possessives | **N/A** |
|  |  |  |  |  | **L.3.2d** Uses commas, quotes in dialogue | **N/A** |
| **L.3.2b** Understands differences in spoken vs written conventions | **N/A** |
| **Speaking / Listening** |  |  | **SL.3.1c** Asks questions to clarify understanding. | **ELP-6** | **SL.3.6** Speaks in complete sentences. | **ELP-9** |

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| At a Glance: Grade 3 - Quarter 3 | | | | | | |
| Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units. | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Define - Describe** | | **Literary Analysis** | | **Compare/Contrast** | |
| **Reading** | **RL.3.4** Determine literal from non-literal words/phrases | **ELP-8** | **RL.3.7** Explains how illustrations convey the text meaning | **ELP-1** | **RL.3.9** Compare story elements by same author about similar characters | **N/A** |
| ***Skill*** | Inferring |  | Story (text) Structure |  | Evaluating |  |
| ***Strategy*** | Monitor/Clarify |  | Evaluating |  | Questioning |  |
| **Writing** | **W.3.3** Model techniques, details and event sequences of narrative writing | **ELP-3** | **W3.3a** Introduce Narrator/characters ; organize an event sequence | **ELP-3** | **W.3.3d** Provide a sense of closure in narrative writing | **ELP-3** |
|  |  | **W.3.3b** Use dialogue to develop events | **ELP-3** | **W.3.6** | **ELP-2** |
|  |  | **W.3.3c** Temporal words signal event order | **ELP-9** |  |
| **Language** | **L.3.4b** affixes change word meaning | **ELP-8** | **L.3.5c** use abstract nouns | **ELP-8** | **L.3.2a** capitalize words in titles | **N/A** |
| **L.3.1d** use irregular/regular plural nouns | **N/A** | **L.3.1d** use irregular/regular plural nouns | **N/A** | **L.3.2e** Usesconventional spelling of HFW,adding suffixes to base words | **N/A** |
|  | **L.3.1c** use abstract nouns | **N/A** | **L.3.1a** explain the purpose of adjectives | **N/A** |  |
| **Speaking/Listening** | **SL.3.1b** Follow agreed upon discussion rules | **ELP-2** | **SL.3.1d** Explain own ideas during discussions | **ELP-2** | **SL.3.3** Questions, elaborates, and uses details during discussions | **ELP-6** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Defining - Describe** | | **Explaining** | | **Compare/Contrast - Evaluate** | |
| **Reading** | **RI.3.4** Determines academic and domain specific words/phrases | **ELP-8** | **RI.3.8** Knows text structures support text purposes (sequence,cause/effect) | **N/A** | **RI.3.9** Compares and Contrasts points in two texts on the same topic | **N/A** |
| ***Skill*** | Informational Text Structure |  | Text Organization |  | Compare and Contrast |  |
| ***Strategy*** | Questioning |  | Questioning |  | Monitor and Clarify |  |
| **Writing -** | **W.3.2** Model how to convey ideas and group related information together | **ELP-3** | **W.3.8** Gathers info. From print-digital sources, takes notes and sorts | **ELP-5** | **W.3.2d** Provides a concluding statement | **ELP-3** |
|  | **W.3.7** Conducts research project | **ELP-5** | **W.3.2b** Develops a topic w' facts-definitions | **ELP-3** |  |
|  |  |  | **W.3.2c** Uses linking words to group info. | **ELP-9** |  |
| **Language** | **L.3.1i** Produce simple, compound and complex sentences | **N/A** | **L.3.3.a** Choose words for effect | **N/A** | **L.3.2b** Use commas in addresses | **N/A** |
|  | **L.3.4c** Use root words as clues to meaning | **ELP-8** | **L.3.2f** Uses spelling patterns when writing | **N/A** |  |  |
| **Speaking / Listening** |  |  | **SL.3.2** IDs main ideas in diverse media. | **ELP-1** | **SL.3.4** Reports on a topic with appropriate facts and descriptive details. | **ELP-3** |

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| At a Glance: Grade 3 - Quarter 4 | | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | | |
| **Language Functions** | **Sequence - Summarize** |  | **Support Opinions - Compare/Contrast** | | **Compare/Contrast - Hypothesis** |  | |
| **Reading** | **RL.3.3** Character traits, motivations, contribute to event sequence | **ELP-1** | **RL.3.6** IDs narrator’s (characters’) point of view & personal and differences. | **N/A** | **RL.3.9** Compare and contrast themes, setting and plots (same author). | **N/A** | |
| ***Skill*** | Noting Details |  | Making Judgments |  | Drawing Conclusions |  | |
| ***Strategy*** | Monitor/Clarify |  | Evaluate |  | Summarizing |  | |
| **Writing –** | **W.3.1-a** Model planning an opinion piece to support points with valid reasons. | **ELP-2** | **W.3.1b** (rough draft) Provides reasons to support an opinion. | **ELP-2** | **W.3.1d** Provides a concluding statement. | **ELP-2** | |
|  |  |  | **W.3.1c** UsesLinking words connect opinions to reasons. | **ELP-9** |  |  | |
| **Language** | **L.3.5b C**onnects words to characterization | **ELP-8** | **L.3.1e** Form and use the simple verb tenses. | **N/A** | **L.3.2** Uses commands of standard English | **N/A** | |
|  |  |  | **L.3.1f** Subject-Verb-Pronoun agreements. | **N/A** |  |  | |
| **Speaking/Listening** | **SL.3.3** Asks- answer questions of a speaker | **ELP-6** | **SL.3.1** Engage collaboratively in discussions. | **ELP-2** | **SL.3.6** Speak in complete sentences. | **ELP-9** | |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  | |
| **Language Functions** | **Sequence - Summarize** | | **Support Opinions - Compare/Contrast** | | **Compare/Contrast - Conclusions** | | |
| **Reading** | **RI.3.3** Describe relationships between events, concepts or procedures using time, sequence and cause/effect language. | **ELP-1** | **RI.3.6** Distinguish own point of view from author’s (author’s purpose). | **N/A** | **RI.3.9** Compares/contrasts important points & key details in 2 texts (same topic). | | **N/A** |
| ***Skill*** | Predicting Outcomes |  | Problem Solving |  | Making Generalizations | |  |
| ***Strategy*** | Monitor/Clarify |  | Evaluate |  | Summarizing | |  |
| **Writing -** | **W.3.2** Relationships are described using time, sequence and cause/effect language. (Model examples) | **ELP-3** | **W.3.2b (rough draft)** Develop writing topic with facts, definition and details | **ELP-3** | **W.3.2d** Use details, points and diff. in points of view to support opinion in conclusion. | | **ELP-3** |
|  | **W.3.2a** Introduce topic, group information - include illustrations for clarity. | **ELP-3** | **W.3.2c** Linking words connect ideas between category of information. | **ELP-9** |  | |  |
|  |  |  | **W.3.8** Gather information (digital sources) take notes and sort evidence. | **ELP-5** |  | |  |
| **Language** | **L.3.1g** Comparative/Superlative adjectives and adverbs | **N/A** | **L.3.2g** Consults references for spelling accuracy. | **N/A** | **L.3.4d** Uses glossaries, dictionaries, print and digital sources to clarify meaning | | **ELP-8** |
| **Speaking / Listening** | **SL.3.1a** Come to discussions prepared | **ELP-2** | **SL.3.1d** Explain own ideas in discussions | **ELP-2** | **SL.3.5** Create audio of fluent readings… | | **N/A** |

