

A vintage Remington Standard typewriter with a light blue overlay box in the center. The typewriter is dark-colored with a visible keyboard and carriage. The text "Remington Standard" is printed at the bottom, flanked by the number "10" on both sides.

*BEYOND ENGLISH
SCOPE AND SEQUENCE*

Remington Standard



Beyond English KG
Beyond English Grade 1
Beyond English Grade 2
Beyond English Grade 3
Beyond English Grade 4
Beyond English Grade 5
Beyond English Grade 6



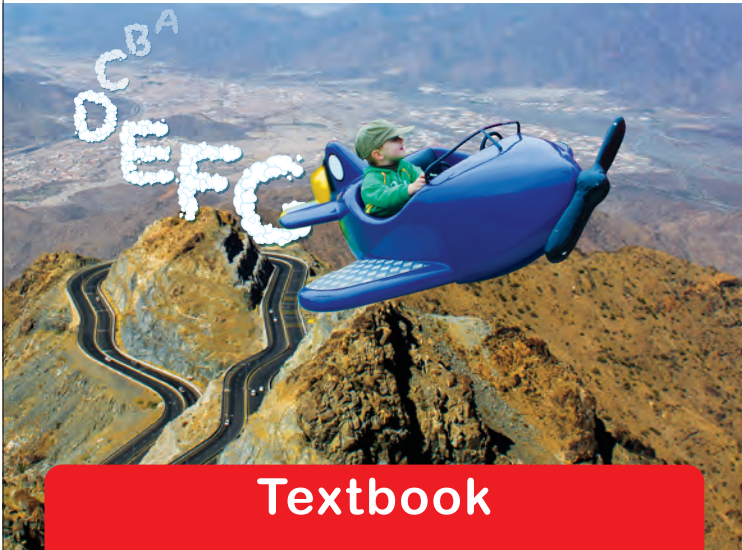
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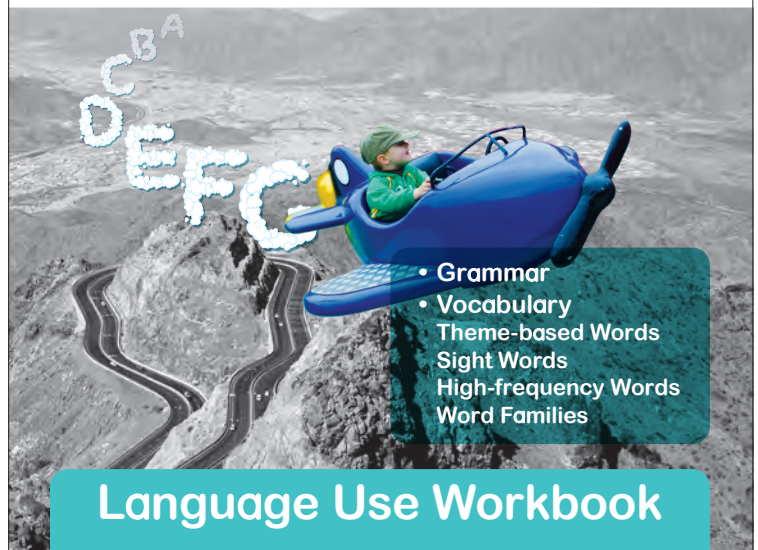
- Phonics
- Spelling
- Handwriting

Language Skills Workbook



Kindergarten

BEYOND LANGUAGE



- Grammar
- Vocabulary
- Theme-based Words
- Sight Words
- High-frequency Words
- Word Families

Language Use Workbook

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
Unit	Selection	Comprehension CCSS.ELA-Literacy.RL.K	Phonics CCSS.ELA-Literacy.RF.K.2-4	Speaking and Listening CCSS.ELA-Literacy.SL.K	Vocabulary CCSS.ELA-Literacy.L.K	Language CCSS.ELA-Literacy.L.K	Writing CCSS.ELA-Literacy. W.K
KG, UNIT 1 Hello! How do you greet others and introduce yourself? Recommended timing – 350 min per Unit	<i>Hello-</i> dialogs <i>ABC-song</i> <i>Phonics poems</i> (s-sound, t-sound, a-sound, at-sound, am-sound)	CCSS.ELA-Literacy.RL.K Ask and answer the questions, using patterns. Matching exercises With prompting and support, ask and answer questions about key details in a text. Ask and answer questions about unknown words in a text.	Phonics Letter sounds – S, A, T Word families – at, am	Participate in collaborative conversations with diverse partners about getting to know each other with peers and adults in small and larger groups.	Vocabulary • Gender identity • Related thematic vocabulary Sight Word • am	Grammar The alphabet Punctuation – Capital letters in names and beginning of sentences Sentence structure – I am	Print alphabet letters. Write your name. Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned.
KG, UNIT 2 All About Me What makes you special? Recommended timing – 350 min per Unit	<i>Body parts poem</i> I have ‘body parts’ <i>Phonics poems</i> (i-sound). Phonics sets reading (p-sound, n-sound)	CCSS.ELA-Literacy.RL.K Matching exercises Ask and answer the questions, using patterns. Ask and answer questions about unknown words in a text. With prompting and support, describe the relationship between illustrations and the story in which they appear.	Phonics Letter sounds – I, P, N Word families – an, ap	Participate in collaborative conversations with diverse partners about body parts with peers and adults in small and larger groups.	Vocabulary • Parts of the body • Related thematic vocabulary Sight Word • have	Grammar • Singular nouns • Plural nouns with “s” or “es” • Sentence structures using “I have”	Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned.
KG, UNIT 3 I Can Do This! What can I learn about myself when I do new things? Recommended timing – 350 min per Unit	<i>Ben and Ali</i> (set of short texts) Phonics sets reading (c-sound, k-sound)	CCSS.ELA-Literacy.RL.K Matching exercises Fill-in the blanks With prompting and support, retell familiar stories, including key details. Ask and answer questions about unknown words in a text.	Phonics Letter sounds – C, K Consonant digraph – ck	Participate in collaborative conversations with diverse partners about sport and physical activities with peers and adults in small and larger groups.	Vocabulary • Daily activities Sight Words • say Others: • you, like, see	Grammar Action words (verbs) Sentence structure – I can	Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
KG, UNIT 4 Meet My Family! What does family mean to you? Recommended timing – 350 min per Unit	<i>My family</i> (set of short texts) Phonics sets and poems reading (e-sound, h-sound, r-sound, m-sound, d-sound).	CCSS.ELA-Literacy.RL.K Matching exercises Fill-in the blanks With prompting and support, retell familiar stories, including key details.	Phonics Letter sounds – E, H, R, M, D	Participate in collaborative conversations with diverse partners about family with peers and adults in small and larger groups. Speak audibly and express thoughts, feelings, and ideas clearly.	Vocabulary • Names of family members Sight Words • are • they Others: • a, the, too	Grammar Pronouns – I, he, she, they, we, it Sentence structure – This is	Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned.
KG, UNIT 5 Welcome To Our Home! What do you do in the comfort of your home? Recommended timing – 350 min per Unit	<i>My home</i> – poem This/ That – set of short excerpts to read/ Phonics sets and poems reading (g-sound, o-sound, u-sound) Riddles about home	CCSS.ELA-Literacy.RL.K Matching exercises Fill-in the blanks With prompting and support, describe the relationship between illustrations and the story in which they appear.	Phonics Letter sounds – G, O, U	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. Speak audibly and express thoughts, feelings, and ideas clearly.	Vocabulary • Names of different types of houses • Names of rooms in a house and their functions Sight Words • soon • with Others: • make, our, get, one, two, come	Grammar Demonstrative pronouns – this, that Sentence structure – This is, That is Parts of a sentence	Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
KG, UNIT 6 We Are A Happy Family What is teamwork in a family? Recommended timing – 350 min per Unit	<i>A Family Song</i> <i>A picnic in the park</i> - a short text <i>Let's have a picnic</i> - a dialog Phonics sets and poems reading (l-sound, f-sound, b-sound)	CCSS.ELA-Literacy.RL.K Matching exercises Comprehension questions With prompting and support, identify characters, settings, and major events in a story.	Phonics Letter sounds – L, F, B Vowel digraph – ai	Participate in collaborative conversations with diverse partners about picnicking with peers and adults in small and larger groups. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly about the topic. Add drawings or other visual displays to	Vocabulary • Household tasks / chores • Names of different picnic food • Related thematic vocabulary Sight Word • all	Grammar Prepositions – on, in front of, behind, beside, in, under	Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
				descriptions as desired to provide additional detail.			
KG, UNIT 7 Happy Birthday! What makes a celebration special? Recommended timing – 350 min per Unit	<i>My Birthday</i> - a short text Phonics sets and poems reading (j-sound, oa-sound, ie-sound)	CCSS.ELA-Literacy.RL.K Comprehension questions Matching exercises With prompting and support, identify characters, settings, and major events in a story.	Phonics Letter sound – J Vowel digraphs – oa, ie	Participate in collaborative conversations with diverse partners about BD celebrations with peers and adults in small and larger groups. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Vocabulary • Things associated with a birthday party Sight Words • that Others: • me, we, and	Grammar Opposites	Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned. Using a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
KG, UNIT 8 What Day Is It? Why are some days special or important? Recommended timing – 350 min per Unit	<i>Days of the Week Song</i> Phonics sets and poems reading (ee-sound, or-sound, z-sound)	CCSS.ELA-Literacy.RL.K Comprehension questions Matching exercises	Phonics Vowel digraph – ee Digraph – or Letter sound – Z	Participate in collaborative conversations with diverse partners about days of the week and calendar events with peers and adults in small and larger groups. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Vocabulary • Names of days of the week • Names of holidays Sight Words • like • no	Grammar Punctuation – capital letters of days and holidays	Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned. Using a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
KG, UNIT 9 All Ready For School! How do you prepare yourself for school? Recommended timing – 350 min per Unit	<i>Back to School</i> - a short text Phonics sets and poems reading (w-sound, ng-sound, ag-sound)	CCSS.ELA-Literacy.RL.K Comprehension questions Matching exercises	Phonics Letter sound – W Consonant digraph – ng Word family – ag	Participate in collaborative conversations with diverse partners about school with peers and adults in small and larger groups. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Vocabulary • Things needed for school • Shapes Sight Word • want	Grammar Sentence structure – Let’s Question words – who, what, when, where, why, how	Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned. Using a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
KG, UNIT 10 This Is My School Why does your school have different parts? Recommended timing – 350 min per Unit	<i>This is my school</i> - set of short texts Phonics sets and poems reading (v-sound, oo-sound)	CCSS.ELA-Literacy.RL.K Comprehension questions Matching exercises Puzzles	Phonics Letter sound – V Vowel digraph – oo	Participate in collaborative conversations with diverse partners about school and classes with peers and adults in small and larger groups. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Vocabulary • Places in a school • Related thematic vocabulary Sight Word • get	Grammar Verbs (Review) Sentence structure – I like	Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned. Using a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
KG, UNIT 11 I Know My Manners What does having good manners mean to you? Recommended timing – 350 min per Unit	<i>Magic Words</i> -an adapted fairy tale Phonics sets and poems reading (y-sound, x-sound, ad-sound)	CCSS.ELA-Literacy.RL.K Comprehension questions Matching exercises Puzzles	Phonics Letter sounds – Y, X Word family – ad	Participate in collaborative conversations with diverse partners about politeness with peers and adults in small and larger groups. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Vocabulary • Phrases that show good manners Sight Word • good • must	Grammar Punctuation – period, exclamation mark, question mark Punctuation used in sentences (Review)	Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned. Using a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
KG, UNIT 12 My Neighborhood What do you know about the places in your neighborhood? Recommended timing – 350 min per Unit	<i>My neighborhood</i> - a set of short texts Phonics sets and poems reading (ch-sound, sh-sound, it-sound)	CCSS.ELA-Literacy.RL.K Comprehension questions Matching exercises Puzzles	Phonics Consonant digraphs – ch, sh Word family – it	Participate in collaborative conversations with diverse partners about places in town with peers and adults in small and larger groups. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly. Add drawings or other visual displays to descriptions as desired to provide additional detail.	Vocabulary • Places in the neighborhood • Fruits • Vegetables • Related thematic vocabulary Sight Word • eat • yes	Grammar Adjectives	Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned. Using a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Participate in shared research and writing projects (e.g., explore a number of books by a

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
				Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.			favorite author and express opinions about them). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
KG, UNIT 13 My Community What do you know about the people in your community? Recommended timing – 350 min per Unit	<i>The People in My Community</i> - a set of short texts Phonics sets and poems reading (th-sound, q-sound, ou-sound)	CCSS.ELA-Literacy.RL.K Comprehension questions Matching exercises Puzzles Riddles	Phonics Consonant digraph – th Letter sound – Q and Qu Diphthong – ou	Participate in collaborative conversations with diverse partners about professions with peers and adults in small and larger groups. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly. Add drawings or other visual displays to descriptions as desired to provide additional detail. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Vocabulary • People in my community Sight Word • new	Grammar Words with multiple meanings	Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned. Using a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
KG, UNIT 14 My Country What do you know about your country? Recommended timing – 350 min per Unit	<i>National cuisine</i> - a set of short texts Phonics sets and poems reading (oi-sound, ue-sound, er-sound)	CCSS.ELA-Literacy.RL.K Comprehension questions Matching exercises Puzzles Riddles	Phonics Diphthong – oi Vowel digraph – ue Digraph – er	Participate in collaborative conversations with diverse partners about countries, continents and local food with peers and adults in small and larger groups. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly. Add drawings or other visual displays to descriptions as desired to provide additional detail. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Countries Continents Food Sight Word • now	Grammar Punctuation – capital letters of continents, countries, cities, and States • Capitalization of continents, countries, cities, and states • Verbs (Review) • Nouns (Review)	Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned. Using a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
KG, UNIT 15 Celebrating Festivals What can you learn about the different festivals in the world?	<i>The rubber duck race</i> - a short text <i>Celebrations around the word</i> - a set of short texts and riddles	CCSS.ELA-Literacy.RL.K Comprehension questions Matching exercises Puzzles Riddles	Phonics Digraph – ar Vowel digraph – ew	Participate in collaborative conversations with diverse partners about holidays around the world with peers and adults in small and larger groups.	Vocabulary • Words associated with a festival Sight Word • out	Grammar Cause and effect using ‘because’ Punctuation – comma to separate a list of things	Tracing words and sentences. Producing short sentences in writing using the vocabulary and grammar patterns learned.



Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
Recommended timing – 350 min per Unit	Phonics sets and poems reading (ar-sound, ew-sound)			Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. Speak audibly and express thoughts, feelings, and ideas clearly. Add drawings or other visual displays to descriptions as desired to provide additional detail. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	Self-assessment • Sight words assessment		Using a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

KG

Strand CCSS.ELA-Literacy.R.K: Reading

CCSS.ELA-Literacy.RL.K » Grade: K » Language Arts (2010) » Common Core State Standards

Literature

Key Ideas and Details

CCSS.ELA-Literacy.RL.K.1 » Grade: K » Language Arts (2010) » Common Core State Standards

With prompting and support, ask and answer questions about key details in a text.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RL.K.2 » Grade: K » Language Arts (2010) » Common Core State Standards

With prompting and support, retell familiar stories, including key details.