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| At a Glance: Grade 4 - Quarter 1 | | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | | **Unit 3** | |
| **Language Functions** | **Explaining** | | **Describing** | | | **Describing** | |
| **Reading** | **RL.4.1** Refer to details when explaining the text or drawing inferences. | **ELP-1** | **RL.4.2** Determine theme from details and summarize the text. | **ELP-1** | | **RL.4.3** Describe story elements in depth using specific details from the text. | **ELP-1** |
| ***Skill*** | **Inferring** |  | **Main idea** |  | | **Details** |  |
| ***Strategy*** | **Evaluation** |  | **Summarizing** |  | | **Monitor - Clarify** |  |
| **Writing –** | **W.4.1** Opinion piece has point of view. | **ELP-4** | **W.4.1a** Introduce a topic, state opinion and group related ideas. | **ELP-4** | | **W.4.1c** Reasons supported by fact/details**.** | **ELP-9** |
|  | **W.4.1c** Link opinion to reason with transitional words. | **ELP-4** | **W.4.1c** Link opinion to reason with transitional words | **ELP-9** | | **W.4.1d** Conclusion relates to opinion given | **ELP-4** |
| **Language** | **L.4.3a** Words convey ideas precisely. | **ELP-8** | **L.4.1f** Fragments and run-on sentences. | **ELP-10** | | **L.4.2b** Uses commas & quotation marks. | **N/A** |
|  |  |  |  |  | | **L.4.1e** Use prepositional phrases correctly. | **ELP-10** |
| **Speaking/Listening** |  |  |  |  | | **SL.4.1d** Discuss key ideas in own words. | **ELP-3-5** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | | **Unit 3** |  |
| **Language Functions** | **Explaining** | | **Describing** | | | **Cause/Effect** | |
| **Reading** | **RI.4.1** Refer to details when explaining the text or drawing inferences. | **ELP-1** | **RI.4.2** Determine the Main Idea of a text and how key details support the Main Idea. | | **ELP-1** | **RI.4.3** Explain evidence from info. text, what happened and why based on specific text details. | **ELP-1** |
| ***Skill*** | Inferring |  | Main idea | |  | Cause/Effect |  |
| ***Strategy*** | Evaluation |  | Summarizing | |  | Predict-Infer the Cause/Effect |  |
| **Writing -** | **W.4.2** Examines a topic or idea. | **ELP-3** | **W.4.2b** Develops topic with related information | | **ELP-3** | **W.4.2e** Conclusion relates to information or explanation presented**.** | **ELP-3** |
|  | **W.4.2d** Use precise domain language. | **ELP-3** | **W.4.2c** Links and classifies ideas with words and phrases | | **ELP-9** |  |  |
| **Language** | **L.4.2b** Use commas & quotation marks to indicate direct speech. | **N/A** |  | |  | **L.4.3a** Choose words/phrases to precisely convey ideas | **ELP-10** |
|  |  |  |  | |  | **L.4.4a** Use different types of context clues to determine word meaning. | **ELP-8** |
| **Speaking / Listening** | **SL.4.1d** Discuss key ideas in own words. | **ELP-2** | **SL.4.1d** Collaborates with diverse partners. Build on other’s ideas and express own ideas clearly. | | **ELP-2** | **SL.4.1** Collaborates with diverse partners. Build on other’s ideas and express own ideas clearly. | **ELP-2** |

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| At a Glance: Grade 4 - Quarter 2 | | | | | | |
| Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units. | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Compare/Contrast - Explain** | | **Compare/Contrast** | | **Compare/Contrast - Summarize** | |
| **Reading** | **RL.4.5** Explain differences between poems, drama and prose. | **N/A** | **RL.4.7** Make connections between texts and visual or oral presentations. | **ELP-1** | **RL.4.6** Compare/Contrast differences of 1st-3rd person points of view. | **N/A** |
| ***Skill*** | **Compare and Contrast** |  | **Compare and Contrast** |  | **Compare and Contrast** |  |
| ***Strategy*** | **Questioning** |  | **Summarizing** |  | **Summarizing** |  |
| **Writing –** | **W.4.3** Uses effective techniques, details and event sequence**.** | **ELP-3** | **W.4.3b** Uses dialogue-description to develop experiences/ events or show character response. | **ELP-3** | **W.4.3e** Conclusion follows narrated experiences-events sequence. | **ELP-3** |
|  | **W.4.3a** Establishes situation and introduces characters | **ELP-3** | **W.4.3c** Transitional words and phrases manage the sequence of events. | **ELP-9** |  |
|  |  | **W.4.3d** Words, phrases & sensory details convey experiences precisely. | **ELP-3** |  |
| **Language** | **L.4.4.b** Use Greek and Latin affix and roots as clues to word meaning. | **ELP-8** | **L.4.1c** Use modal auxiliaries to convey various conditions. | **ELP-10** | **L.4.3a** Choose words to convey ideas precisely. | **ELP-10** |
|  | **L.4.5b** Knows meaning of idioms, adages -proverbs. | **ELP-8** | **L.4.5a** Explains the meaning of similes and metaphors. | **ELP-8** | **L.4.3b** Uses punctuation for effect. | **ELP-10** |
|  | **L.4.3c** Uses formal language in writing. | **ELP-10** | **L.4.4a** Uses context clues to determine word meaning | **ELP-8** | **L.4.1f** Correct fragments and run-on sentences. | **ELP-10** |
| **Speaking/Listening** |  |  |  |  | **SL.4.1a** Ready to discuss topics and ideas. | **ELP3-5** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Describe - Classify** | | **Compare/Contrast** | | **Draw Conclusions - Explain** | |
| **Reading** | **RI.4.5** Describes the structure of events, ideas, concepts and information. | **N/A** | **RI4.7** Explains howinformation contributes to understanding text. | **ELP-1** | **RI4.6** Compares/Contrasts 1st and 2nd hand acounts of same event. | **N/A** |
| ***Skill*** | **Text Organization** |  | **Noting Details** |  | **Drawing Conclusions** |  |
| ***Strategy*** | **Monitor/Clarify** |  | **Questioning** |  | **Summarizing** |  |
| **Writing -** | **W.4.2** Introduces a topic and groups information. | **ELP-3** | **W.4.2b** Develops topic w' facts, quotes, | **ELP-3** | **W.4.2d** Use domain-specific words to tell about the topic. | **ELP-3** |
|  |  |  | **W.4.2c** Linking words connect ideas | **ELP-9** | **W.4.2e** Provide a concluding section related to information presented. | **ELP-3** |
|  | **W.4.7** Comples short research project | **ELP-5** | **W.4.6** Publish using technology | **ELP-2** |  |
| **Language** | **L.4.1d** Adjective order in sentences. | **ELP-10** | **L.4.2c** Commas w' coord. conjunction in compound sentences | **N/A** | **L.4.2d** Spell words correctly (use references). | **N/A** |
|  | **L.4.4.c** Finds correct word pronunciation meaning, using references. | **ELP-8** | **L.4.5c** Relates words to antonyms -synonyms | **ELP-8** | **L.4.1a** Relative pronouns/adverbs | **ELP-10** |
|  |  |  | **L.4.3c** Uses formal English | **ELP-9** |
| **Speaking / Listening** |  |  |  |  | **SL.4.4** Reports on topics - organizes with facts, details to support mail ideas. | **ELP-3-5** |