CCSS.ELA-Literacy.RL.K.3 » Grade: K » Language Arts (2010) » Common Core State Standards

With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

CCSS.ELA-Literacy.RL.K.4 » Grade: K » Language Arts (2010) » Common Core State Standards

Ask and answer questions about unknown words in a text.

CCSS.ELA-Literacy.RL.K.5 » Grade: K » Language Arts (2010) » Common Core State Standards

Recognize common types of texts (e.g., storybooks, poems).

CCSS.ELA-Literacy.RL.K.6 » Grade: K » Language Arts (2010) » Common Core State Standards

With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.K.7 » Grade: K » Language Arts (2010) » Common Core State Standards

With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

CCSS.ELA-Literacy.RL.K.8 » Grade: K » Language Arts (2010) » Common Core State Standards

(Not applicable to literature)

CCSS.ELA-Literacy.RL.K.9 » Grade: K » Language Arts (2010) » Common Core State Standards

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RL.K.10 » Grade: K » Language Arts (2010) » Common Core State Standards

Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.RI.K » Grade: K » Language Arts (2010) » Common Core State Standards

Informational Text

Key Ideas and Details

CCSS.ELA-Literacy.RI.K.1 » Grade: K » Language Arts (2010) » Common Core State Standards

With prompting and support, ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.K.2 » Grade: K » Language Arts (2010) » Common Core State Standards

With prompting and support, identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.RI.K.3 » Grade: K » Language Arts (2010) » Common Core State Standards

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

CCSS.ELA-Literacy.RI.K.4 » Grade: K » Language Arts (2010) » Common Core State Standards

With prompting and support, ask and answer questions about unknown words in a text.

CCSS.ELA-Literacy.RI.K.5 » Grade: K » Language Arts (2010) » Common Core State Standards

Identify the front cover, back cover, and title page of a book.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RI.K.6 » Grade: K » Language Arts (2010) » Common Core State Standards

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.K.7 » Grade: K » Language Arts (2010) » Common Core State Standards

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

CCSS.ELA-Literacy.RI.K.8 » Grade: K » Language Arts (2010) » Common Core State Standards

With prompting and support, identify the reasons an author gives to support points in a text.

CCSS.ELA-Literacy.RI.K.9 » Grade: K » Language Arts (2010) » Common Core State Standards

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

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.K.10 » Grade: K » Language Arts (2010) » Common Core State Standards

Actively engage in group reading activities with purpose and understanding.

CCSS.ELA-Literacy.RF.K » Grade: K » Language Arts (2010) » Common Core State Standards

Foundational Skills

Print Concepts

CCSS.ELA-Literacy.RF.K.1 » Grade: K » Language Arts (2010) » Common Core State Standards

Demonstrate understanding of the organization and basic features of print.

CCSS.ELA-Literacy.RF.K.1.a » Grade: K » Language Arts (2010) » Common Core State Standards

Follow words from left to right, top to bottom, and page by page.

CCSS.ELA-Literacy.RF.K.1.b » Grade: K » Language Arts (2010) » Common Core State Standards

Recognize that spoken words are represented in written language by specific sequences of letters.

CCSS.ELA-Literacy.RF.K.1.c » Grade: K » Language Arts (2010) » Common Core State Standards

Understand that words are separated by spaces in print.

CCSS.ELA-Literacy.RF.K.1.d » Grade: K » Language Arts (2010) » Common Core State Standards

Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

CCSS.ELA-Literacy.RF.K.2 » Grade: K » Language Arts (2010) » Common Core State Standards

Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-Literacy.RF.K.2.a » Grade: K » Language Arts (2010) » Common Core State Standards

Recognize and produce rhyming words.

CCSS.ELA-Literacy.RF.K.2.b » Grade: K » Language Arts (2010) » Common Core State Standards

Count, pronounce, blend, and segment syllables in spoken words.

CCSS.ELA-Literacy.RF.K.2.c » Grade: K » Language Arts (2010) » Common Core State Standards

Blend and segment onsets and rimes of single-syllable spoken words.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RF.K.2.d » Grade: K » Language Arts (2010) » Common Core State Standards

Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

CCSS.ELA-Literacy.RF.K.2.e » Grade: K » Language Arts (2010) » Common Core State Standards

Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

CCSS.ELA-Literacy.RF.K.3 » Grade: K » Language Arts (2010) » Common Core State Standards

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.K.3.a » Grade: K » Language Arts (2010) » Common Core State Standards

Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

CCSS.ELA-Literacy.RF.K.3.b » Grade: K » Language Arts (2010) » Common Core State Standards

Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

CCSS.ELA-Literacy.RF.K.3.c » Grade: K » Language Arts (2010) » Common Core State Standards

Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

CCSS.ELA-Literacy.RF.K.3.d » Grade: K » Language Arts (2010) » Common Core State Standards

Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

CCSS.ELA-Literacy.RF.K.4 » Grade: K » Language Arts (2010) » Common Core State Standards

Read emergent-reader texts with purpose and understanding.

Strand CCSS.ELA-Literacy.L.K: Language

Conventions of Standard English

CCSS.ELA-Literacy.L.K.1 » Grade: K » Language Arts (2010) » Common Core State Standards

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.K.1.a » Grade: K » Language Arts (2010) » Common Core State Standards

Print many upper- and lowercase letters.

CCSS.ELA-Literacy.L.K.1.b » Grade: K » Language Arts (2010) » Common Core State Standards

Use frequently occurring nouns and verbs.

CCSS.ELA-Literacy.L.K.1.c » Grade: K » Language Arts (2010) » Common Core State Standards

Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.K.1.d » Grade: K » Language Arts (2010) » Common Core State Standards

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

CCSS.ELA-Literacy.L.K.1.e » Grade: K » Language Arts (2010) » Common Core State Standards

Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

CCSS.ELA-Literacy.L.K.1.f » Grade: K » Language Arts (2010) » Common Core State Standards

Produce and expand complete sentences in shared language activities.

CCSS.ELA-Literacy.L.K.2 » Grade: K » Language Arts (2010) » Common Core State Standards

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.K.2.a » Grade: K » Language Arts (2010) » Common Core State Standards

Capitalize the first word in a sentence and the pronoun I.

CCSS.ELA-Literacy.L.K.2.b » Grade: K » Language Arts (2010) » Common Core State Standards

Recognize and name end punctuation.

CCSS.ELA-Literacy.L.K.2.c » Grade: K » Language Arts (2010) » Common Core State Standards

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

CCSS.ELA-Literacy.L.K.2.d » Grade: K » Language Arts (2010) » Common Core State Standards

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

CCSS.ELA-Literacy.L.K.3 » Grade: K » Language Arts (2010) » Common Core State Standards

(Begins in grade 2)

CCSS.ELA-Literacy.L.K.4 » Grade: K » Language Arts (2010) » Common Core State Standards

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-Literacy.L.K.4.a » Grade: K » Language Arts (2010) » Common Core State Standards

Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

CCSS.ELA-Literacy.L.K.4.b » Grade: K » Language Arts (2010) » Common Core State Standards

Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

CCSS.ELA-Literacy.L.K.5 » Grade: K » Language Arts (2010) » Common Core State Standards

With guidance and support from adults, explore word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.K.5.a » Grade: K » Language Arts (2010) » Common Core State Standards

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CCSS.ELA-Literacy.L.K.5.b » Grade: K » Language Arts (2010) » Common Core State Standards

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.K.5.c » Grade: K » Language Arts (2010) » Common Core State Standards

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

CCSS.ELA-Literacy.L.K.5.d » Grade: K » Language Arts (2010) » Common Core State Standards

Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

CCSS.ELA-Literacy.L.K.6 » Grade: K » Language Arts (2010) » Common Core State Standards

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

CCSS.ELA-Literacy.RL.K » Grade: K » Language Arts (2010) » Common Core State Standards

Literature

Key Ideas and Details

CCSS.ELA-Literacy.L.K.1 » Grade: K » Language Arts (2010) » Common Core State Standards

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.K.1.a » Grade: K » Language Arts (2010) » Common Core State Standards

Print many upper- and lowercase letters.

CCSS.ELA-Literacy.L.K.1.b » Grade: K » Language Arts (2010) » Common Core State Standards

Use frequently occurring nouns and verbs.

CCSS.ELA-Literacy.L.K.1.c » Grade: K » Language Arts (2010) » Common Core State Standards

Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

CCSS.ELA-Literacy.L.K.1.d » Grade: K » Language Arts (2010) » Common Core State Standards

Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

CCSS.ELA-Literacy.L.K.1.e » Grade: K » Language Arts (2010) » Common Core State Standards

Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

CCSS.ELA-Literacy.L.K.1.f » Grade: K » Language Arts (2010) » Common Core State Standards

Produce and expand complete sentences in shared language activities.

CCSS.ELA-Literacy.L.K.2 » Grade: K » Language Arts (2010) » Common Core State Standards

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.K.2.a » Grade: K » Language Arts (2010) » Common Core State Standards

Capitalize the first word in a sentence and the pronoun I.

CCSS.ELA-Literacy.L.K.2.b » Grade: K » Language Arts (2010) » Common Core State Standards

Recognize and name end punctuation.

CCSS.ELA-Literacy.L.K.2.c » Grade: K » Language Arts (2010) » Common Core State Standards

Write a letter or letters for most consonant and short-vowel sounds (phonemes).

CCSS.ELA-Literacy.L.K.2.d » Grade: K » Language Arts (2010) » Common Core State Standards

Spell simple words phonetically, drawing on knowledge of sound-letter relationships.



Curriculum Scope and Sequence

Knowledge of Language

CCSS.ELA-Literacy.L.K.3 » Grade: K » Language Arts (2010) » Common Core State Standards
(Begins in grade 2)

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.K.4 » Grade: K » Language Arts (2010) » Common Core State Standards

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

CCSS.ELA-Literacy.L.K.4.a » Grade: K » Language Arts (2010) » Common Core State Standards

Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

CCSS.ELA-Literacy.L.K.4.b » Grade: K » Language Arts (2010) » Common Core State Standards

Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

CCSS.ELA-Literacy.L.K.5 » Grade: K » Language Arts (2010) » Common Core State Standards

With guidance and support from adults, explore word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.K.5.a » Grade: K » Language Arts (2010) » Common Core State Standards

Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

CCSS.ELA-Literacy.L.K.5.b » Grade: K » Language Arts (2010) » Common Core State Standards

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

CCSS.ELA-Literacy.L.K.5.c » Grade: K » Language Arts (2010) » Common Core State Standards

Identify real-life connections between words and their use (e.g., note places at school that are colorful).

CCSS.ELA-Literacy.L.K.5.d » Grade: K » Language Arts (2010) » Common Core State Standards

Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

CCSS.ELA-Literacy.L.K.6 » Grade: K » Language Arts (2010) » Common Core State Standards

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Strand CCSS.ELA-Literacy.SL.K: Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.K.1 » Grade: K » Language Arts (2010) » Common Core State Standards

Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.K.1.a » Grade: K » Language Arts (2010) » Common Core State Standards

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).



Curriculum Scope and Sequence

CCSS.ELA-Literacy.SL.K.1.b » Grade: K » Language Arts (2010) » Common Core State Standards

Continue a conversation through multiple exchanges.

CCSS.ELA-Literacy.SL.K.2 » Grade: K » Language Arts (2010) » Common Core State Standards

Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS.ELA-Literacy.SL.K.3 » Grade: K » Language Arts (2010) » Common Core State Standards

Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.K.4 » Grade: K » Language Arts (2010) » Common Core State Standards

Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

CCSS.ELA-Literacy.SL.K.5 » Grade: K » Language Arts (2010) » Common Core State Standards

Add drawings or other visual displays to descriptions as desired to provide additional detail.

CCSS.ELA-Literacy.SL.K.6 » Grade: K » Language Arts (2010) » Common Core State Standards

Speak audibly and express thoughts, feelings, and ideas clearly.

Strand CCSS.ELA-Literacy. W.K: Writing

Text Types and Purposes

CCSS.ELA-Literacy.W.K.1 » Grade: K » Language Arts (2010) » Common Core State Standards

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

CCSS.ELA-Literacy.W.K.2 » Grade: K » Language Arts (2010) » Common Core State Standards

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

CCSS.ELA-Literacy.W.K.3 » Grade: K » Language Arts (2010) » Common Core State Standards

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



Curriculum Scope and Sequence

Production and Distribution of Writing

CCSS.ELA-Literacy.W.K.4 » Grade: K » Language Arts (2010) » Common Core State Standards
(Begins in grade 3)

CCSS.ELA-Literacy.W.K.5 » Grade: K » Language Arts (2010) » Common Core State Standards
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

CCSS.ELA-Literacy.W.K.6 » Grade: K » Language Arts (2010) » Common Core State Standards
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.K.7 » Grade: K » Language Arts (2010) » Common Core State Standards
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

CCSS.ELA-Literacy.W.K.8 » Grade: K » Language Arts (2010) » Common Core State Standards
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-Literacy.W.K.9 » Grade: K » Language Arts (2010) » Common Core State Standards
(Begins in grade 4)

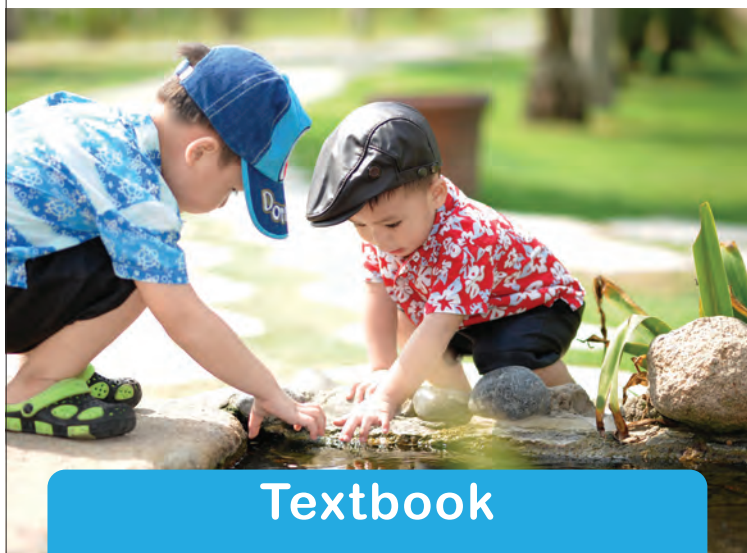
Range of Writing

CCSS.ELA-Literacy.W.K.10 » Grade: K » Language Arts (2010) » Common Core State Standards
(Begins in grade 3)



Grade 1

BEYOND LANGUAGE



Textbook



Grade 1

BEYOND LANGUAGE



Teacher's Guide



Grade 1

BEYOND LANGUAGE



- Phonics
- Spelling
- Handwriting

Language Skills Workbook



Grade 1

BEYOND LANGUAGE



- Grammar
- Vocabulary
- Theme-based Words
- Sight Words
- High-frequency Words
- Word Families