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| At a Glance: Grade 4 - Quarter 3 | | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | | |
| **Literary Units** | **Unit 1** | | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Sequence - Define/Describe** | | | **Text Structure - Compare/Contrast** | | **Literary Analysis - Compare/contrast** | |
| **Reading** | **RL.4.4** Determine mng. of words/phrases (mythological characters) | **ELP-8** | | **RL.4.7** Various representations of a story reflect descriptions in the text. | **ELP-1** | **RL.4.9** Compare/Contrast similar themes, patterns in myths **.** | **N/A** |
| ***Skill*** | **Sequence** |  | | **Story Structure** |  | **Fantasy/Realism** |  |
| ***Strategy*** | **Predict/Infer** |  | | **Summarizing** |  | **Evaluate** |  |
| **Writing** | **W.4.3a** Establish situation, introduce character, and organize event sequence. | **ELP-3** | | **W.4.3** Uses effective techniques, and descriptive details. | **ELP-3** | **W.4.3e** Conclusion follows narrated sequence of events. | **ELP-3** |
|  | **RL.4.9a** (connects with) Describe story elements in depth. | **N.A** | | **W.4.3b** Uses dialogue-description to develops events and shows character responses | **ELP-3** | **W.4.5** Plan, revise and edit with guidance from peers and adults. | **ELP-7** |
|  |  |  | | **W.4.3d** Words, phrases & sensory details convey experiences precisely. | **ELP-9** | **W.4.4** Writing is appropriate to task, purpose and audience. | **ELP-9** |
|  |  |  | | **W.4.3c** Transitional words and phrases manage the sequence of events. | **ELP-3** |  |
| **Language** | **L.4.4.a** Use context clues to determine meaning. | **ELP-8** | |  |  | **L.4.4b** Use Greek/Latin affixes and roots correctly. | **ELP-8** |
|  | **L.4.5c** Relate words to antonyms and synonyms. | **ELP-8** | |  |  |
|  | **L.4.4.c** Use reference to clarify precise meaning. | **ELP-8** | |  |  |
| **Speaking/Listening** |  |  | | **SL.4.1a** Prepares and draws on preparation during discussion. | **ELP-1** | **SL.4.1c** Pose and respond to questions to clarify and comment as discussing. | **ELP-2** |
| **Informational Units** | **Unit 1** |  | | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Define - Classify** | | | **Interpret - Explain** | | **Evaluate** | |
| **Reading** | **RI.4.4** Determine word/phrase meaning. | | **ELP-8** | **RI.24.8** Authors’ support points using reasons and evidence. | **ELP-6** | **RI.4.9** Integrate information of two texts on same topic to speak/write about. | **N/A** |
| ***Skill*** | **Making Generalizations** | |  | **Making Judgments** |  | **Author's Purpose** |  |
| ***Strategy*** | **Summarizing** | |  | **Monitor/Clarify** |  | **Evaluate** |  |
| **Writing -** | **W.4.7** Conduct short research projects | | **ELP-5** | **W.4.2b** Use facts, definitions, details, quotes to develop topic. | **ELP-3** | **W.4.2d** Use precise language/domain-specific to explain about topic**.** | **ELP-3** |
|  | **W.4.2a** Introduce topic – group information - use formatting to aide comprehension. | | **ELP-3** | **W.4.9** Draw evidence to support research. | **ELP-5** | **W.4.2e** Provide concluding section . | **ELP-3** |
|  |  | **W.4.2c** Link ideas using words/phrases. | **ELP-9** | **W.4.8** Recalls & gathesr information from sources. Provides a source list. | **ELP-5** |
|  |  | **W.4.6**  Researches using technology | **ELP-2** | **W.4.6**  Publishes writing | **ELP-2** |
| **Language** | **L.4.2b** Use commas- quotes correctly. | | **N/A** | **L.4.2a** Use correct capitalization. | **N/A** | **L.4.1g** Uses frequently confused words | **ELP-10** |
|  | **L.4.2d** Spell words correctly (use references). | | **N/A** |  |  | **L.4.2c** Comma use w' coordinating conjunction in compound sentence. | **N/A** |
| **Speaking / Listening** | **SL.4.2** Paraphrases text read or information presented | | **ELP-1** | **SL.4.3** Identify reasons a speaker uses particular points as evidence | **ELP-6** | **SL.4.4** Report with facts -details to support a main idea speaking clearly. | **ELP-3-5** |

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| At a Glance: Grade 4 - Quarter 4 | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Describe - Clarifying Questions** | | **Compare/Contrast - Persuade** | | **Compare/Contrast** |  |
| **Reading** | **RL.4.3** Describe story elements in depth using specific details. | **ELP-1** | **RL.4.6** Compare/Contrast points of view from 1st and 3rd person accounts. | **N/A** | **RL.4.9** (traditional literature, myths) Compare/contrast treatment of themes/topics - patterns of events. | **N/A** |
| ***Skill*** | **Predict Outcomes** |  | **Fact and Opinion** |  | **Evaluate** |  |
| ***Strategy*** | **Predict/Infer** |  | **Questioning** |  | **Evaluate** |  |
| **Writing –** | **W.4.1a** Introduce topic, state opinion, create an organizational structure grouping related ideas | **ELP-4** | **W.4.1b** Provide reasons supported by evidence about a topic, | **ELP-6** | **W.4.1d** Provide a conclusion related to the opinion presented. | **ELP-4** |
|  |  | **W.4.1c** Link opinion and reasons with words/phrases. | **ELP-9** |  |
| **Language** | **L.4.1b** Use progressive verb tenses | **ELP-10** | **L.4.1a** Use relative pronouns-adverbs | **ELP-10** | **L.4.5b** Recognize/Explain meaning of idioms, adages and proverbs. | **ELP-8** |
| **Speaking/Listening** | **SL.4.1b** Follow discussion rules and carry out assigned roles. | **ELP-2** | **SL.4.1d** Review key ideas and explain own ideas during a discussion. | **ELP-2** | **SL.4.4** Report on a topic w’ relevant facts/details to support main ideas. | **ELP-3-5** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Cause/Effect - Retell Past Events** | | **Compare/Contrast** | | **Evaluate** | |
| **Reading** | **RI.4.3** Explains events, procedures, ideas or concepts in historical, scientific or technical texts | **ELP-1** | **RI.4.6** Compare/contrast 1st 2nd hand account of same event | **N/A** | **RI.4.9** Integrate information from two texts about same topic in order to write or speak knowledgeably. | **N/A** |
| ***Skill*** | **Problem Solving** |  | **Classify/Categorize** |  | **Evaluate** |  |
| ***Strategy*** | **Monitor and Clarify** |  | **Summarize** |  | **Summarize** |  |
| **Writing -** | **W.4.2a** Introduce topic- group information using appropriate formatting | **ELP-3** | **W.4.2c** Link ideas within categories using words. | **ELP-9** | **W.4.2e** Provide a conclusion related to information presented. | **ELP-3** |
|  | **W.4.2b** Uses facts, definitions, details, quotes, information & examples. | **ELP-3** | **W.4.2d** Use precise and domain specific language. | **ELP-3** | **W.4.9** Draw evidence to support research, analysis or reflection. | **ELP-5** |
|  |  | **W.4.5** Plan, revise and edit with guidance from peers and adults. | **ELP-7** |  |
|  |  | **W.4.8** Recalls & gathesr information from sources. Provides a source list. | **ELP-5** |  |
| **Language** | **L.4.1a** Use relative pronouns & adverbs | **ELP-10** | **L.4.3a** Conveys ideas precisely w words | **ELP-10** | **L.4.3c** Differentiates situational needs for English & informal discourse. | **ELP-10** |
|  |  |  | **L.4.3b** Chooses punctuation for effect**.** | **ELP-10** |  |  |
| **Speaking / Listening** | **SL.4.5** Add recordings –visual displays to enhance the development of main ideas or themes. | **N/A** | **SL.4.1d** Review key ideas and explain own ideas during a discussion. | **ELP-2** | **SL.4.6** use formal English when appropriate to task and situation. | **ELP-7** |