Language Use Workbook

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
Unit	Selection	Comprehension CCSS.ELA-Literacy.R.1	Phonics CCSS.ELA-Literacy.RF.1.2	Speaking and Listening CCSS.ELA-Literacy.SL.1	Vocabulary CCSS.ELA-Literacy.L.1	Language CCSS.ELA-Literacy.L.1	Writing CCSS.ELA-Literacy.W.1
Grade 1 Unit 1 Happy Family What can you contribute to your family to keep it happy and strong? Recommended timing – 350 min per Unit	<i>Family tree</i> - a short text <i>Helping out at home</i> - a short text <i>Working together at home</i> - a short text <i>Ali's Family</i> - a short text	Ask and answer questions about key details in a text. Ask and answer questions about key details in a text. Describe characters, settings, and major events in a story, using key details.	Phonics - Suffix - ed - Initial consonant word blends – bl, cl, sl	Participate in collaborative conversations with diverse partners about family tree, household chores and family members with peers and adults in small and larger groups.	Household chores Family Members Family tree	Grammar Pronouns – I, you, he, she, it Subject-verb agreement – I am, you are, he is, she is, it is	Trace letters and words. Produce written sentences using the pattern. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Participate in shared research and writing projects. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade 1 Unit 2 Meet My Friends How can you be a good friend to others? Recommended timing – 350 min per Unit	<i>My friends</i> - a short text <i>Friends helping one another</i> - a short text <i>The Dove and the Ant</i> - a fable <i>Playing with Friends</i> - a short text	Ask and answer questions about key details in a text. Ask and answer questions about key details in a text. Describe characters, settings, and major events in a story, using key details. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. Use illustrations and details in a story to describe its characters, setting, or events.	Phonics Word family – et	Participate in collaborative conversations with diverse partners about friends and friendship with peers and adults in small and larger groups. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Action Verbs People qualities and Character traits Related thematic vocabulary Sight Word after, again	Grammar Simple present tense Proper nouns Subject-verb agreement – is, are, has, have Subject pronouns – I, you, he, she, it, we, they	Write opinion pieces . With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Grade 1 Unit 3 Fun in School What do you do in school?	<i>A day in School</i> – a set of short texts	Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	Phonics Initial consonant word blends – fl, gl, pl	Participate in collaborative conversations with diverse partners about school related topics. Ask and answer questions about key details in a text read aloud or	Vocabulary - School areas and items - Related thematic vocabulary	Grammar Possessive determiners – my, your, his, her, its, their, our	Write opinion , state an opinion, supply a reason for the opinion, and provide some sense of closure. Write informative/explanatory texts.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
Recommended timing – 350 min per Unit		Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Identify who is telling the story at various points in a text. Use illustrations and details in a story to describe its characters, setting, or events. Compare and contrast the adventures and experiences of characters in stories.		information presented orally or through other media. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Produce complete sentences when appropriate to task and situation.	Sight Word - every, going Review: - after, again, any, an, ask, by	- Subject-verb agreement – action words - Punctuation – comma for listing	
Grade 1 Unit 4 Sports Why is doing sports important? Recommended timing – 350 min per Unit	Set of short Texts about Sport <i>Sport Day at School</i> – informational text <i>The Hair and The Tortoise</i> - fairy tale	Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Describe characters, settings, and major events in a story, using key details. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Identify who is telling the story at various points in a text. Use illustrations and details in a story to describe its characters, setting, or events. Compare and contrast the adventures and experiences of characters in stories.	Phonics Consonant digraphs – sh, ch, wh	Participate in collaborative conversations with diverse partners about sport with peers and adults in small and larger groups. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Produce complete sentences when appropriate to task and situation.	Vocabulary Sports and games Related thematic vocabulary Sight Word could, from	Grammar - Countable and uncountable nouns - Declarative sentences - Exclamatory sentences	Write opinion pieces. Write informative/explanatory texts. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade 1 Unit 5 Let's Get Around	<i>Places in Town</i> – set of mini tests	Ask and answer questions about key details in a text. Identify words and phrases and their meanings.	Phonics Initial consonant word blends – sm, sp, st	Participate in collaborative conversations with diverse partners about places in town and activities that can be done there with peers and adults in small and larger groups.	Vocabulary Places in the community	Grammar Definite and indefinite articles	Write informative/explanatory texts. Write narratives in which they recount two or more appropriately sequenced events.



Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
How do the places in your neighborhood help serve the community? Recommended timing – 350 min per Unit		Identify who is telling the story at various points in a text. Use illustrations and details in a story to describe its characters, setting, or events. Compare and contrast the adventures and experiences of characters in stories.		Ask and answer questions about key details. Ask and answer questions about what a speaker says to draw additional information. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Produce complete sentences when appropriate to task and situation.	Related thematic vocabulary Sight Word open, over	- Singular and plural nouns – adding s and es - Interrogative sentences Positive and negative sentences using “like” and “do not like”	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade 1 Unit 6 What Do They Do? Why is every job considered important? Recommended timing – 350 min per Unit	<i>People and their Professions</i> – a set of short texts <i>A visit to a dentist</i> – a short informational text	Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Describe characters, settings, and major events. Identify words and phrases and their meanings. Use illustrations and details in a story to describe its characters, setting, or events. Compare and contrast.	Phonics - The silent vowel “e” - Silent beginning consonant – kn	Participate in collaborative conversations with diverse partners people in local communities and their professions. Ask and answer questions about key details. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Describe people, places, things, and events with relevant details. Use drawings as SL aid. Produce complete sentences when appropriate to task and situation.	Vocabulary - Occupations - Related thematic vocabulary Sight Word - stop, know Review: - could, again, know, stop, every, going, from, open, over, after	Grammar - Common nouns - Conjunction – and	Write opinion piece. Write an informative/ explanatory piece. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade 1 Unit 7 What’s at the Farm? What do you know about a farmer’s role	<i>A Visit to a Farm</i> – a short text <i>Old MacDonald</i> – a song	Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Describe characters, settings, and major events in a story, using key details.	Phonics - The long i sound in the letter y - The long e sound in the letter y	Participate in collaborative conversations with diverse partners about animals and the sounds they make. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Domestic Animals Vocabulary - Adult farm animals and their young - Related thematic vocabulary Sight Word	Grammar - Object pronouns – me, you, him, her, it, us, them - Conjunction – because - Existential sentences	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
and the animals he/she keeps? Recommended timing – 350 min per Unit	<i>The Golden Goose</i> – a fairy tale	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Identify who is telling the story at various points in a text. Use illustrations and details in a story to describe its characters, setting, or events. Compare and contrast the adventures and experiences of characters in stories.		Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Produce complete sentences when appropriate to task and situation.	• take, once	• Attributive adjectives	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade 1 Unit 8 Let’s Go to the Park What can you find and do at the park? Recommended timing – 350 min per Unit	<i>The Park</i> – a short text <i>Animals in the Park</i> - a short text	Ask and answer questions about key details in a text. Describe characters, settings, and major events in a story, using key details. Identify words and phrases and their meanings. Use illustrations and details in a story to describe its characters, setting, or events. Compare and contrast.	Phonics • Consonant digraph – ph	Participate in collaborative conversations with diverse partners about the activities one can do I the park, about the animals that can be found in the park. Ask and answer questions about the information presented orally or through other media. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Produce complete sentences when appropriate to task and situation.	Outdoor Activities Vocabulary • Garden animals and insects • Related thematic vocabulary Sight Word • has, just	Grammar • Prepositions – on, in, behind, beside, under, above, between • Asking questions – when, which, why • Possessive pronouns – mine, yours, his, hers, ours, theirs • Punctuation – apostrophe to show possession • Using “many” and “much” with countable and uncountable nouns	Write informative/explanatory texts. Write a short narrative. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade 1 Unit 9 Bring Me to the Market What can you get at the market?	<i>The Market</i> – a short text <i>Going to the Market</i> – a short text	Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Use illustrations and details in a story to describe its characters, setting, or events.	Phonics • Prefixes – re, un, pre • Silent consonant letter combination – gh	Participate in collaborative conversations with diverse partners about shopping for food. Ask and answer questions about key details. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	Vocabulary • Fruits and vegetables • Food items • Related thematic vocabulary Sight Word • may, them	Grammar • Countable and uncountable nouns • Singular and plural forms • Quantifiers – many, few, a few, some, much, little • Possessive nouns • Conjunction – or	Write opinion pieces. Write informative/explanatory texts. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. With guidance and support from adults, recall information from experiences or



Grade		Reading, RL, RI, RF	Phonics	Speaking and Listening	Language		Writing
Recommended timing – 350 min per Unit				Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Produce complete sentences when appropriate to task and situation.			gather information from provided sources to answer a question.
Grade 1 Unit 10 I Love the Zoo What makes the zoo an interesting learning place? Recommended timing – 350 min per Unit	<i>Animals</i> – a set of short texts and riddles <i>Joe and the Zoo</i> – a short text	Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message. Describe characters, settings, and major events in a story, using key details. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Identify who is telling the story at various points in a text. Use illustrations and details in a story to describe its characters, setting, or events.	Phonics Suffixes – ing, ed, er	Participate in collaborative conversations with diverse partners about the animals in the Zoo and one’s own experience with the Zoos. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Vocabulary - Adult zoo animals and their young - Related thematic vocabulary - Sight Word - think, thank	Grammar - Question words – who, what, where, how - Conjunction – so - Punctuation - question mark	Write opinion pieces. Write narratives. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade 1 Unit 11 Let’s Travel What forms of transportation do you use to get to different destinations? Recommended timing – 350 min per Unit	<i>Let’s Travel</i> – a short text <i>A Blue Motorcycle</i> – poem	Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Describe characters, settings, and major events in a story, using key details. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Identify who is telling the story at various points in a text.	Phonics Double final consonants – ff, ll, ss, zz	Participate in collaborative conversations with diverse partners about means of travelling and road safety. Ask and answer questions to clarify your understanding. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Add drawings or other visual displays to descriptions when appropriate to clarify ideas.	Vocabulary - Transportation - Related thematic vocabulary - Sight Word - then, walk Review: - once, take, just, has, may, them, think, thank, then, walk	Grammar - Prepositions – above, below, across, between, in front of - Demonstrative pronouns – this, that, these, those - Indefinite pronouns – someone, somebody, something, anyone, anybody, anything,	Write opinion pieces. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
		Use illustrations and details in a story to describe its characters, setting, or events. Compare and contrast the adventures and experiences of characters in stories.		Produce complete sentences when appropriate to task and situation.		no one, nobody, nothing, everyone, everybody, everything • Yes / No questions and answers • Phrasal verbs – get up, get along	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade 1 Unit 12 How Do I Look? How should I dress myself suitable for the season or an occasion? Recommended timing – 350 min per Unit	<i>Where are you going?</i> – a short text <i>It's my Birthday</i> – a short text	Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding. Describe characters, settings, and major events in a story, using key details. Identify who is telling the story at various points in a text. Use illustrations and details in a story to describe its characters, setting, or events.	Phonics • Diphthong – ou, ow	Participate in collaborative conversations with diverse partners about clothes and their purpose. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Produce complete sentences when appropriate to task and situation.	Vocabulary Clothing items Related thematic vocabulary Sight Word • some, round Review: • any, ask, fly, stop	Grammar • Simple past tense • Predicative adjectives • Phrasal verbs – look out, look after	Write opinion pieces . Write informative/explanatory texts. Write narratives . With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade 1 Unit 13 Time Is Precious How do you make use of your time wisely? Recommended timing – 350 min per Unit	<i>My Daily Routine</i> – a set of short texts <i>Zara's Special Day</i> – a short text	Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Describe characters, settings, and major events in a story, using key details. Identify who is telling the story at various points in a text. Use illustrations and details in a story to describe its characters, setting, or events.	Phonics • Doubling consonants before suffixes – ed, ing	Participate in collaborative conversations with diverse partners about days, months, time, your routines and plans with peers and adults in small and larger groups. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	Vocabulary • Months of the year • Related thematic vocabulary Sight Word • were, had	Grammar • Imperatives • Prepositions of time – in, on, at, by, before, after, between, from ... to, during, beyond • Negative sentences • Phrasal verbs – put on, put back	Write opinion pieces. Write informative/explanatory texts. Write narratives . With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
				Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Produce complete sentences when appropriate to task and situation.			
Grade 1 Unit 14 Rain or Shine How does the weather determine the activities you do? Recommended timing – 350 min per Unit	<i>What is the Weather like today?</i> – a set of short texts <i>No Classes</i> – an informational text <i>An Ant and a Grasshopper</i> – a fairy tale <i>Mother's birthday cake</i> – a short text	Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Describe characters, settings, and major events in a story, using key details. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. Identify who is telling the story at various points in a text. Use illustrations and details in a story to describe its characters, setting, or events. Compare and contrast the adventures and experiences of characters in stories.	Phonics Final consonant blends – ld, lf, lk, lp, lt	Participate in collaborative conversations with diverse partners about weather, its influence on daily routine, one's preferences with peers and adults in small and larger groups. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. Produce complete sentences when appropriate to task and situation.	Vocabulary - Weather and related terms - Related thematic vocabulary - Sight Word - old, live	Grammar - Conjunctions – before, after, then, while, as, when - Future tense - Punctuation – commas in dates - Phrasal verbs – give in, give up	Write opinion pieces. Write informative/explanatory texts. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions). With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Grade 1 Unit 15 Let's Celebrate! What do you know about the festivals held in your country or other countries? Recommended timing – 350 min per Unit	<i>International Day of Friendship</i> – an informational text <i>Zara's Ramadan</i> - a short text	Ask and answer questions about key details in a text. Retell stories, including key details, and demonstrate understanding of their central message or lesson. Describe characters, settings, and major events in a story, using key details. Identify who is telling the story at various points in a text. Use illustrations and details in a story to describe its characters, setting, or events.	Phonics Final consonant blends– ft, mp, pt, rt	Participate in collaborative conversations with diverse partners about holidays and festivities with peers and adults in small and larger groups. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Produce complete sentences when appropriate to task and situation.	Vocabulary - Festivals and celebrations - Related thematic vocabulary - Self-assessment - Sight words assessment	Grammar - Prepositions of direction – along, toward, across, from, past, through - Simple and compound sentences - Conjunction – but - Punctuation – capital letters in proper nouns - Phrasal verbs – call off, call on	Write opinion pieces. Write informative/explanatory texts. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).



Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Phonics	Speaking and Listening	Language		Writing
							With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

GRADE 1

Strand CCSS.ELA-Literacy.L.1: Language

Conventions of Standard English

CCSS.ELA-Literacy.L.1.1 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.1.1.a » Grade: 1 » Language Arts (2010) » Common Core State Standards

Print all upper- and lowercase letters.

CCSS.ELA-Literacy.L.1.1.b » Grade: 1 » Language Arts (2010) » Common Core State Standards

Use common, proper, and possessive nouns.