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| At a Glance: Grade 5 - Quarter 1 | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Explaining** | | **Description** | | **Description** | |
| **Reading** | **RL.5.1** When explaining/inferring what text says, quote accurately. | **ELP-1** | **RL.5.2** Details help ID theme, how characters respond and how speaker in a poem reflects. Summarize text.. | **ELP-1** | **RL.5.3** Compare-Contrast 2+ characters, settings, event w' specific details. | **ELP-1** |
| ***Skill*** | **Inferring** |  | **Main Idea** |  | **Details** |  |
| ***Strategy*** | **Evaluation** |  | **Summarizing** |  | **Monitor/Clarify** |  |
| **Writing –** | **W.5.1c** Link opinion to reason w' words, phrases, clauses. | **ELP-9** | **W.5.1a** Introduce topic, state opinion - create logical structure of ideas | **ELP-4** | **W.5.1b** Logically ordered reasons supported by facts/details | **ELP-4** |
|  | **W.5.1** Write opinion piece - support point of view w' reasons & evidence. | **ELP-4** | **W.5.1b** Logically ordered reasons supported by facts/details | **ELP-4** | **W.5.1d** Conclusion relates to the opinion presented | **ELP-4** |
| **Language** | **L.5.3a** Expand, combined - reduce sentences for meaning | **ELP-10** | **L.5.3a** Expand, combined - reduce sentences for meaning | **ELP-10** | **L.5.1c** Verb tense conveys time, sequence, states and conditions | **ELP-10** |
| **Speaking/Listening** | **SL.5.1** Collaborative discussion w' diverse partners | **ELP-2** | **SL.5.1** Collaborative discussion w' diverse partners | **ELP-2** | **SL.5.4** Report on topic, present opinion, w' logical sequence - relevant info**.** | **ELP-3-5** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Explaining** | | **Description** | | **Comparing** | |
| **Reading** | **RI.5.1** When explaining/inferring what text says refer to details | **ELP-1** | **RI.5.2** ID 2+ main ideas & supporting key details-summarize | **ELP-1** | **RI.5.3** Connections between 2 or more individ., events, ideas, concepts | **ELP-1** |
| ***Skill*** | **Inferring** |  | **Main Idea** |  | **Compare and Contrast** |  |
| ***Strategy*** | **Evaluation** |  | **Summarizing** |  | **Comparing** |  |
| **Writing -** | **W.5.2** Write informative text - examining topic, conveying ideas clearly | **ELP-3** | **W.5.2a** Introduce topic w' clear focus, introduce info. logically | **ELP-3** | **W.5.2e** Conclusion relates to information or explanation presented | **ELP-3** |
|  | **W.5.2d** Use precise/domain-specific vocabulary to explain topic | **ELP-3** | **W.5.2b** Develop topic w' information and examples related to topic | **ELP-3** |  |  |
|  | **NO STANDARD** |  | **W.5.2c** Link ideas with, across types of information w' words, phrases.. | **ELP-9** |  |  |
| **Language** | **L.5.2d** Indicate titles w' quotation marks, underlines or italics | **N/A** |  |  | **L.5.4c** Find pronunciation or determine precise meaning w' references | **ELP-8** |
|  |  |  |  |  | **L.5.4a** Use context to determine word or phrase meaning | **ELP-8** |
| **Speaking / Listening** | **SL.5.1d** Gains key ideas, conclusions gained from discussions | **ELP-2** | **SL.5.1** Collaborative discussion w' diverse partners | **ELP-2** | **SL.5.1a** Prepare and study for discussions & draw on that preparation | **ELP-2** |

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| At a Glance: Grade 5 - Quarter 2 | | | | | | |
| Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units. | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Explaining - Generalizing** | | **Interpreting - Literary Analysis** | | **Compare/Contrast - Interpret** | |
| **Reading** | **RL.5.5** Chapters, scenes or stanzas provide overall structure | **N/A** | **RL.5.7** Visual elements contribute to folktales, myths, poems | **ELP-1** | **RL.5.6** Point of view influences how events are described… | **N/A** |
| ***Skill*** | **Text Organization** |  | **Drawing Conclusions** |  | **Author's Purpose** |  |
| ***Strategy*** | **Summarizing** |  | **Monitor/Clarify** |  | **Evaluate** |  |
| **Writing –** | **W.5.3** effective techniques, descriptive details & clear event sequence | **ELP-3** | **W.5.3b** Uses dialogue, description and pacing develop writing | **ELP-3** | **W.5.3d** Convey experiences/events: concrete words, sensory details | **ELP-3** |
|  | **W.5.3a** Establish situation, introduce characters, organize sequence | **ELP-3** | **W.5.3c** Transitional words, phrases, clauses for event sequence | **ELP-9** | **W.5.3e** Conclusion follows from narrated experiences or events | **ELP-3** |
|  | **NO STANDARD** |  | **W.5.5** develop strengthen writing with support from peers/adult**s** | **ELP-7** |  |  |
| **Language** | **L.5.5a** Interpret figurative language, similies and metaphors | **ELP-8** | **L.5.1c** Verb tense conveys time, sequence, states and conditions | **ELP-10** | **L.5.3a** Expand, combine, reduce sentences for meaning-interest | **ELP-10** |
|  | **L.5.3b** Compare-contrast English dialects and registers | **ELP-10** | **L.5.5b** Explain common idioms, adages and proverb mng. | **ELP-8** | **L.5.4a** Use context as a clue to word or phrase meaning | **ELP-8** |
|  | **L.5.1e** Use correlative conjunctions (either/or - neither/nor) | **ELP-10** | **L.5.1e** Use correlative conjunctions (either/or - neither/nor) | **ELP-10** | **L.5.4b** Use Greek and Latin affixes and roots as word meaning clues | **ELP-8** |
|  | **L.5.1a** Explain functions: conjunctions, prepositions and interjections | **ELP-10** |  |  | **L.5.4c** Consults dictionaries, glossaries and thesauruses as needed | **ELP-8** |
| **Speaking/Listening** | **SL.5.2** Summarize written text read aloud -other info. presented in diverse media - formats | **ELP-10** |  |  | **SL.5.1a** Come to discussions prepared and draw on preparation | **ELP-2** |
|  |  |  |  |  | **SL.5.1b** Follow discussion rules and roles | **ELP-2** |
|  |  |  |  |  | **SL.5.1c** Makes appropriate comments contributing to discussion | **ELP-2** |
|  |  |  |  |  | **SL.5.1d** Review key ideas expressed and draw conclusions | **ELP-2** |

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| **[Continued….] At a Glance: Grade 5 - Quarter 2** | | | | | |  |
| Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units. | | | | | | |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Compare/Contrast** | | **Explain** | | **Compare/Contrast-Supporting Opinion** | |
| **Reading** | **RI.5.5** Compare-Contrast structure of events, ideas, info. In 2+ texts | **N/A** | **RI.5.7** Find info. quickly to solve a problem efficiently | **ELP-1** | **RI.5.6** Find sim/diff in point of view in multiple accounts/same topic | **N/A** |
| ***Skill*** | **Story Structure** |  | **Problem/Solution** |  | **Author's Purpose** |  |
| ***Strategy*** | **Summarizing** |  | **Predict/Infer** |  | **Evaluate** |  |
| **Writing -** | **W.5.2** Examine iopic - convey ideas in inform.text | **ELP-3** | **W.5.7** Research topic w' several sources | **ELP-5** | **W.5.7** Research topic w' several sources | **ELP-5** |
|  | **W.5.2a** Introduce topic, provide focus, group info. logically | **ELP-3** | **W.5.2c** Link ideas with, across types of information w' words, phrases.. | **ELP-9** | **W.5.2d** Use precise/domain-specific vocabulary to explain topic | **ELP-3** |
|  | **W.5.2b** Use facts, definit. details, quotes to develop topic | **ELP-3** |  |  | **W.5.2e** Conclusion relates to information or explanation presented | **ELP-3** |
|  | **W.5.7** Research topic w' several sources | **ELP-5** |  |  |  |  |
| **Language** | **L.5.4c** Use print-digital reference materials | **ELP-8** | **L.5.2a** Punctuation to separate items in a series | **N/A** | **L.5.1b** Perfect verb tense (I had walked, I have walked) | **ELP-10** |
|  |  |  | **L.5.2b** Comma to see of introductory element from rest of sentence | **N/A** | **L.5.1c** Verb tense conveys time, sequence, states and conditions | **ELP-10** |
|  |  |  | **L.5.2c** Comma to set off yes, no, thank you and tag question | **N/A** | **L.5.1d** Corrects inappropriate shifts in verb tense | **ELP-10** |
|  |  |  |  |  | **L.5.4b** Use Greek and Latin affixes and roots as word meaning clues | **ELP-8** |
| **Speaking / Listening** |  |  | **SL.5.1** Building on other's ideas and expressing own clearly | **ELP-2** | **SL.5.4** Report on topic, present opinion, w' logical sequence - relevant info**.** | **ELP-3-5** |
|  |  |  |  |  | **SL.5.5** Uses multi-media & visual displays when presenting | **N/A** |