CCSS.ELA-Literacy.L.1.1.c » Grade: 1 » Language Arts (2010) » Common Core State Standards

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

CCSS.ELA-Literacy.L.1.1.d » Grade: 1 » Language Arts (2010) » Common Core State Standards

Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).

CCSS.ELA-Literacy.L.1.1.e » Grade: 1 » Language Arts (2010) » Common Core State Standards

Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).

CCSS.ELA-Literacy.L.1.1.f » Grade: 1 » Language Arts (2010) » Common Core State Standards

Use frequently occurring adjectives.

CCSS.ELA-Literacy.L.1.1.g » Grade: 1 » Language Arts (2010) » Common Core State Standards

Use frequently occurring conjunctions (e.g., and, but, or, so, because).



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.1.1.h » Grade: 1 » Language Arts (2010) » Common Core State Standards
Use determiners (e.g., articles, demonstratives).

CCSS.ELA-Literacy.L.1.1.i » Grade: 1 » Language Arts (2010) » Common Core State Standards
Use frequently occurring prepositions (e.g., during, beyond, toward).

CCSS.ELA-Literacy.L.1.1.j » Grade: 1 » Language Arts (2010) » Common Core State Standards
Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

CCSS.ELA-Literacy.L.1.2 » Grade: 1 » Language Arts (2010) » Common Core State Standards
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.1.2.a » Grade: 1 » Language Arts (2010) » Common Core State Standards
Capitalize dates and names of people.

CCSS.ELA-Literacy.L.1.2.b » Grade: 1 » Language Arts (2010) » Common Core State Standards
Use end punctuation for sentences.

CCSS.ELA-Literacy.L.1.2.c » Grade: 1 » Language Arts (2010) » Common Core State Standards
Use commas in dates and to separate single words in a series.

CCSS.ELA-Literacy.L.1.2.d » Grade: 1 » Language Arts (2010) » Common Core State Standards
Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

CCSS.ELA-Literacy.L.1.2.e » Grade: 1 » Language Arts (2010) » Common Core State Standards
Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Knowledge of Language

CCSS.ELA-Literacy.L.1.3 » Grade: 1 » Language Arts (2010) » Common Core State Standards
(Begins in grade 2)

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.1.4 » Grade: 1 » Language Arts (2010) » Common Core State Standards
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.1.4.a » Grade: 1 » Language Arts (2010) » Common Core State Standards

Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.1.4.b » Grade: 1 » Language Arts (2010) » Common Core State Standards

Use frequently occurring affixes as a clue to the meaning of a word.

CCSS.ELA-Literacy.L.1.4.c » Grade: 1 » Language Arts (2010) » Common Core State Standards

Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).

CCSS.ELA-Literacy.L.1.5 » Grade: 1 » Language Arts (2010) » Common Core State Standards

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.1.5.a » Grade: 1 » Language Arts (2010) » Common Core State Standards

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

CCSS.ELA-Literacy.L.1.5.b » Grade: 1 » Language Arts (2010) » Common Core State Standards

Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

CCSS.ELA-Literacy.L.1.5.c » Grade: 1 » Language Arts (2010) » Common Core State Standards

Identify real-life connections between words and their use (e.g., note places at home that are cozy).

CCSS.ELA-Literacy.L.1.5.d » Grade: 1 » Language Arts (2010) » Common Core State Standards

Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

CCSS.ELA-Literacy.L.1.6 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

Strand CCSS.ELA-Literacy.R.1: Reading

CCSS.ELA-Literacy.RL.1 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Literature

Key Ideas and Details



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RL.1.1 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RL.1.2 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

CCSS.ELA-Literacy.RL.1.3 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Describe characters, settings, and major events in a story, using key details.

Craft and Structure

CCSS.ELA-Literacy.RL.1.4 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

CCSS.ELA-Literacy.RL.1.5 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.

CCSS.ELA-Literacy.RL.1.6 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Identify who is telling the story at various points in a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.1.7 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-Literacy.RL.1.8 » Grade: 1 » Language Arts (2010) » Common Core State Standards

(Not applicable to literature)

CCSS.ELA-Literacy.RL.1.9 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Compare and contrast the adventures and experiences of characters in stories.



Curriculum Scope and Sequence

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RL.1.10 » Grade: 1 » Language Arts (2010) » Common Core State Standards
With prompting and support, read prose and poetry of appropriate complexity for grade 1.

CCSS.ELA-Literacy.RI.1 » Grade: 1 » Language Arts (2010) » Common Core State Standards
Informational Text

Key Ideas and Details

CCSS.ELA-Literacy.RI.1.1 » Grade: 1 » Language Arts (2010) » Common Core State Standards
Ask and answer questions about key details in a text.

CCSS.ELA-Literacy.RI.1.2 » Grade: 1 » Language Arts (2010) » Common Core State Standards
Identify the main topic and retell key details of a text.

CCSS.ELA-Literacy.RI.1.3 » Grade: 1 » Language Arts (2010) » Common Core State Standards
Describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

CCSS.ELA-Literacy.RI.1.4 » Grade: 1 » Language Arts (2010) » Common Core State Standards
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

CCSS.ELA-Literacy.RI.1.5 » Grade: 1 » Language Arts (2010) » Common Core State Standards
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RI.1.6 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.1.7 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Use the illustrations and details in a text to describe its key ideas.

CCSS.ELA-Literacy.RI.1.8 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Identify the reasons an author gives to support points in a text.

CCSS.ELA-Literacy.RI.1.9 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.1.10 » Grade: 1 » Language Arts (2010) » Common Core State Standards

With prompting and support, read informational texts appropriately complex for grade 1.

CCSS.ELA-Literacy.RF.1 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Foundational Skills

CCSS.ELA-Literacy.RF.1.1 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Demonstrate understanding of the organization and basic features of print.

CCSS.ELA-Literacy.RF.1.1.a » Grade: 1 » Language Arts (2010) » Common Core State Standards

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).



Curriculum Scope and Sequence

Phonological Awareness

CCSS.ELA-Literacy.RF.1.2 » Grade: 1 » Language Arts (2010) » Common Core State Standards
Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

CCSS.ELA-Literacy.RF.1.2.a » Grade: 1 » Language Arts (2010) » Common Core State Standards
Distinguish long from short vowel sounds in spoken single-syllable words.

CCSS.ELA-Literacy.RF.1.2.b » Grade: 1 » Language Arts (2010) » Common Core State Standards
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

CCSS.ELA-Literacy.RF.1.2.c » Grade: 1 » Language Arts (2010) » Common Core State Standards
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

CCSS.ELA-Literacy.RF.1.2.d » Grade: 1 » Language Arts (2010) » Common Core State Standards
Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

CCSS.ELA-Literacy.RF.1.3 » Grade: 1 » Language Arts (2010) » Common Core State Standards
Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.1.3.a » Grade: 1 » Language Arts (2010) » Common Core State Standards
Know the spelling-sound correspondences for common consonant digraphs.

CCSS.ELA-Literacy.RF.1.3.b » Grade: 1 » Language Arts (2010) » Common Core State Standards
Decode regularly spelled one-syllable words.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RF.1.3.c » Grade: 1 » Language Arts (2010) » Common Core State Standards
Know final -e and common vowel team conventions for representing long vowel sounds.

CCSS.ELA-Literacy.RF.1.3.d » Grade: 1 » Language Arts (2010) » Common Core State Standards
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

CCSS.ELA-Literacy.RF.1.3.e » Grade: 1 » Language Arts (2010) » Common Core State Standards
Decode two-syllable words following basic patterns by breaking the words into syllables.

CCSS.ELA-Literacy.RF.1.3.f » Grade: 1 » Language Arts (2010) » Common Core State Standards
Read words with inflectional endings.

CCSS.ELA-Literacy.RF.1.3.g » Grade: 1 » Language Arts (2010) » Common Core State Standards
Recognize and read grade-appropriate irregularly spelled words.

Fluency

CCSS.ELA-Literacy.RF.1.4 » Grade: 1 » Language Arts (2010) » Common Core State Standards
Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.1.4.a » Grade: 1 » Language Arts (2010) » Common Core State Standards
Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.1.4.b » Grade: 1 » Language Arts (2010) » Common Core State Standards
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.1.4.c » Grade: 1 » Language Arts (2010) » Common Core State Standards
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Strand CCSS.ELA-Literacy.SL.1: Speaking and Listening

Comprehension and Collaboration



Curriculum Scope and Sequence

CCSS.ELA-Literacy.SL.1.1 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.1.1.a » Grade: 1 » Language Arts (2010) » Common Core State Standards

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.1.1.b » Grade: 1 » Language Arts (2010) » Common Core State Standards

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

CCSS.ELA-Literacy.SL.1.1.c » Grade: 1 » Language Arts (2010) » Common Core State Standards

Ask questions to clear up any confusion about the topics and texts under discussion.

CCSS.ELA-Literacy.SL.1.2 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.1.3 » Grade: 1 » Language Arts (2010) » Common Core State Standards

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

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.1.4 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-Literacy.SL.1.5 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-Literacy.SL.1.6 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Produce complete sentences when appropriate to task and situation.



Curriculum Scope and Sequence

Text Types and Purposes

CCSS.ELA-Literacy.W.1.1 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.2 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

CCSS.ELA-Literacy.W.1.3 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.1.4 » Grade: 1 » Language Arts (2010) » Common Core State Standards

(Begins in grade 3)

CCSS.ELA-Literacy.W.1.5 » Grade: 1 » Language Arts (2010) » Common Core State Standards

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

CCSS.ELA-Literacy.W.1.6 » Grade: 1 » Language Arts (2010) » Common Core State Standards

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge



Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.1.7 » Grade: 1 » Language Arts (2010) » Common Core State Standards

Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).

CCSS.ELA-Literacy.W.1.8 » Grade: 1 » Language Arts (2010) » Common Core State Standards

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

CCSS.ELA-Literacy.W.1.9 » Grade: 1 » Language Arts (2010) » Common Core State Standards

(Begins in grade 4)

Range of Writing

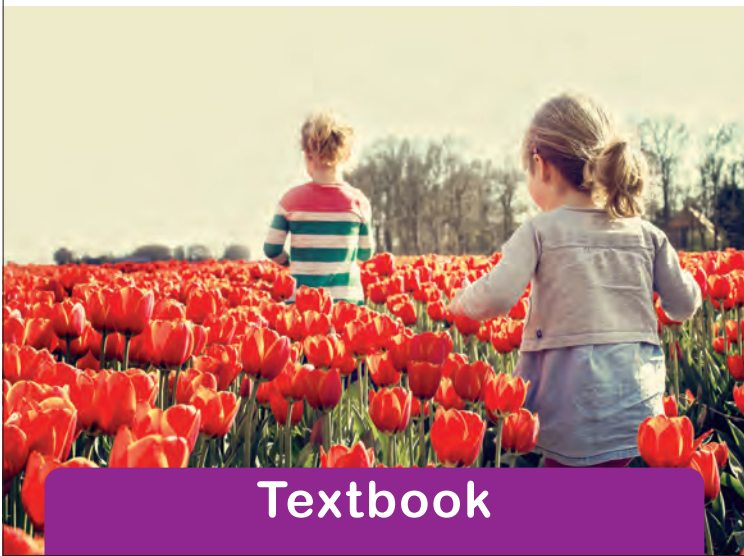
CCSS.ELA-Literacy.W.1.10 » Grade: 1 » Language Arts (2010) » Common Core State Standards

(Begins in grade 3)



Grade 2

BEYOND LANGUAGE



Textbook



Grade 2

BEYOND LANGUAGE



Teacher's Guide



Grade 2

BEYOND LANGUAGE

- Phonics
- Spelling
- Handwriting



Language Skills Workbook



Grade 2

BEYOND LANGUAGE

- Grammar
- Vocabulary
- Theme-based Words
- Sight Words
- High-frequency Words
- Word Families



Language Use Workbook



Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
Unit	Selection	Comprehension CCSS.ELA-Literacy.R.2 / Phonics CCSS.ELA-Literacy.RF.2	Speaking and Listening CCSS.ELA-Literacy.SL.2	Vocabulary CCSS.ELA-Literacy.L.2.4-6	Language CCSS.ELA-Literacy.L.2	Writing CCSS.ELA-Literacy.W.2
Grade 2 Unit 1 Let's Dress Up What does it mean to dress suitably? Recommended timing – 450 min per Unit	<i>Let's Dress Up</i> – a series of mini texts <i>Traditional Clothes</i> – an informational text <i>Good Habits</i> – a series of mini texts <i>The Fancy Dress Party</i> – a short text	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	Participate in collaborative conversations with diverse partners. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Clothing items for the seasons Traditional clothing and items Good habits & Healthy Habits Related thematic vocabulary	Grammar Adjectives Demonstrative pronouns — this, that, these, those Phrasal verbs — count on, count down	Write opinion pieces. Write narrative pieces. Write informational pieces. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. Participate in shared research and writing projects. Recall information from experiences or gather information from provided sources to answer a question.
Grade 2 Unit 2 I Can Be Anything I Want Are some jobs more important than others? Recommended timing – 450 min per Unit	<i>Jobs in the community</i> – a set of short texts <i>Linda's Job</i> – an informational text	Phonics • Ending consonant word blends — nd, nch, nk Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Identify the main purpose of a text. Explain the use of images to support the text.	Participate in collaborative conversations with diverse partners. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Occupations Related thematic vocabulary	Grammar Possessive nouns Possessive determiners — my, your, his, her, its, their, our Irregular plural nouns Phrasal verbs — put off, put out	Write opinion pieces. Write narrative pieces. Write informational pieces. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. Recall information from experiences or gather information from provided sources to answer a question.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
Grade 2 Unit 3 Write Away How do we know what's happening around the world? Recommended timing – 450 min per Unit	<i>Writing Professions</i> – a series of short texts <i>I Want to Write</i> – a narrative <i>A Trip during the Summer vacation</i> – a narrative <i>A Letter to Grandma</i> – a narrative	Phonics Ending consonant word blends — pt, rt, rd Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog aloud. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Describe how reasons support specific points the author makes in a text.	Participate in collaborative conversations with diverse partners. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Writing professions Story structure Related thematic vocabulary	Grammar Countable and uncountable nouns Personal subject pronouns — I, you, he, she, it, we, they Object pronouns — me, you, him, her, it, us, them Punctuation — commas in greeting and closing of a letter Phrasal verbs — run away, run around	Write opinion pieces. Write narrative pieces. Write informational pieces. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Recall information from experiences or gather information from provided sources to answer a question.
Grade 2 Unit 4 Tell Me A Story What does it mean to use our imagination to tell a story? Recommended timing – 450 min per Unit	<i>Brother Bears</i> – a fairy tale <i>Rabbit's Birthday</i> – a fairy tale	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Describe how characters in a story respond to major events and challenges. Describe the overall structure of a story, including describing how the beginning	Participate in collaborative conversations with diverse partners. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Birthday Party Words in stories and fairy tales Related thematic vocabulary	Grammar Subject-verb agreement Adverbs Prefixes — dis, in Phrasal verbs — keep off, keep away	Write opinion pieces. Write narrative pieces. Write informational pieces. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing,

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
		introduces the story and the ending concludes the action. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog aloud. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Explain how specific images add to the story.	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.			including in collaboration with peers. Recall information from experiences or gather information from provided sources to answer a question.
Grade 2 Unit 5 I Want To Help How do we help others in our own ways? Recommended timing – 450 min per Unit	<i>Little Things</i> – a poem <i>A Helping Hand</i> – a story <i>A Lion and a Mouse</i> – a fairy tale	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. Describe how characters in a story respond to major events and challenges. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	Participate in collaborative conversations with diverse partners. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Good deeds and actions Related thematic vocabulary	Grammar Articles —a, an, the Proper nouns Suffixes — ful, less Phrasal verbs — watch over, watch out	Write opinion pieces. Write narrative pieces. Write informational pieces. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
		Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog aloud. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.				
Grade 2 Unit 6 How Are You Today? What are some choices you can make to keep yourself healthy? Recommended timing – 450 min per Unit	<i>Healthy Living – a poem</i>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Explain how specific images. Describe how reasons support specific points the author makes.	Participate in collaborative conversations with diverse partners. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Healthy food and habits Related thematic vocabulary	Grammar Question words — who what, where, how, when, which, why Imperatives Prefixes — under, pre Phrasal verbs — take up, take down	Write opinion pieces. Write narrative pieces. Write informational pieces. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects. Recall information from experiences or gather information from provided sources to answer a question.
Grade 2 Unit 7 Can You Hear That?	<i>Isabel's Day Out – a story</i>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Participate in collaborative conversations with diverse partners. Recount or describe key ideas or details from a text read aloud or	Five senses Onomatopoeia	Grammar Possessive pronouns — mine, yours, his, hers, theirs, ours	Write opinion pieces. Write narrative pieces. Write informational pieces.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
How do your five senses help you appreciate the things around you? Recommended timing – 450 min per Unit		Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Recount stories. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding. Explain how specific images.	information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Related thematic vocabulary	Reflexive pronouns — myself, yourself, himself, herself, itself, yourselves, ourselves, themselves Suffixes — y, ly Phrasal verbs — wash off, wash up	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Recall information from experiences or gather information from provided sources to answer a question.
Grade 2 Unit 8 A Long Time Ago How does knowing the past help us in the present? Recommended timing – 450 min per Unit	<i>Dinosaurs</i> – an informational text	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Explain how specific images. Describe how reasons support specific points the author makes in a text.	Participate in collaborative conversations with diverse partners. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Dinosaur facts Related thematic vocabulary	Grammar Collective nouns Numerals to indicate quantity Punctuation — comma, period, capital letter Compound words Phrasal verbs — pick up, pick on	Write opinion pieces. Write narrative pieces. Write informational pieces. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Recall information from experiences or gather information

[illegible]

Grade		Reading, RL, RI, RF	Speaking and Listening		Language	Writing
		Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Explain how specific images. Describe how reasons support specific points the author makes in a text.	descriptive details, speaking audibly in coherent sentences.			Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Recall information from experiences or gather information from provided sources to answer a question.
Grade 2 Unit 11 Grow, Grow, Grow! What do life cycles tell us about living things? Recommended timing – 450 min per Unit	<i>Caterpillar – a poem</i> <i>A butterfly's Life Cycle – an informational text</i>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Describe the overall structure of a text. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Explain how specific images. Describe how reasons support specific points the author makes in a text.	Participate in collaborative conversations with diverse partners. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	Life cycle of a butterfly Life cycle of a frog Related thematic vocabulary	Grammar Simple present tense Verb forms in the simple present tense Phrasal verbs — fall down, fall off	Write opinion pieces. Write narrative pieces. Write informational pieces. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Grade 2 Unit 12 My Own Time Why do we enjoy having our own free time?	<i>Lara, Felix, and Others – a series of short texts</i>	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Describe how characters in a story respond to major events and challenges. Recount stories.	Participate in collaborative conversations with diverse partners. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather	Hobbies and pastimes Related thematic vocabulary	Grammar Identifying adverbs and adjectives Simple future tense — will Phrasal verbs — look through, look away	Write opinion pieces. Write narrative pieces. Write informational pieces. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
Recommended timing – 450 min per Unit		Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Explain how specific images. Describe how reasons support specific points the author makes in a text.	additional information, or deepen understanding of a topic or issue.			Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
Grade 2 Unit 13 Yes, Chef! What does food tell us about the culture of a country? Recommended timing – 450 min per Unit	<i>I am Hungry!</i> – a poem <i>Food for Breakfast</i> – a story <i>Things in the past</i> - a story	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recount stories. Describe how characters in a story respond to major events and challenges. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding.	Participate in collaborative conversations with diverse partners. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	Food around the world Related thematic vocabulary	Grammar Regular and irregular verbs Punctuation in contractions Phrasal verbs — stand up, stand out	Write opinion pieces. Write narrative pieces. Write informational pieces. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Recall information from experiences or gather information from provided sources to answer a question.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
		Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Explain specific images. Describe how reasons support specific points the author makes in a text.				
Grade 2 Unit 14 Do-It-Yourself! How do inventions improve our lives? Recommended timing – 450 min per Unit	<i>Inventions</i> – an informational infographic <i>The Wright Brother</i> – an informational text	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Recount the story/ text/ etc. Describe the overall structure of a text. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Explain how specific images. Describe how reasons support specific points the author makes in a text.	Participate in collaborative conversations with diverse partners. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	Inventors and inventions Related thematic vocabulary	Grammar Prepositions of position, direction, time, purpose, possession, and accompaniment Phrasal verbs — go off, go back	Write opinion pieces. Write narrative pieces. Write informational pieces. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Recall information from experiences or gather information from provided sources to answer a question.
Grade 2 Unit 15 See The World Why is learning about other countries’	<i>Celebration Around the World</i> – an informational text	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Describe the overall structure of a text. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding.	Participate in collaborative conversations with diverse partners. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. Ask and answer questions about what a speaker says in order to	Celebrations around the world Related thematic vocabulary	Grammar Indefinite pronouns – everyone, everybody, everything, someone, somebody, something, anyone, anybody, anything, no one, nobody, nothing	Write opinion pieces. Write narrative pieces. Write informational pieces. With guidance and support from adults, use a variety of digital tools to produce and publish writing,



Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
celebrations important? Recommended timing – 450 min per Unit		Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Explain how specific images. Describe how reasons support specific points the author makes in a text.	clarify comprehension, gather additional information, or deepen understanding of a topic or issue. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.		Connectors of addition, sequence, contrast, reason, and purpose Punctuation — capital letters in proper nouns Phrasal verbs — cut up, cut down	including in collaboration with peers. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). Recall information from experiences or gather information from provided sources to answer a question.

GRADE 2

Strand CCSS.ELA-Literacy.L.2: Language

Conventions of Standard English

CCSS.ELA-Literacy.L.2.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.2.1.a

Use collective nouns (e.g., group).

CCSS.ELA-Literacy.L.2.1.b

Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).

CCSS.ELA-Literacy.L.2.1.c

Use reflexive pronouns (e.g., myself, ourselves).

CCSS.ELA-Literacy.L.2.1.d

Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.2.1.e

Use adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS.ELA-Literacy.L.2.1.f

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

CCSS.ELA-Literacy.L.2.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.2.2.a

Capitalize holidays, product names, and geographic names.

CCSS.ELA-Literacy.L.2.2.b

Use commas in greetings and closings of letters.

CCSS.ELA-Literacy.L.2.2.c

Use an apostrophe to form contractions and frequently occurring possessives.

CCSS.ELA-Literacy.L.2.2.d

Generalize learned spelling patterns when writing words (e.g., cage -> badge; boy -> boil).

CCSS.ELA-Literacy.L.2.2.e

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

CCSS.ELA-Literacy.L.2.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.2.3.a

Compare formal and informal uses of English.

Vocabulary Acquisition and Use



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.2.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.

CCSS.ELA-Literacy.L.2.4.a

Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.2.4.b

Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).

CCSS.ELA-Literacy.L.2.4.c

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).

CCSS.ELA-Literacy.L.2.4.d

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).

CCSS.ELA-Literacy.L.2.4.e

Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

CCSS.ELA-Literacy.L.2.5

Demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.2.5.a

Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.2.5.b

Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

CCSS.ELA-Literacy.L.2.6

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

Strand CCSS.ELA-Literacy.R.2: Reading

CCSS.ELA-Literacy.RL.2

Literature

Key Ideas and Details

CCSS.ELA-Literacy.RL.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RL.2.2

Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

CCSS.ELA-Literacy.RL.2.3

Describe how characters in a story respond to major events and challenges.

Craft and Structure



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RL.2.4

Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

CCSS.ELA-Literacy.RL.2.5

Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

CCSS.ELA-Literacy.RL.2.6

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialog aloud.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.2.7

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

CCSS.ELA-Literacy.RL.2.8

(Not applicable to literature)

CCSS.ELA-Literacy.RL.2.9

Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RL.2.10

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



CCSS.ELA-Literacy.RI.2

Informational Text

Key Ideas and Details

CCSS.ELA-Literacy.RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy.RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

CCSS.ELA-Literacy.RI.2.3

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

Craft and Structure

CCSS.ELA-Literacy.RI.2.4

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CCSS.ELA-Literacy.RI.2.5

Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

CCSS.ELA-Literacy.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

Integration of Knowledge and Ideas



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RI.2.7

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

CCSS.ELA-Literacy.RI.2.8

Describe how reasons support specific points the author makes in a text.

CCSS.ELA-Literacy.RI.2.9

Compare and contrast the most important points presented by two texts on the same topic.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.2.10

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RF.2

Foundational Skills

Phonological Awareness

This concept is addressed in Kindergarten and Grade 1 only.

Phonics and Word Recognition

CCSS.ELA-Literacy.RF.2.3

Know and apply grade-level phonics and word analysis skills in decoding words.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RF.2.3.a

Distinguish long and short vowels when reading regularly spelled one-syllable words.

CCSS.ELA-Literacy.RF.2.3.b

Know spelling-sound correspondences for additional common vowel teams.

CCSS.ELA-Literacy.RF.2.3.c

Decode regularly spelled two-syllable words with long vowels.

CCSS.ELA-Literacy.RF.2.3.d

Decode words with common prefixes and suffixes.

CCSS.ELA-Literacy.RF.2.3.e

Identify words with inconsistent but common spelling-sound correspondences.

CCSS.ELA-Literacy.RF.2.3.f

Recognize and read grade-appropriate irregularly spelled words.

Fluency

CCSS.ELA-Literacy.RF.2.4

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.2.4.a

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.2.4.b

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.



CCSS.ELA-Literacy.RF.2.4.c

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Strand CCSS.ELA-Literacy.SL.2: Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.2.1

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-Literacy.SL.2.1.a

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.2.1.b

Build on others' talk in conversations by linking their comments to the remarks of others.

CCSS.ELA-Literacy.SL.2.1.c

Ask for clarification and further explanation as needed about the topics and texts under discussion.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.SL.2.2

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

CCSS.ELA-Literacy.SL.2.3

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.2.4

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

CCSS.ELA-Literacy.SL.2.5

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

CCSS.ELA-Literacy.SL.2.6

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Strand CCSS.ELA-Literacy.W.2: Writing



Text Types and Purposes

Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.2.1

Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.2.2

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

CCSS.ELA-Literacy.W.2.3

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.2.4

(Begins in grade 3)

CCSS.ELA-Literacy.W.2.5

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.2.6

With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.2.7

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

CCSS.ELA-Literacy.W.2.8

Recall information from experiences or gather information from provided sources to answer a question.

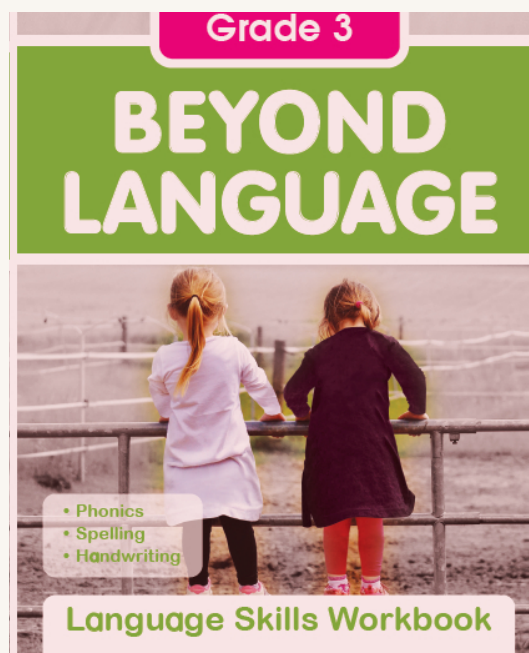
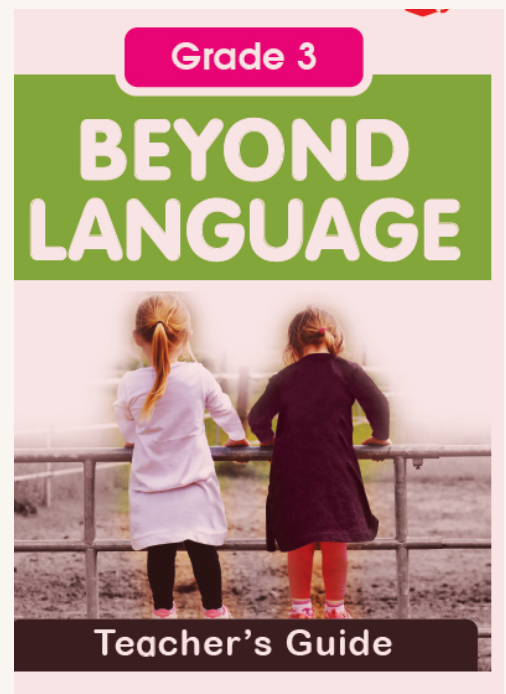
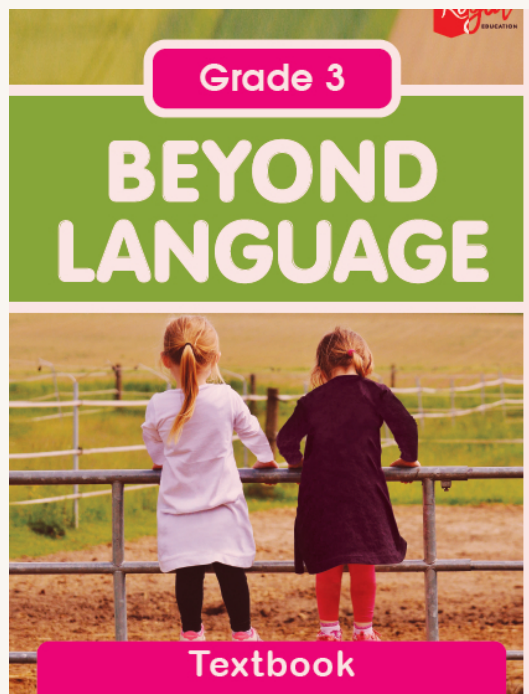
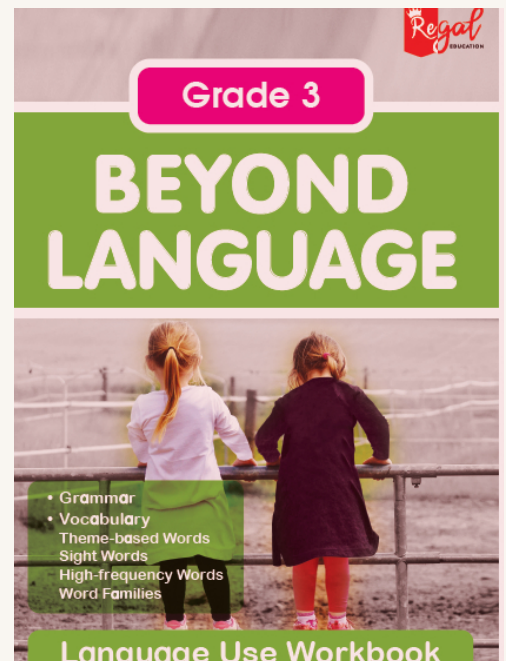
CCSS.ELA-Literacy.W.2.9