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| At a Glance: Grade 5 - Quarter 3 | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Definition - Description** | | **Interpret - Cause/Effect** | | **Compare/Contrast - Predictions** | |
| **Reading** | **RL.5.4** Determine meaning of words - figurative language | **ELP-8** | **RL.5.7** Visual elements contribute to folktales, myths, poems | **ELP-1** | **RL.5.9** Compare/Contrast same genre and approaches to similar themes | **N/A** |
| ***Skill*** | **Sequence** |  | **Cause/Effect** |  | **Predicting Outcomes** |  |
| ***Strategy*** | **Summarizing** |  | **Monitor/Clarify** |  | **Questioning** |  |
| **Writing** | **W.5.3** Develop real or imagined experiences or events... | **ELP-3** | **W.5.3c** Transitional words, phrases, clauses for event sequence | **ELP-9** | **W.5.9a** Compare/Contrast 2+ characters, settings, events (w' details) | **ELP-5** |
|  | **W.5.3a** Organize event sequence unfolding naturally | **ELP-3** |  |  | **W.5.3e** Conclusion follows from narrated experiences or events | **ELP-3** |
|  | **W.5.3b** Uses dialogue, description and pacing develop writing | **ELP-3** |  |  | **W.5.4** Clear, coherent writing reflects task, purpose, audience | **ELP-9** |
|  | **W.5.3d** Convey experiences/events: concrete words, sensory details | **ELP-3** |  |  |  |  |
| **Language** | **L.5.5a** Interpret figurative language, similies and metaphors | **ELP-8** | **L.5.4b** Use Greek and Latin affixes and roots as word meaning clues | **ELP-8** | **L.5.1b** Perfect verb tense (I had walked, I have walked) | **ELP-10** |
|  |  |  | **L.5.5c** Uses synonyms-antonymys-homographs relationships to understand words | **ELP-8** |  |  |
|  |  |  | **L.5.3a** Expand, combine, reduce sentences for meaning-interest | **ELP-10** |  |  |
| **Speaking/Listening** | **SL.5.2** Summarize written text read aloud -other info. presented in diverse media - formats | **ELP-1** | **SL.5.3** Summarize how key points are supported by evidence | **ELP-6** | **SL.5.6** Adapt speech to diff. context and tasks (formal - informal) | **ELP-7** |

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| **[Continued….] At a Glance: Grade 5 - Quarter 3** | | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | | |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  | |
| **Language Functions** | **Defining** | | **Evaluate - Explain** | | **Hypothesis/Speculation** | | |
| **Reading** | **RI.5.4** Determine meaning of academic-domain words | **ELP-8** | **RI.5.8** ID how reasons-evidence support particular points | **ELP-6** | **RI.5.9** Integrate information.from several text on same topic | | **N/A** |
| ***Skill*** | **Noting Details** |  | **Fact and Opinion** |  | **Making Judgments** | |  |
| ***Strategy*** | **Monitor/Clarify** |  | **Evlaute** |  | **Evaluate** | |  |
| **Writing -** | **W.5.2a** Introduce topic, provide focus, group info. logically | **ELP-3** | **W.5.9b** Explain author's use of reasons-evidence as support for points | **ELP-5** | **W.5.9b** Explain author's use of reasons-evidence as support for points | | **ELP-5** |
|  | **W.5.2b** Use facts, definit. details, quotes to develop topic | **ELP-3** | **W.5.2c** Link ideas with, across types of information w' words, phrases.. | **ELP-9** | **W.5.8** Uses experiences, print, digitial sources & summarizes. | | **ELP-5** |
|  | **W.5.2d** Use precise/domain-specific vocabulary to explain topic | **ELP-3** |  |  | **W.5.2e** Conclusion relates to information or explanation presented | | **ELP-3** |
|  | **W.5.7** Research topic w' several sources | **ELP-5** |  |  | **W.5.6** Type two pages in a single sitting with adult support | | **ELP-2** |
| **Language** | **L.5.4** Determine meaning of multiple-meaning words | **ELP-8** | **L.5.3a** Expand, combine, reduce sentences for meaning-interest | **ELP-10** | **L.5.2e** Spell words correctly, using references as needed | | **N/A** |
|  | **L.5.4c** Use print-digital reference materials | **ELP-8** | **L.5.2d** Indicate titles w' quotation marks, underlines or italics | **N/A** | **L.5.2c** Comma to set off yes, no, thank you and tag question | | **N/A** |
|  | **L.5.5a** Interpret figurative language, similies and metaphors | **ELP-8** |  |  |  | |  |
|  | **L.5.6** Words that signal contrast, addition & logical relationships | **ELP-7** |  |  |  | |  |
| **Speaking / Listening** |  |  | **SL.5.3** Summarize how key points are supported by evidence | **ELP-6** | **SL.5.4** Report on topic, present opinion, w' logical sequence - relevant info**.** | | **ELP-5** |
|  |  |  |  |  | **SL.5.5** Uses multi-media & visual displays when presenting | | **N/A** |

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| At a Glance: Grade 5 - Quarter 4 | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Describe - Compare/Contrast** |  | **Compare/Contrast - Interpret** | | **Compare/Contrast - Draw Conclusions** |  |
| **Reading** | **RL.5.3** Compare-Contrast 2+ characters, settings, event w' specific details. | **ELP-1** | **RL.5.6** Point of view influences how events are described… | **N/A** | **RL.5.9** Compare/Contrast same genre and approaches to similar themes | **N/A** |
| ***Skill*** | **Noting Details** |  | **Author's Purpose** |  | **Drawing Conclusions** |  |
| ***Strategy*** | **Monitor/Clarify** |  | **Questioning** |  | **Summarizing** |  |
| **Writing** | **W.5.1** Write opinion piece - support point of view w' reasons & evidence. | **ELP-4** | **W.5.1b** Logically ordered reasons supported by facts/details | **ELP-4** | **W.5.1d** Conclusion relates to the opinion presented | **ELP-4** |
|  | **W.5.1a** Introduce topic, state opinion - create logical structure of ideas | **ELP-4** | **W.5.1c** Link opinion and reasons w' words -phrases-clauses | **ELP-9** |  |  |
| **Language** | **L.5.5a** Interpret figurative language, similies and metaphors | **ELP-8** | **L.5.5c** Uses synonyms-antonymys-homographs relationships to understand words | **ELP-8** | **L.5.3b** Compare-contrast English dialects and registers | **ELP-10** |
|  | **L.5.5b** Explain common idioms, adages and proverb mng. | **ELP-8** |  |  |  |  |
| **Speaking/Listening** | **SL.5.1b** Follow discussion rules and roles | **ELP-10** | **SL.5.1a** Come to discussions prepared and draw on preparation | **ELP-10** | **SL.5.6** Adapt speech to diff. context and tasks (formal - informal) | **ELP 4 & 6** |