(Begins in grade 4)

Range of Writing

CCSS.ELA-Literacy.W.2.10

(Begins in grade 3)



Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
Unit	Selection	Comprehension CCSS.ELA-Literacy.R.3	Speaking and Listening CCSS.ELA-Literacy.SL.3.	Vocabulary CCSS.ELA-Literacy.L.3.4-6	Language CCSS.ELA-Literacy.L.3	Writing CCSS.ELA-Literacy.W.3
Grade 3 Unit 1 Thank You for Everything What are moral values? Recommended timing – 270 min per Unit	<i>An Honest Taxi Driver</i> – a moral story <i>Sharon</i> – a short story	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recount stories, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Describe characters in a story and explain how their actions contribute to the sequence of events. Determine the meaning of words and phrases as they are used in a text. Refer to parts of stories when writing or speaking about a text. Distinguish their own point of view from that of the narrator or those of the characters. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. Compare and contrast the most important points and key details presented in two texts on the same topic.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on friendship, honesty and kindness building on others' ideas and expressing their own clearly. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Everyday vocabulary Frequently used words Journal entries Related thematic vocabulary	Grammar Auxiliary verbs Singular and plural nouns Irregular nouns Phrasal verbs – call on, call off	Write opinion pieces on topics or texts, supporting a point of view with reasons. Write informational/explanatory texts to examine a topic and convey ideas and information clearly. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Grade 3 Unit 2 Build or Break? What would you consider to be good habits and bad habits?	<i>Practice Good Eye Care</i> – an informational text <i>Taking Care of Personal Belongings</i> – series of featured texts	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recount stories, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on good and bad habits, building on others' ideas and expressing their own clearly. Determine the main ideas and supporting details of a text read aloud or information presented in	Good habits on eye care Good and bad habits	Grammar Countable and uncountable nouns Quantifiers Phrasal verbs – turn around, turn away	Write opinion pieces on topics or texts, supporting a point of view with reasons. Write informational/explanatory texts to examine a topic and convey ideas and information clearly. With guidance and support from adults, produce writing in which the

Curriculum Scope and Sequence

Grade		Reading, RL, RI, RF	Speaking and Listening	Language		Writing
Recommended timing – 270 min per Unit	<i>Abby's and Carl's routine – a story</i>	Describe characters in a story and explain how their actions contribute to the sequence of events. Determine the meaning of words and phrases as they are used in a text. Refer to parts of stories, when writing or speaking about a text. Distinguish their own point of view from that of the narrator or those of the characters. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a text.	diverse media and formats, including visually, quantitatively, and orally. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Related thematic vocabulary		development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Conduct short research projects that build knowledge about a topic. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Grade 3 Unit 3 The Moral of the Story is ... What lessons have you learned from your past experiences? Recommended timing – 270 min per Unit	<i>Two Cats and a Monkey – a fable</i> <i>Who Is Going to Bell the Cat? – Aesop's fable</i> <i>The Clever Crow – Aesop's fable</i> <i>Fox and Grapes – a folk tale</i>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Describe characters in a story and explain how their actions contribute to the sequence of events. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Refer to parts of stories when writing or speaking about a text. Distinguish their own point of view from that of the narrator or those of the characters.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Adjectives to describe a character Frequently used nouns and verbs Story map Related thematic vocabulary	Grammar Attributive and predicative adjectives Simple past tense Punctuation – capitalization of words in a title Phrasal verbs – pass on, pass out	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
		Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. Compare and contrast the most important points and key details presented in two texts on the same topic.				
Grade 3 Unit 4 Out at Sea What things are associated with the sea? Recommended timing – 270 min per Unit	<i>O Captain! My Captain!</i>-an excerpt of the poem by Walt Whitman <i>Pirate Story</i> -a poem by R.L. Stevenson	Ask and answer questions to demonstrate understanding of a poem. Determine the central message, lesson, or moral and explain how it is conveyed through key details in the poem. Determine the meaning of words and phrases as they are used in a poem, distinguishing literal from nonliteral language. Refer to parts of poems when writing or speaking using terminology such as stanza; describe how each successive part builds on earlier sections. Distinguish their own point of view from that of the narrator or those of the characters. Compare and contrast the most important points and key details presented in two texts on the same topic.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on marine-related topics. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Report on a topic, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Marine-related vocabulary Vehicles that move in the ocean Antonyms Sensory words Rhymes Related thematic vocabulary	Grammar Sensory words – sight, touch, hearing, taste, smell Simple present tense Cardinal and ordinal numbers Phrasal verbs – try out, try on	Write your own poem based on the instructions provided. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Conduct short research projects that build knowledge about a topic.
Grade 3 Unit 5 It's Party Time! What should you say or do when inviting	<i>Birthday invitations</i> – a set of features texts and dialogs <i>Polly's Birthday</i> – a story	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on birthday parties and event invitations, building on others' ideas and expressing their own clearly. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Birthday related vocabulary Letter- writing related vocabulary Related thematic vocabulary	Grammar Abbreviations Abstract nouns Possessive determiners	Write informational/explanatory texts to examine a topic and convey ideas and information clearly. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
friends to a happy occasion? Recommended timing – 270 min per Unit		Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Compare and contrast the most important points and key details presented in two texts on the same topic.	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		Reflexive pronouns Phrasal verbs – bring up, bring out	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
Grade 3 Unit 6 Act It Out What can you learn from being a part of an act, a musical, a play, or a drama? Recommended timing – 270 min per Unit	<i>The Boy Who Cried Wolf</i> - a drama, adopted from “The Boy Who Cried Wolf” by Aesop	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Distinguish their own point of view from that of the narrator or those of the characters.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Enact the play / create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Related thematic vocabulary	Grammar Pronoun-antecedent agreement Coordinating conjunctions – and, but, or, so Subordinating conjunctions – if, unless, before, after, till, when, while, whenever, where, wherever, because, as, since, though, although, while, as, than /then Commas and quotation marks in dialog Phrasal verbs – cut in, cut back	Write opinion pieces on topics or texts, supporting a point of view with reasons. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
Grade 3 Unit 7 Let's Talk Why is it necessary to spend time to have meaningful conversations with family and friends? Recommended timing – 270 min per Unit	<i>Little John's Request</i> – a story <i>Paul and a shadow</i> – a story	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Describe characters in a story. Determine the meaning of words and phrases. Distinguish their own point of view from that of the narrator or those of the characters. Compare and contrast the most important points and key details presented in two texts on the same topic.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Conversations Featured vocabulary	Grammar Reciprocal pronouns Possessive pronouns Comparative and superlative adjectives Phrasal verbs – look away, look out	Write opinion pieces on topics or texts, supporting a point of view with reasons. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
Grade 3 Unit 8 Read All About It! Which medium do you usually use to read about the latest news? Recommended timing – 270 min per Unit	<i>Interesting facts</i> - a set of short texts <i>The Pineapple</i> - an informational text <i>No Snakes in Ireland</i> – a magazine article <i>Seahorses</i> – an informational text	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Determine the meaning of words and phrases as they are used in a text. Distinguish their own point of view on the matter discussed in the text. Compare and contrast the most important points and key details presented in two texts on the same topic.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Ask and answer questions about information. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant,	Featured Vocabulary Waste minimization – reduce, reuse, recycle	Grammar Proper nouns Simple future tense Phrasal verbs – set off, set up	Write opinion pieces. Write informational/explanatory texts to examine a topic and convey ideas and information clearly. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Conduct short research projects that build knowledge about a topic.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
			descriptive details, speaking clearly at an understandable pace. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.			Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Grade 3 Unit 9 What Happened Next? What are some stories that you have read that have kept you engrossed and involved in them? Recommended timing – 270 min per Unit	<i>The Leprechaun's Gold</i> – a fable <i>Pina and Pineapple</i> – a folk tale <i>Little Red Riding Hood</i> – a fairy tale	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Determine the meaning of words and phrases. Distinguish their own point of view from that of the narrator or those of the characters. Compare and contrast the most important points and key details presented in two texts on the same topic.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Featured Vocabulary	Grammar Compound nouns Contractions Changing questions to statements using question tags Phrasal verbs – give away, give back	Write narratives. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Grade 3 Unit 10 Take a Break!	<i>A Trip to a Beach Resort</i> – a story	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on vacations, building on others' ideas and expressing their own clearly.	Vacations Featured Vocabulary	Grammar Subject-verb agreement Forming adjectives from nouns and verbs – able, ible, al, ial, ful, ish	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
Why is it important for you to allocate time to rest and relax? Recommended timing – 270 min per Unit		Determine the meaning of words and phrases. Compare and contrast the most important points and key details presented in two texts on the same topic.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.		Phrasal verbs – run into, run after	Write routinely over and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
Grade 3 Unit 11 Great Imagination What are some past inventions that you know, and future inventions that you hope to see? Recommended timing – 270 min per Unit	<i>Alexander Graham Bell – an informational text</i> <i>Galileo Galilei – an informational text</i>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Determine the meaning of words and phrases. Distinguish their own point of view on the matter. Compare and contrast the most important points and key details.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on, building on others’ ideas and expressing their own clearly. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Famous people Inventors and their inventions	Grammar Verbs of possession Forming adjectives from nouns and verbs – ive, ative, less, ious, ous, y Phrasal verbs – drop off, drop in	Write opinion pieces. Write on the matter, using effective technique, descriptive details, and clear event sequences. Conduct short research projects that build knowledge about a topic. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Grade 3 Unit 12 This Is How We Do It What tools, machines, or equipment are needed to carry out and complete a task? Recommended timing – 270 min per Unit	<i>Steve’s Favorite Spot – a story</i> <i>Mark Learns to Ride – a story</i>	Ask and answer questions to demonstrate understanding of a text. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Determine the meaning of words and phrases. Distinguish their own point of view from that of the narrator or those of the characters. Compare and contrast information/ experience. Compare and contrast the most important points and key details.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others’ ideas and expressing their own clearly. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Using things and appliances in the kitchen Related thematic vocabulary	Grammar Regular and irregular verbs Positive, comparative, and superlative adverbs Phrasal verbs – pass through, pass out, pass off	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
Grade 3 Unit 13 Safety First How can you make others aware of the need to stay safe at home, in school, or on the roads? Recommended timing – 270 min per Unit	<i>Road signs</i> – an informational text <i>What is road safety?</i> – an informational text	Ask and answer questions to demonstrate understanding of a text. Determine the meaning of words and phrases. Refer to parts of text, describe how each successive part builds on the information mentioned earlier. Distinguish their own point of view. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. Compare and contrast the most important points and key details.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Road Safety Road Signs	Grammar Conjunctions and connectors Prepositions –position, time, purpose, accompaniment, comparison, support or opposition, exception, concession Phrasal verbs – stand down, stand for	Write informational/explanatory texts to examine a topic and convey ideas and information clearly. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. Conduct short research projects that build knowledge about a topic. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Grade 3 Unit 14 Let Me Help You What can you do if someone is hurt or injured? Recommended timing – 270 min per Unit	<i>Be Careful Around the House</i> - a story	Ask and answer questions to demonstrate understanding of a text. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Distinguish their own point of view from that of the narrator or those of the characters. Compare and contrast the most important points and key details.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Featured Vocabulary First aid treatment	Grammar Simple sentences Compound sentences Complex sentences Phrasal verbs – show up, show off	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.



Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
Grade 3 Unit is 15 To the Moon and Back How has the exploration of space benefited mankind? Recommended timing – 270 min per Unit	<i>The Crescent Moon</i> -a poem by Amy Lowell <i>Zen and the Moon</i> - a story	Ask and answer questions to demonstrate understanding of a text. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. Refer to parts of a poems when writing or speaking about a text, using terms such as stanza; describe how each successive part builds on earlier sections. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. Create engaging audio recordings of a poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	Our solar system Related thematic vocabulary	Grammar Collective nouns Comparative and superlative adjectives and adverbs Phrasal verbs – clean up, clean out	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. Conduct short research projects that build knowledge about a topic. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

GRADE 3

Strand CCSS.ELA-Literacy.L.3: Language

Conventions of Standard English

CCSS.ELA-Literacy.L.3.1 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.3.1.a » Grade: 3 » Language Arts (2010) » Common Core State Standards

Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

CCSS.ELA-Literacy.L.3.1.b » Grade: 3 » Language Arts (2010) » Common Core State Standards

Form and use regular and irregular plural nouns.

CCSS.ELA-Literacy.L.3.1.c » Grade: 3 » Language Arts (2010) » Common Core State Standards

Use abstract nouns (e.g., childhood).

CCSS.ELA-Literacy.L.3.1.d » Grade: 3 » Language Arts (2010) » Common Core State Standards

Form and use regular and irregular verbs.

CCSS.ELA-Literacy.L.3.1.e » Grade: 3 » Language Arts (2010) » Common Core State Standards

Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.

CCSS.ELA-Literacy.L.3.1.f » Grade: 3 » Language Arts (2010) » Common Core State Standards

Ensure subject-verb and pronoun-antecedent agreement.

CCSS.ELA-Literacy.L.3.1.g » Grade: 3 » Language Arts (2010) » Common Core State Standards

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

CCSS.ELA-Literacy.L.3.1.h » Grade: 3 » Language Arts (2010) » Common Core State Standards

Use coordinating and subordinating conjunctions.

CCSS.ELA-Literacy.L.3.1.i » Grade: 3 » Language Arts (2010) » Common Core State Standards

Produce simple, compound, and complex sentences.

CCSS.ELA-Literacy.L.3.2 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.3.2.a » Grade: 3 » Language Arts (2010) » Common Core State Standards

Capitalize appropriate words in titles.