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| **[Continued….] At a Glance: Grade 5 - Quarter 4** | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Informational Units** | **Unit 1** |  | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Describe - Cause/Effect** | | **Compare/Contrast Supporting Opinions** | | **Evaluate Hypothesis/Speculation** | |
| **Reading** | **RI.5.3** Connections between 2 or more individ., events, ideas, concepts | **ELP-1** | **RI.5.6** Find sim/diff in point of view in multiple accounts/same topic | **N/A** | **RI.5.9** Integrate information.from several text on same topic | **N/A** |
| ***Skill*** | **Categorize and Classify** |  | **Compare and Contrast** |  | **Making Generalizations** |  |
| ***Strategy*** | **Summarize** |  | **Monitor/Clarify** |  | **Evaluate** |  |
| **Writing -** | **W.5.2** Write informative text - examining topic, conveying ideas clearly | **ELP-3** | **W.5.2b** Develop topic w' information and examples related to topic | **ELP-3** | **W.5.2e** Conclusion relates to information or explanation presented | **ELP-3** |
|  | **W.5.2a** Introduce topic w' clear focus, introduce info. logically | **ELP-3** | **W.5.2c** Link ideas with, across types of information w' words, phrases.. | **ELP-9** | **W.5.6** Type two pages in a single sitting with adult support | **ELP-2** |
|  |  |  | **W.5.2d** Use precise/domain-specific vocabulary to explain topic | **ELP-3** | **W.5.9b** Explain author's use of reasons-evidence as support for points | **ELP-5** |
|  |  |  | **W.5.5** Plan, edit, revise, rewrite to strengthen writing w' support | **ELP-7** |  |  |
|  |  |  | **W.5.8** Uses experiences, print, digitial sources & summarizes. | **ELP-5** |  |  |
| **Language** | **L.5.1a** Explain functions: conjunctions, prepositions and interjections | **ELP-10** |  |  | **L.5.1d** Corrects inappropriate shifts in verb tense | **ELP-10** |
|  | **L.5.1c** Verb tense conveys time, sequence, states and conditions | **ELP-10** |  |  | **L.5.1e** Use correlative conjunctinos (either/or - neither/nor) | **ELP-10** |
| **Speaking / Listening** | **SL.5.1a** Come to discussions prepared and draw on preparation | **ELP-2** | **SL.5.1c** Makes appropriate comments contributing to discussion | **ELP-2** | **SL.5.6** Adapt speech to diff. context and tasks (formal - informal) | **ELP-7** |

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| At a Glance: Grade 6 - Quarter 1 | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Explaining Details** | | **Describing** | | **Literary Analysis - Drawing Conclusions** | |
| **Reading** | **RL.6.1** Cite evidence to support textual analysis and drawn inferences | **ELP-1** | **RL.6.2** Determine theme/central idea through details, give objective summary | **ELP-1** | **RL.6.3** Describes how stories unfold or change as plot moves toward resolution | **ELP-1** |
| ***Skill*** | **Inferring** |  | **Main Idea** |  | **Drawing Conclusions** |  |
| ***Strategy*** | **Evaluating** |  | **Summarizing** |  | **Summarizing** |  |
| **Writing** | **W.6.3** Use techniques, details, event sequence to wrie narrative**s** | **ELP-3** | **W.6.3a** Establish context, introduce characters, organize natural sequence | **ELP-3** | **W.6.3c** Transitional words convey sequence and signals shifts from time frame or settings | **ELP-9** |
|  | **W.6.3d** Convey events w precise and sensory words, descriptive details | **ELP-3** | **W.6.3b** Uses techniques of dialogue, pacing, description in narrative writing | **ELP-3** | **W.6.3e** Conclusion follows narrated experiences or events | **ELP-3** |
| **Language** | **L.6.3a** Vary sentence patterns for meaning, interest, syle | **ELP-10** | **L.6.3b** Consistent in style and tone | **ELP-10** | **L.6.2a** Sets off nonrestrictive parenthetical elements w correct punctuation | **N/A** |
| **Speaking/Listening** | **SL.6.1** Has discussions w' diverse parnters, builds on others' ideas | **ELP-1** | **SL.6.1c** Asks and answers questions w elaboration-details | **ELP-2** | **SL.6.1a** Has evidence from preparations made before discussions | **ELP-2** |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  |
| **Language Functions** | **Explaining Details** | | **Describing** | | **Drawing Conclusions** | |
| **Reading** | **RI.6.1** Cite evidence to support textual analysis and drawn inferences… | **ELP-1** | **RI.6.2** ID central idea, how conveyed (details), summarize objectively | **ELP-1** | **RI.6.3** Analyze how individuals, events, ideas are introduced and elaborated… | **ELP-1** |
|  | **RH.6-8.1** *(continued from RI.6.1)*...in history or social studies topics from primary/secondary sources | **ELP-1** | **RH.6-8.2 or RST.6-8.2** *(cont.)* **...**in history, social studies or science topics of primary -secondary sources | **ELP-1** | **RH.6-8.3 (continued)** … identify key steps of a process related in history or social studies. | **ELP-1** |
| ***Skill*** | **Inferring** |  | **Main Idea** |  | **Drawing Conclusions** |  |
| ***Strategy*** | **Evaluating** |  | **Summarizing** |  | **Summarizing** |  |
| **Writing -** | **W.6.2** Finds, organizes, analyzes ideas, and concepts, to write informative text. | **ELP-3** | **W.6.2b** Develop topic w' relevant facts, definitions, details, quotes or examples | **ELP-3** | **W.6.2e** Establish and maintian a formal style | **ELP-3** |
|  | **W.6.2a** Introduce topic - preview - organize ideas and multimedia… | **ELP-3** | **W.6.2c** Uses transitions to clarify relationships among ideas and concepts | **ELP-9** | **W.6.2f** Conclusion follows information presented | **ELP-3** |
|  |  | **W.6.2d** Uses precise-domain vocabulary to inform or explain about a topic | **ELP-3** |  |
| **Language** | **L.6.1e** Recognizes variations from standard English, improves own conventional language | **ELP-10** |  |  | **L.6.4c** Determines pronunciation or meaning using reference materials | **ELP-8** |
| **Speaking / Listening** | **SL.6.2** Explains how diverse media contributes to a text,topic | **ELP-1** | **SL.6.5** Uses multi-media, visuals when presenting to clarify information. | **N/A** | **SL.6.5** Uses multi-media, visuals when presenting to clarify information. | **N/A** |

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| At a Glance: Grade 6 - Quarter 2 | | | | | | |
| Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units. | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Analyze - Explain** | | **Compare and Contrast** | | **Draw Conclusions** | |
| **Reading** | **RL.6.5** Text structures contributes to the development of theme, setting, plot | **N/A** | **RL.6.7** Compare reading to viewing, hearing same text versions | **ELP-1** | **RL.6.6** Explains how author develops point of view of narrator/speaker | **N/A** |
| ***Skill*** | **Text Organization** |  | **Compare and Contrast** |  | **Author's Purpose** |  |
| ***Strategy*** | **Summarize** |  | **Monitor/Clarify** |  | **Evaluate** |  |
| **Writing –** | **W.6.3** Use descriptive details - event sequence in narrative writing | **ELP-3** | **W.6.3b** Dialogue, pacing, description develops events - characters | **ELP-3** | **W.6.3d** Conveys events with preicse words, descriptive details, sensory language | **ELP-3** |
|  | **W.6.3a** Introduce characters, establish context, event sequence, to engage readers | **ELP-3** | **W.6.3c** Convey sequence and shifts w' words, phrases, clauses | **ELP-9** | **W.6.3e** Conclusion follows the narrated experiences or events | **ELP-3** |
|  |  |  | **W.6.5** Develops -strengthens writing with help | **ELP-7** |  |  |
| **Language** | **L.6.1a** Uses pronouns in the proper case | **ELP-10** | **L.6.2a** Sets off nonrestrive elements | **N/A** | **L.6.4d** Content/dictionary verifiew word mng. | **ELP-8** |
|  | **L.6.1b** Uses intensive pronouns correctly | **ELP-10** |  |  | **L.6.1c** Corrects shifts: pronoun number -person | **ELP-10** |
|  |  |  |  |  | **L.6.1d** Recognizes and corrects vague pronouns | **ELP-10** |
| **Speaking/Listening** |  |  | **SL.6.1b** Follows discussion rules | **ELP-10** | **SL.6.4** Presents ideas: w relevant facts, details, | **ELP-8** |