CCSS.ELA-Literacy.L.3.2.b » Grade: 3 » Language Arts (2010) » Common Core State Standards

Use commas in addresses.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.3.2.c » Grade: 3 » Language Arts (2010) » Common Core State Standards

Use commas and quotation marks in dialog.

CCSS.ELA-Literacy.L.3.2.d » Grade: 3 » Language Arts (2010) » Common Core State Standards

Form and use possessives.

CCSS.ELA-Literacy.L.3.2.e » Grade: 3 » Language Arts (2010) » Common Core State Standards

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

CCSS.ELA-Literacy.L.3.2.f » Grade: 3 » Language Arts (2010) » Common Core State Standards

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

CCSS.ELA-Literacy.L.3.2.g » Grade: 3 » Language Arts (2010) » Common Core State Standards

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language

CCSS.ELA-Literacy.L.3.3 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.3.3.a » Grade: 3 » Language Arts (2010) » Common Core State Standards

Choose words and phrases for effect.

CCSS.ELA-Literacy.L.3.3.b » Grade: 3 » Language Arts (2010) » Common Core State Standards

Recognize and observe differences between the conventions of spoken and written standard English

Vocabulary Acquisition and Use



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.3.4 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.3.4.a » Grade: 3 » Language Arts (2010) » Common Core State Standards

Use sentence-level context as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.3.4.b » Grade: 3 » Language Arts (2010) » Common Core State Standards

Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

CCSS.ELA-Literacy.L.3.4.c » Grade: 3 » Language Arts (2010) » Common Core State Standards

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

CCSS.ELA-Literacy.L.3.4.d » Grade: 3 » Language Arts (2010) » Common Core State Standards

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-Literacy.L.3.5 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-Literacy.L.3.5.a » Grade: 3 » Language Arts (2010) » Common Core State Standards

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

CCSS.ELA-Literacy.L.3.5.b » Grade: 3 » Language Arts (2010) » Common Core State Standards

Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

CCSS.ELA-Literacy.L.3.5.c » Grade: 3 » Language Arts (2010) » Common Core State Standards

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

CCSS.ELA-Literacy.L.3.6 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).



Strand CCSS.ELA-Literacy.R.3: Reading

CCSS.ELA-Literacy.RL.3 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Literature

Key Ideas and Details

CCSS.ELA-Literacy.RL.3.1 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RL.3.2 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

CCSS.ELA-Literacy.RL.3.3 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Craft and Structure

CCSS.ELA-Literacy.RL.3.4 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

CCSS.ELA-Literacy.RL.3.5 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

CCSS.ELA-Literacy.RL.3.6 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Distinguish their own point of view from that of the narrator or those of the characters.

Integration of Knowledge and Ideas



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RL.3.7 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CCSS.ELA-Literacy.RL.3.8 » Grade: 3 » Language Arts (2010) » Common Core State Standards

(Not applicable to literature)

CCSS.ELA-Literacy.RL.3.9 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RL.3.10 » Grade: 3 » Language Arts (2010) » Common Core State Standards

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RI.3 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Informational Text

Key Ideas and Details

CCSS.ELA-Literacy.RI.3.1 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-Literacy.RI.3.2 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Determine the main idea of a text; recount the key details and explain how they support the main idea.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RI.3.3 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Craft and Structure

CCSS.ELA-Literacy.RI.3.4 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

CCSS.ELA-Literacy.RI.3.5 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

CCSS.ELA-Literacy.RI.3.6 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Distinguish their own point of view from that of the author of a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.3.7 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

CCSS.ELA-Literacy.RI.3.8 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RI.3.9 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.3.10 » Grade: 3 » Language Arts (2010) » Common Core State Standards

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RF.3 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Foundational Skills

Print Concepts

This concept is addressed in Kindergarten and Grade 1 only.

Phonics and Word Recognition

CCSS.ELA-Literacy.RF.3.3 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.3.3.a » Grade: 3 » Language Arts (2010) » Common Core State Standards

Identify and know the meaning of the most common prefixes and derivational suffixes.

CCSS.ELA-Literacy.RF.3.3.b » Grade: 3 » Language Arts (2010) » Common Core State Standards

Decode words with common Latin suffixes.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RF.3.3.c » Grade: 3 » Language Arts (2010) » Common Core State Standards
Decode multisyllable words.

CCSS.ELA-Literacy.RF.3.3.d » Grade: 3 » Language Arts (2010) » Common Core State Standards
Read grade-appropriate irregularly spelled words.

Fluency

CCSS.ELA-Literacy.RF.3.4 » Grade: 3 » Language Arts (2010) » Common Core State Standards
Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.3.4.a » Grade: 3 » Language Arts (2010) » Common Core State Standards
Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.3.4.b » Grade: 3 » Language Arts (2010) » Common Core State Standards
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.3.4.c » Grade: 3 » Language Arts (2010) » Common Core State Standards
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Strand CCSS.ELA-Literacy.SL.3: Speaking and Listening

Comprehension and Collaboration



Curriculum Scope and Sequence

CCSS.ELA-Literacy.SL.3.1 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.3.1.a » Grade: 3 » Language Arts (2010) » Common Core State Standards

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.3.1.b » Grade: 3 » Language Arts (2010) » Common Core State Standards

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-Literacy.SL.3.1.c » Grade: 3 » Language Arts (2010) » Common Core State Standards

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

CCSS.ELA-Literacy.SL.3.1.d » Grade: 3 » Language Arts (2010) » Common Core State Standards

Explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.3.2 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.3.3 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas



Curriculum Scope and Sequence

CCSS.ELA-Literacy.SL.3.4 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

CCSS.ELA-Literacy.SL.3.5 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

CCSS.ELA-Literacy.SL.3.6 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Strand CCSS.ELA-Literacy.W.3: Writing

Text Types and Purposes

CCSS.ELA-Literacy.W.3.1 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-Literacy.W.3.1.a » Grade: 3 » Language Arts (2010) » Common Core State Standards

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-Literacy.W.3.1.b » Grade: 3 » Language Arts (2010) » Common Core State Standards

Provide reasons that support the opinion.

CCSS.ELA-Literacy.W.3.1.c » Grade: 3 » Language Arts (2010) » Common Core State Standards

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.3.1.d » Grade: 3 » Language Arts (2010) » Common Core State Standards
Provide a concluding statement or section.

CCSS.ELA-Literacy.W.3.2 » Grade: 3 » Language Arts (2010) » Common Core State Standards
Write informational/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.3.2.a » Grade: 3 » Language Arts (2010) » Common Core State Standards
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-Literacy.W.3.2.b » Grade: 3 » Language Arts (2010) » Common Core State Standards
Develop the topic with facts, definitions, and details.

CCSS.ELA-Literacy.W.3.2.c » Grade: 3 » Language Arts (2010) » Common Core State Standards
Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

CCSS.ELA-Literacy.W.3.2.d » Grade: 3 » Language Arts (2010) » Common Core State Standards
Provide a concluding statement or section.

CCSS.ELA-Literacy.W.3.3 » Grade: 3 » Language Arts (2010) » Common Core State Standards
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.3.3.a » Grade: 3 » Language Arts (2010) » Common Core State Standards
Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.3.3.b » Grade: 3 » Language Arts (2010) » Common Core State Standards
Use dialog and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-Literacy.W.3.3.c » Grade: 3 » Language Arts (2010) » Common Core State Standards
Use temporal words and phrases to signal event order.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.3.3.d » Grade: 3 » Language Arts (2010) » Common Core State Standards

Provide a sense of closure.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.3.4 » Grade: 3 » Language Arts (2010) » Common Core State Standards

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

CCSS.ELA-Literacy.W.3.5 » Grade: 3 » Language Arts (2010) » Common Core State Standards

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-Literacy.W.3.6 » Grade: 3 » Language Arts (2010) » Common Core State Standards

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.3.7 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Conduct short research projects that build knowledge about a topic.

CCSS.ELA-Literacy.W.3.8 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

CCSS.ELA-Literacy.W.3.9 » Grade: 3 » Language Arts (2010) » Common Core State Standards

(Begins in grade 4)



Range of Writing

Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.3.10 » Grade: 3 » Language Arts (2010) » Common Core State Standards

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



Grade 4

BEYOND LANGUAGE



Textbook



Grade 4

BEYOND LANGUAGE



Teacher's Guide



Grade 4

BEYOND LANGUAGE



- Spelling Competency for Reading, Writing and Communication

Language Skills Workbook



Grade 4

BEYOND LANGUAGE



- Reading Comprehension
- Language Development
- Communication of Ideas
- Writing Expressions

Language Use Workbook



Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
Unit	Selection	Comprehension CCSS.ELA-Literacy.R.4	Speaking and Listening CCSS.ELA-Literacy.SL.4	Vocabulary CCSS.ELA-Literacy.L.4.4-6	Language CCSS.ELA-Literacy.L.4	Writing CCSS.ELA-Literacy.W.4
Grade 4 Unit 1 I Am Responsible How can you be responsible at home, in school, or in public places? <i>Recommended timing – 270 min per Unit</i>	<i>Earth Day</i> – an informational text <i>The 3Rs</i> – an informational text <i>World Environment Day</i> – an informational text	Explain events, procedures, ideas, or concepts in a scientific, or technical text, including what happened and why, based on specific information in the text. Determine the meaning of words and phrases as they are used in a text. Describe the overall structure. Interpret information presented visually, orally, or quantitatively. Explain how an author uses reasons and evidence to support particular points in a text. Compare and contrast the information in the texts.	Engage effectively in a range of collaborative discussions. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Identify the reasons and evidence a speaker provides to support particular points. Report on a topic or text, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Sustainability and Ecology	Grammar • Antonyms and synonyms • Present continuous tense • Relative adverbs – where, when, why	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Draw evidence from informational texts to support analysis, reflection, and research.
Grade 4 Unit 2 I Am Prepared How do you keep yourself safe during disasters or periods of pandemic? <i>Recommended timing – 270 min per Unit</i>	<i>Harold, the Community Hero</i> – a story	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme, a main idea; summarize the text. Describe in depth a character, setting, or event in a story, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Explain events, procedures, ideas, or concepts in a story, including what happened and why, based on specific information in the text	Engage effectively in a range of collaborative discussions. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Identify the reasons and evidence a speaker provides to support particular points. Report on a topic, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Adjective and nouns to talk about the community and society	Grammar • Adjectives as nouns • Words that are both adjectives and adverbs • Positive and negative sentences	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
		Determine the meaning of words and phrases as they are used in a text. Explain how an author uses reasons and evidence to support particular points in a text.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.			information, and provide a list of sources. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 4 Unit 3 I Am Resilient What kind of stress and challenges do you go through in school, at home, or in your relationships with others, and how do you handle them? Recommended timing – 270 min per Unit	<i>A Father's Son-</i> a story <i>Jackie Robinson</i> – an informational text	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme, a main idea; summarize the text. Describe in depth a character, setting, or event in a story, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Explain events, procedures, ideas, or concepts in a text, including what happened and why, based on specific information in the text. Determine the meaning of words and phrases as they are used in a text. Describe the overall structure. Interpret information presented visually, orally, or quantitatively. Explain how an author uses reasons and evidence to support particular points in a text.	Engage effectively in a range of collaborative discussions. Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. Identify the reasons and evidence a speaker provides to support particular points. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Frequently used nouns and adjectives and their derivatives	Grammar • Prefixes – un, hydro, mis, dis, semi, space • Suffixes – y, er, less • Forming adjectives from nouns or verbs • Semi-modal verbs • Connectors for sequence – next, previously, after that, meanwhile, firstly, secondly, thirdly	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Curriculum Scope and Sequence

Grade		Reading, RL, RI, RF	Speaking and Listening	Language	Writing
Grade 4 Unit 4 We Are All Different! What are the essential personality traits that you look out for in a friendship? <i>Recommended timing – 270 min per Unit</i>	<i>Friends Forever – a story</i>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme, a main idea; summarize the text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Determine the meaning of words and phrases as they are used in a text. Describe the overall structure. Interpret information presented visually, orally, or quantitatively. Explain how an author uses reasons and evidence to support particular points in a text.	Engage effectively in a range of collaborative discussions. Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally. Identify the reasons and evidence a speaker provides to support particular points. Tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Figurative language to speak about people Grammar • Similes – as ... as • Adjective endings – ing, ed • Nouns used as adjectives • Past continuous tense • Relative pronouns	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 4 Unit 5 What A Story! Why should you learn from other people's experiences? <i>Recommended timing – 270 min per Unit</i>	<i>All in a Day's Work – a story</i> <i>An archeologist's day – an informational text</i>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme, a main idea; summarize the text. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text Determine the meaning of words and phrases as they are used in a text.	Engage effectively in a range of collaborative discussions. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Identify the reasons and evidence a speaker provides to support particular points. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Professional Life Grammar • Idioms • Frequently confused words • Order of adjectives • Commas before a coordinating conjunction in a compound sentence	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize