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| **[Continued….] At a Glance: Grade 6 - Quarter 2** | | | | | | | |
| **Informational Units** | **Unit 1** |  | **Unit 2** |  | **Unit 3** |  | |
| **Language Functions** | **Analyze - Cause/Effect** | | **Synthesizing** | | **Supporting Opinions - Interpret** | | |
| **Reading** | **RI.6.5** Text structures contributes to the development of ideas… (understanding) | **N/A** | **RI.6.7** Information from various media integrated to develop understanding… | **ELP-1** | **RI.6.6** Authors' points of view are conveyed in the text… | | **N/A** |
|  | **RH.6-8.5 or RST.6-8.5** (continued) …ID how a text presents information (history/science) | **N/A** | **RH.6-8.7 or RST.6-8.7** (Cont..) ..history text or science quantitative-technical information | **ELP-1** | **RH.6-8.6 or RST.6-8.6** (continued) **…**aspects that reveal point of view in a history text- science. Purpose in process | | **N/A** |
| ***Skill*** | **Cause and Effect** |  | **Making Generalizations** |  | **Author's Purpose** | |  |
| ***Strategy*** | **Summarize** |  | **Summarize** |  |  | |  |
| **Writing** | **W.6.1** Reasons and evidence support claims in argument writing | **ELP-4** | **W.6.1b** Credible sources to support claims w' reasons, evidence... | **ELP-4** | **W.6.1d** Establish and maintain a formal style | | **ELP-4** |
|  | **W.6.1a** Introduce claims, organize reasons -evidence clearly… | **ELP-4** | **W.6.1c** Words, phrases clarify relationships w' evidence | **ELP-9** | **W.6.1e** Conclusion follows argument presented… | | **ELP-4** |
|  | **WHST.6-8.1 and 1a** (continued)…history and/or science specific | **ELP-4** | **WHST.6-8.1b and 1c** …in history-science (as above) | **ELP- 1 & 9** | **WHST.6-8.1d and 1e** (continued)…in a history or science text | | **ELP-4** |
|  |  |  | **W.6.6** Short research projects for a purpose | **ELP-2** |  | |  |
| **Language** | **L.6.5b** Word relationships clarify meaning | **ELP-8** | **L.6.4c** Uses references print/digital | **ELP-8** | **L.6.3b** Consistent in style and tone | | **ELP-10** |
|  |  |  |  |  | **L.6.4a** Uses context as word meaning clue | | **ELP-8** |
| **Speaking / Listening** | **SL.6.1a** Prepares prior to discuss a topic or text | **ELP-2** | **SL.6.1a** Refers to evidence about a topic | **ELP-2** | **SL.6.1a** Probes-reflects on other's ideas | | **ELP-2** |

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| At a Glance: Grade 6 - Quarter 3 | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Evaluate - Define** | | **Sequence - Compare and Contrast** | | **Compare-Contrast - Generalize** | |
| **Reading** | **RL.6.4 D**etermine figurative, connotative word meaning in text | **ELP-8** | **RL.6.7** Compare reading to viewing, hearing same text versions | **ELP-1** | **RL.6.9** Comparing texts' with different genres and how each approach similar themes/topics. | **N/A** |
| ***Skill*** | **Making Judgmenets** |  | **Noting Details** |  | **Categorize and Classify** |  |
| ***Strategy*** | **Evaluating** |  | **Asking Questions** |  | **Monitor-Clarify** |  |
| **Writing** | **W.6.3** Use descriptive details - event sequence in narrative writing | **ELP-3** | **W.6.3b** Dialogue, pacing, description develops events - characters | **ELP-3** | **W.6.9a** Different genres approach stories differently - compare and contrast | **ELP-5** |
|  | **W.6.3a** Introduce characters, establish context, event sequence, to engage readers | **ELP-3** | **W.6.3c** Convey sequence and shifts w' words, phrases, clauses | **ELP-9** | **W.6.3e** Conclusion follows the narrated experiences or events | **ELP-3** |
|  |  |  | **W.6.3d** Conveys events with preicse words, descriptive details, sensory language | **ELP-3** | **W.6.4** Writing development is appropriate to task, purpose and audience | **ELP-9** |
|  |  |  |  |  | **W.6.5** Strengthen writing, plan, revise, edit and rewrite with guidance | **ELP-7** |
| **Language** | **L.6.4b** Greek-Latin affixes/roots word mng clues | **ELP-8** | **L.6.4d** Content/dictionary verifiew word mng. | **ELP-8** | **L.6.5c** Distinguishes connotations - denotations | **ELP-8** |
|  | **L.6.5b** Word relationships clarify meaning | **ELP-8** |  |  |  |  |
| **Speaking/Listening** | **SL.6.1c** Uses elaborate detail to pose and respond to questions or comment | **ELP-2** | **SL.6.1d** Understands multiple perspectives as shown when reflecting/paraphrasing | **ELP-2** | **SL.6.6** Adapts speech to variety of tasks - formal English when appropriate | **ELP-7** |

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| **[Continued….] At a Glance: Grade 6 - Quarter 3** | | | | | | | | | |
| **Informational Units** | **Unit 1** |  | | **Unit 2** |  | | **Unit 3** |  | |
| **Language Functions** | **Interpet - Define** | | | **Evaluate - Persuade** | | | **Compare/Contrast -   Hypothesize and Speculation** | | |
| **Reading** | **RI.6.4** Determine figurative, connotative, technical word meanings... | | **ELP-8** | **RI.6.8** Traces-evaluate claims to distinguish if supported by reasons-evidence or not… | | **ELP-6** | **RI.6.9** Compares-contrasts diff. authors presentation of events… | | **N/A** |
|  | **RH.6-8.4 and RST.6-8.4 (continued) …**history/science domain specific or technical context vocabulary | | **ELP-8** | **RH.6-8.8 and RST.6-8.8** (continued)…history distinguishes fact -judgment …science findings-speculations | | **ELP-6** | **RH.6-8.9 and RST.6-8.9** (continued)…compares primary-secondary sources …compares text to other data sources | | **N/A** |
| ***Skill*** | **Making Judgmenets** | |  | **Propaganda** | |  | **Problem Solving - Decision Making** | |  |
| ***Strategy*** | **Evaluate** | |  | **Evaluate** | |  | **Questioning** | |  |
| **Writing -** | **W.6.2a** Introduce topic - preview - organize ideas and multimedia… | | **ELP-3** | **W.6.8** Gathers from multiple print/digital sources to assess credibility-accuracy.. | | **ELP-5** | **W.6.2e** Establish and main a formal style… | | **ELP-3** |
|  | **W.6.2b** Develop topic with relevant facts, details, quotes, definitions.. | | **ELP-3** | **WHST.6-8 .8** (continued)…quotes data-conclusions and follows a standard format for citation | | **ELP-5** | **W.6.2f** Conclusion follows from information presented… | | **ELP-3** |
|  | **WHST. 6 - 8 .2a and 2b** (continued) …and in history/science | | **ELP-3** | **W.6.2c** Transitions clarify ideas-concepts… | | **ELP-9** | **WHST.6-8.2e and 2f** (continued) …the tone is objective …conclusion also has supporting evidence | | **ELP-3** |
|  |  | |  | **WHST.6-8 .2c** (continued)vocabulary clarified relationships amid cliams, counter, reasons-evidence | | **ELP-9** | **W.6.9b and WHST.6-8.9** Trace-evaluate claims-distinguish those supported/not by reasons-evidence | | **ELP-5** |
|  |  | |  | **W.6.2d** Precise-domain vocab. to explain topic… | | **ELP-3** | **W.6.6** Use tech., produce-publish-interact- collaborate- type 3 pages in single setting.. | | **ELP-2** |
|  |  | |  | **WHST.6-8 .2d** (continued)…precise-domain vocab. to explain topic. | | **ELP-3** | **WHST.6-8.6** (continued) …use tech., produce-publish writing. | | **ELP-2** |
| **Language** | **L.6.5b** Word relationships clarify meaning | | **ELP-8** | **L.6.2b** Spells correctly | | **N/A** | **L.6.3b** Maintain consistent sylte and tone | | **ELP-10** |
|  | **L.6.5c** Distinguishes connotations - denotations | | **ELP-8** | **L.6.3a** Varies sentence patterns for meaning | | **ELP-10** |  | |  |
|  | **L.6.6** Use grade academic-domain vocabulary | | **ELP- 4-5-7** |  | |  |  | |  |
| **Speaking / Listening** | **SL.6.3** distinguishes between claims that are/not supported by reasons- evidences | | **ELP-6** |  | |  | **SL.6.4** Criteria for presentation of claims (i.e., facts, eye contact, volume,etc..) | | **ELP 3-5** |

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| At a Glance: Grade 6 - Quarter 4 | | | | | | |
| **Students read texts, write about those texts, speak and listen about the texts and use language correctly when writing about the text. Students complete one writing piece during the Literature Units and one during the Informational Units.** | | | | | | |
| **Literary Units** | **Unit 1** | | **Unit 2** | | **Unit 3** | |
| **Language Functions** | **Literary Analysis - Conclusions** |  | **Conclusions** | | **Compare/Contrast** |  |
| **Reading** | **RL.6.3** Describes how stories unfold or change as plot moves toward resolution | **ELP-1** | **RL.6.6** Explains how author develops point of view of narrator/speaker | **N/A** | **RL.6.9** Comparing texts' with different genres and how each approach similar themes/topics. | **N/A** |
| ***Skill*** | **Predicting Outcomes** |  | **Fact/Opiion** |  | **Compare and Contrast** |  |
| ***Strategy*** | **Predict/Infer** |  | **Evaluating** |  | **Monitor/Clarify** |  |
| **Writing** | **W.6.1** Writing **a**rguments to support claims w' reasons and relevant evidence. | **ELP-4** | **W.6.1b** Support claims with reaons, evidence and credible sources | **ELP-6** | **W.6.1d** Establish and maintain a formal style | **ELP-4** |
|  | **W.6.1a** Introduce claim(s) - organize reasons and evidence clearly | **ELP-4** | **W.6.1c** Clarify the relationships among claims with words, phrases, clauses | **ELP-9** | **W.6.1e** Provide a concluding statement or section that follows from the argument presented | **ELP-4** |
|  |  |  | **W.6.9** Draw evidence from texts to support analysis, reflection and research | **ELP-5** | **W.6.6** Type a minimum of 3 pages in 1 sitting. | **ELP-2** |
| **Language** | **L.6.5a Interpret figure of speech in context** | **ELP-8** | **L.6.2b** Spell correctly | **N/A** |  |  |
|  | **L.6.4d** Verify preliminary word meaning (dict.) | **ELP-8** | **L.6.2b** Use conventions correctly | **N/A** |  |  |
| **Speaking/Listening** | **SL.6.3** Identify claims supported by reasons and evidence and those that are not | **ELP-10** | **SL.6.1d U**nderstand multiple perspectives when reflecting, using key ideas expressed | **ELP-10** | **SL.6.6** Adapt speech to variable contexts/tasks to show command of Formal English | **ELP-4,5,7** |

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| **[Continued….] At a Glance: Grade 6 - Quarter 4** | | | | | | | | | | |
| **Informational Units** | **Unit 1** | |  | **Unit 2** |  | | **Unit 3** | |  | |
| **Language Functions** | **Conclusions** | | | **Supporting Opinion - Interpret** | | | **Compare/Contrast** | | | |
| **Reading** | **RI.6.3** Analyze how individuals, events, ideas are introduced and elaborated… | **ELP-1** | | **RI.6.6** Authors' points of view are conveyed in the text… | | **N/A** | | **RI.6.9** Compares-contrasts diff. authors presentation of events… | | **N/A** |
|  | **RH. 6-8.3** Identify key steps (sequence) in text’s description of a history process | **ELP-1** | | **RH.6-8.6** Identify text aspectsof author’s point of view (e.g., loaded language, inclusion ) | | **N/A** | | **RH.6-8.9** Analyze differences between primary - secondary sources on the same topic | | **N/A** |
| ***Skill*** | **Sequencing** |  | | **Author's Purpose** | |  | | **Generalizations** | |  |
| ***Strategy*** | **Predict/Infer** |  | | **Questioning** | |  | | **Monitor/Clarify** | |  |
| **Writing** | **W.6.2** Write informative texts to examine a topic of relevant content. | **ELP-3** | | **W.6.2b** Develop topic w' facts, definitions, concrete details, quotations, etc… | | **ELP-3** | | **W.6.2f C**oncluding section follows from the information or explanation presented | | **ELP-3** |
|  | **WHST.6-8.2** Write informative texts to examine a relevant historical/scientific content. | **ELP-3** | | **WHST.6-8.2b** Develop topic w' facts, definitions, concrete details, quotations, etc… | | **ELP-3** | | **WHST.6-8.2f** Concluding section follows from the information or explanation presented. | | **ELP-3** |
|  | **W.6.2a** Organize-Introduce a topic using text structure, formatting and multimedia | **ELP-3** | | **W.6.2c** Use appropriate transitions to clarify the relationships among ideas and concepts. | | **ELP-9** | | **W.6.2e** Establish and maintain a formal style. | | **ELP-3** |
|  | **WHST.6-8.2a** Introduce -preview what is to follow; organize ideas, into broader categories to achieve purpose using formatting , graphics, and multimedia. | **ELP-3** | | **WHST.6-8.2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. | | **ELP-9** | | **WHST.6-8.2e** Establish and maintain a formal style and objective tone. | | **ELP-3** |
|  |  |  | | **W.6.2d** Use precise domain-specific vocabulary to inform about or explain the topic. | | **ELP-3** | | **WHST.6-8.4**  writing is appropriate to task, purpose, and audience | | **ELP-9** |
|  |  |  | | **WHST.6-8.2d** Use precise domain-specific vocabulary to inform about or explain the topic. | | **ELP-3** | |  | |  |
| **Language** | **L.6.1e** ID variations from standard English - use strategies to improve conventional language expression | **ELP-10** | | **L.6.3b** Maintain consistency in style and tone | | **ELP-10** | |  | |  |
|  |  |  | | **L.6.3a** Vary sentence patterns for meaning, reader/listener interest, and style. | | **ELP-10** | |  | |  |
| **Speaking / Listening** |  |  | |  | |  | | **SL.6.4** Present claims, sequence ideas logically, use relevant information, eye contact, volume and pronunciation | | **ELP-8** |