Curriculum Scope and Sequence

Grade		Reading, RL, RI, RF	Speaking and Listening	Language		Writing
		Describe the overall structure. Interpret information presented visually, orally, or quantitatively. Explain how an author uses reasons and evidence to support particular points in a text.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.			information, and provide a list of sources. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 4 Unit 6 Let's Cook! How do the different parts of a recipe help you with preparing a dish? <i>Recommended timing – 270 min per Unit</i>	<i>Recipe for Friend Chicken Wing – an informational text</i>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Explain procedures, based on specific information in the text. Determine the meaning of words and phrases as they are used in a text. Interpret information presented visually, orally, or quantitatively. Compare and contrast the information.	Engage effectively in a range of collaborative discussions. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Identify the reasons and evidence a speaker provides to support particular points. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Figurative language – food	Grammar • Similes using different types of food • Adverbs of time • Conjunctions for purpose – so, so that, so as to • Modal verbs – should, used to • Phrasal verbs	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Recall relevant information from experiences or gather relevant information from print and digital sources. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 4 Unit 7 Let's Keep Fit! What are the benefits of exercising and eating healthily? <i>Recommended timing – 270 min per Unit</i>	<i>Going on a Trek – a story</i> <i>Hiking – an informational text</i>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme, a main idea; summarize the text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details	Engage effectively in a range of collaborative discussions. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Identify the reasons and evidence a speaker provides to support particular points.	Outdoor activities	Grammar • Antonyms • Comparative adjectives • Simple present tense • Simple past tense • Prepositional phrases	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
		in the text (e.g., a character's thoughts, words, or actions). Determine the meaning of words and phrases as they are used in a text. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems . Describe the overall structure. Interpret information presented visually, orally, or quantitatively. Explain how an author uses reasons and evidence to support particular points in a text.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.			Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 4 Unit 8 Right At Home How well do you know your country in terms of its local culture and traditions? <i>Recommended timing – 270 min per Unit</i>	<i>Visiting a Local Farm – a story</i>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme, a main idea; summarize the text. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Explain events, procedures, ideas in the text. Determine the meaning of words and phrases as they are used in a text.	Engage effectively in a range of collaborative discussions. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Identify the reasons and evidence a speaker provides to support particular points. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion);	At the farm	Grammar • Synonyms • Suffixes – ful, ive • Direct and indirect speech • Quotation marks (for direct speech) and commas • Ditransitive verbs	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Recall relevant information from experiences or gather relevant information from print and digital sources. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
			use formal English when appropriate to task and situation.			
Grade 4 Unit 9 Around The World Why is it important to respect other countries in terms of their people, local culture, and traditions? <i>Recommended timing – 270 min per Unit</i>	<i>The Apache Indians</i> – an informational text <i>Culture</i> – an informational text	Determine a main idea; summarize the text. Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text. Determine the meaning of words and phrases as they are used in a text. Describe the overall structure. Interpret information presented visually, orally, or quantitatively. Explain how an author uses reasons and evidence to support particular points in a text. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Engage effectively in a range of collaborative discussions. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Identify the reasons and evidence a speaker provides to support particular points. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Indigenous people	Grammar • Idioms, adages, and proverbs • Quantifiers • Prepositions – position, direction, time, purpose and means, accompaniment, comparison, support or opposition, exception, concession	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 4 Unit 10 Natural Wonders Which parts of nature never fail to make you feel amazed and wonderful? <i>Recommended timing – 270 min per Unit</i>	<i>There is Beauty</i> – a poem	Determine a theme of a story, drama, or poem from details in the text; summarize the text. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Engage effectively in a range of collaborative discussions. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Identify the reasons and evidence a speaker provides to support particular points.	Nature and Natural Wonders	Grammar • Prefixes - mini • Future continuous tense • Postpositive adjectives • Modal verbs – could, would, will	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Compose a poem. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
		Determine the meaning of words and phrases as they are used in a text. Describe the overall structure. Interpret information presented visually, orally, or quantitatively. Explain how an author uses reasons and evidence to support particular points in a text.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.			Recall relevant information from experiences or gather relevant information from print and digital sources. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 4 Unit 11 It's A Small World How has the recent advancement in technology affected traveling and communications? <i>Recommended timing – 270 min per Unit</i>	<i>Evolution of Travel</i> – an informative text <i>Christopher Columbus</i> – an informational text	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a main idea; summarize the text. Explain events, procedures, ideas, or concepts in a historical text, including what happened and why, based on specific information in the text. Determine the meaning of words and phrases as they are used in a text. Describe the overall structure. Interpret information presented visually, orally, or quantitatively. Explain how an author uses reasons and evidence to support particular points in a text. Make connections between the text of a story or drama and a visual or oral presentation of the text,	Engage effectively in a range of collaborative discussions. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Identify the reasons and evidence a speaker provides to support particular points. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Traveling	Grammar - Latin and Greek affixes and roots - Conjunctions of place – where, wherever - Forming nouns from verbs and adjectives	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources. Draw evidence from literary or informational texts to support analysis, reflection, and research.

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Curriculum Scope and Sequence

Grade		Reading, RL, RI, RF	Speaking and Listening	Language		Writing
		Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. Determine the meaning of words and phrases as they are used in a text. Interpret information presented visually, orally, or quantitatively. Explain how an author uses reasons and evidence to support particular points in a text.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.			Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 4 Unit 14 Save Our Animals What can be done to protect endangered animals before they become extinct? <i>Recommended timing – 270 min per Unit</i>	<i>Platypuses</i> – an informational text	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a main idea; summarize the text. Explain events, procedures, ideas, or concepts in a scientific text, including what happened and why, based on specific information in the text. Determine the meaning of words and phrases as they are used in a text. Interpret information presented visually, orally, or quantitatively. Explain how an author uses reasons and evidence to support particular points in a text.	Engage effectively in a range of collaborative discussions. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Identify the reasons and evidence a speaker provides to support particular points. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Habitat	Grammar • Suffixes – ion, al • “Do” for emphasis and negative sentences • Irregular verbs • Zero articles for uncountable nouns • Questions and answers – do, does, did	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources. Draw evidence from literary or informational texts to support analysis, reflection, and research.



Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
Grade 4 Unit 15 Science and Our Environment How have some inventions impacted the world? <i>Recommended timing – 270 min per Unit</i>	<i>A Lava Lamp – an informational text</i>	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Explain events, procedures, ideas, or concepts in a technical text, including what happened and why, based on specific information in the text Determine the meaning of words and phrases as they are used in a text. Interpret information presented visually, orally, or quantitatively. Explain how an author uses reasons and evidence to support particular points in a text.	Engage effectively in a range of collaborative discussions. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Identify the reasons and evidence a speaker provides to support particular points. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	Scientific Discoveries	Grammar • Acronyms • Types of verbs – mental, action, sense, feeling • Run-on sentences • Correcting sentence fragments	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Conduct short research projects that build knowledge through investigation of different aspects of a topic. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE 4

Strand CCSS.ELA-Literacy.L.4: Language

Conventions of Standard English

CCSS.ELA-Literacy.L.4.1 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.4.1.a » Grade: 4 » Language Arts (2010) » Common Core State Standards

Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.4.1.b » Grade: 4 » Language Arts (2010) » Common Core State Standards
Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

CCSS.ELA-Literacy.L.4.1.c » Grade: 4 » Language Arts (2010) » Common Core State Standards
Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

CCSS.ELA-Literacy.L.4.1.d » Grade: 4 » Language Arts (2010) » Common Core State Standards
Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

CCSS.ELA-Literacy.L.4.1.e » Grade: 4 » Language Arts (2010) » Common Core State Standards
Form and use prepositional phrases.

CCSS.ELA-Literacy.L.4.1.f » Grade: 4 » Language Arts (2010) » Common Core State Standards
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

CCSS.ELA-Literacy.L.4.1.g » Grade: 4 » Language Arts (2010) » Common Core State Standards
Correctly use frequently confused words (e.g., to, too, two; there, their).

CCSS.ELA-Literacy.L.4.2 » Grade: 4 » Language Arts (2010) » Common Core State Standards
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.4.2.a » Grade: 4 » Language Arts (2010) » Common Core State Standards
Use correct capitalization.

CCSS.ELA-Literacy.L.4.2.b » Grade: 4 » Language Arts (2010) » Common Core State Standards
Use commas and quotation marks to mark direct speech and quotations from a text.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.4.2.c » Grade: 4 » Language Arts (2010) » Common Core State Standards
Use a comma before a coordinating conjunction in a compound sentence.

CCSS.ELA-Literacy.L.4.2.d » Grade: 4 » Language Arts (2010) » Common Core State Standards
Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

CCSS.ELA-Literacy.L.4.3 » Grade: 4 » Language Arts (2010) » Common Core State Standards
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.4.3.a » Grade: 4 » Language Arts (2010) » Common Core State Standards
Choose words and phrases to convey ideas precisely.

CCSS.ELA-Literacy.L.4.3.b » Grade: 4 » Language Arts (2010) » Common Core State Standards
Choose punctuation for effect.

CCSS.ELA-Literacy.L.4.3.c » Grade: 4 » Language Arts (2010) » Common Core State Standards
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.4.4 » Grade: 4 » Language Arts (2010) » Common Core State Standards
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.4.4.a » Grade: 4 » Language Arts (2010) » Common Core State Standards
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.4.4.b » Grade: 4 » Language Arts (2010) » Common Core State Standards

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).

CCSS.ELA-Literacy.L.4.4.c » Grade: 4 » Language Arts (2010) » Common Core State Standards

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-Literacy.L.4.5 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.4.5.a » Grade: 4 » Language Arts (2010) » Common Core State Standards

Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

CCSS.ELA-Literacy.L.4.5.b » Grade: 4 » Language Arts (2010) » Common Core State Standards

Recognize and explain the meaning of common idioms, adages, and proverbs.

CCSS.ELA-Literacy.L.4.5.c » Grade: 4 » Language Arts (2010) » Common Core State Standards

Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

CCSS.ELA-Literacy.L.4.6 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).



Strand CCSS.ELA-Literacy.R.4: Reading

CCSS.ELA-Literacy.RL.4 » Grade: 4 » Language Arts (2010) » Common Core State Standards
Literature

Key Ideas and Details

CCSS.ELA-Literacy.RL.4.1 » Grade: 4 » Language Arts (2010) » Common Core State Standards
Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.4.2 » Grade: 4 » Language Arts (2010) » Common Core State Standards
Determine a theme of a story, drama, or poem from details in the text; summarize the text.

CCSS.ELA-Literacy.RL.4.3 » Grade: 4 » Language Arts (2010) » Common Core State Standards
Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Craft and Structure

CCSS.ELA-Literacy.RL.4.4 » Grade: 4 » Language Arts (2010) » Common Core State Standards
Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).

CCSS.ELA-Literacy.RL.4.5 » Grade: 4 » Language Arts (2010) » Common Core State Standards
Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RL.4.6 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.4.7 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.

CCSS.ELA-Literacy.RL.4.8 » Grade: 4 » Language Arts (2010) » Common Core State Standards

(Not applicable to literature)

CCSS.ELA-Literacy.RL.4.9 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RL.4.10 » Grade: 4 » Language Arts (2010) » Common Core State Standards

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RI.4 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Informational Text

Key Ideas and Details



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RI.4.1 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.4.3 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Craft and Structure

CCSS.ELA-Literacy.RI.4.4 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

CCSS.ELA-Literacy.RI.4.5 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CCSS.ELA-Literacy.RI.4.6 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.4.7 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or



Curriculum Scope and Sequence

interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-Literacy.RI.4.8 » Grade: 4 » Language Arts (2010) » Common Core State Standards
Explain how an author uses reasons and evidence to support particular points in a text.

CCSS.ELA-Literacy.RI.4.9 » Grade: 4 » Language Arts (2010) » Common Core State Standards
Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.4.10 » Grade: 4 » Language Arts (2010) » Common Core State Standards
By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RF.4 » Grade: 4 » Language Arts (2010) » Common Core State Standards
Foundational Skills

This concept is addressed in Kindergarten and Grade 1 only.

Phonological Awareness

CCSS.ELA-Literacy.RF.4.3 » Grade: 4 » Language Arts (2010) » Common Core State Standards
Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.4.3.a » Grade: 4 » Language Arts (2010) » Common Core State Standards
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.



Curriculum Scope and Sequence

Fluency

CCSS.ELA-Literacy.RF.4.4 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.4.4.a » Grade: 4 » Language Arts (2010) » Common Core State Standards

Read grade-level text with purpose and understanding.

CCSS.ELA-Literacy.RF.4.4.b » Grade: 4 » Language Arts (2010) » Common Core State Standards

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.4.4.c » Grade: 4 » Language Arts (2010) » Common Core State Standards

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Strand CCSS.ELA-Literacy.SL.4: Speaking and Listening

CCSS.ELA-Literacy.SL.4.1 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.SL.4.1.a » Grade: 4 » Language Arts (2010) » Common Core State Standards

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.4.1.b » Grade: 4 » Language Arts (2010) » Common Core State Standards

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.4.1.c » Grade: 4 » Language Arts (2010) » Common Core State Standards

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

CCSS.ELA-Literacy.SL.4.1.d » Grade: 4 » Language Arts (2010) » Common Core State Standards

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

CCSS.ELA-Literacy.SL.4.2 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.4.3 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Identify the reasons and evidence a speaker provides to support particular points.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.4.4 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.SL.4.5 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-Literacy.SL.4.6 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Strand CCSS.ELA-Literacy.W.4: Writing

Text Types and Purposes

CCSS.ELA-Literacy.W.4.1 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-Literacy.W.4.1.a » Grade: 4 » Language Arts (2010) » Common Core State Standards

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.4.1.b » Grade: 4 » Language Arts (2010) » Common Core State Standards

Provide reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.4.1.c » Grade: 4 » Language Arts (2010) » Common Core State Standards

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

CCSS.ELA-Literacy.W.4.1.d » Grade: 4 » Language Arts (2010) » Common Core State Standards

Provide a concluding statement or section related to the opinion presented.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.4.2 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.4.2.a » Grade: 4 » Language Arts (2010) » Common Core State Standards

Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.4.2.b » Grade: 4 » Language Arts (2010) » Common Core State Standards

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.4.2.c » Grade: 4 » Language Arts (2010) » Common Core State Standards

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

CCSS.ELA-Literacy.W.4.2.d » Grade: 4 » Language Arts (2010) » Common Core State Standards

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.4.2.e » Grade: 4 » Language Arts (2010) » Common Core State Standards

Provide a concluding statement or section related to the information or explanation presented.

CCSS.ELA-Literacy.W.4.3 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.4.3.a » Grade: 4 » Language Arts (2010) » Common Core State Standards

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.4.3.b » Grade: 4 » Language Arts (2010) » Common Core State Standards

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-Literacy.W.4.3.c » Grade: 4 » Language Arts (2010) » Common Core State Standards

Use a variety of transitional words and phrases to manage the sequence of events.

CCSS.ELA-Literacy.W.4.3.d » Grade: 4 » Language Arts (2010) » Common Core State Standards

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-Literacy.W.4.3.e » Grade: 4 » Language Arts (2010) » Common Core State Standards

Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.4.4 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.4.5 » Grade: 4 » Language Arts (2010) » Common Core State Standards

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

CCSS.ELA-Literacy.W.4.6 » Grade: 4 » Language Arts (2010) » Common Core State Standards

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Research to Build and Present Knowledge



Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.4.7 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.4.8 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.

CCSS.ELA-Literacy.W.4.9 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.4.9.a » Grade: 4 » Language Arts (2010) » Common Core State Standards

Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").

CCSS.ELA-Literacy.W.4.9.b » Grade: 4 » Language Arts (2010) » Common Core State Standards

Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

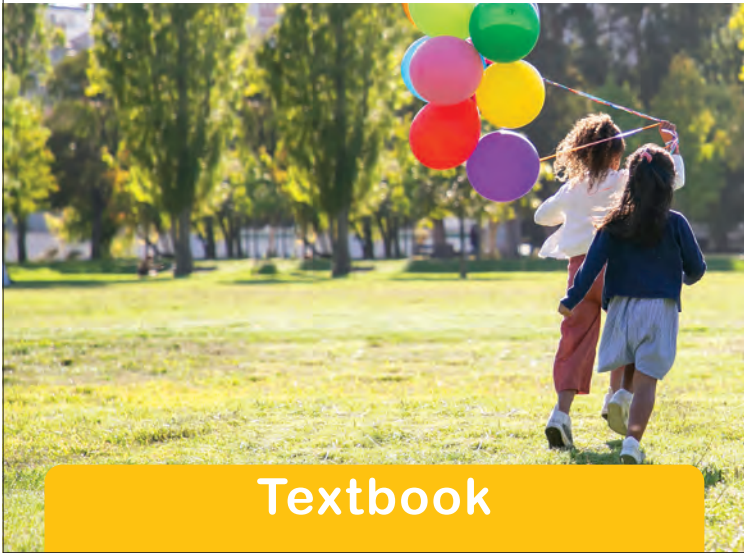
Range of Writing

CCSS.ELA-Literacy.W.4.10 » Grade: 4 » Language Arts (2010) » Common Core State Standards

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 5

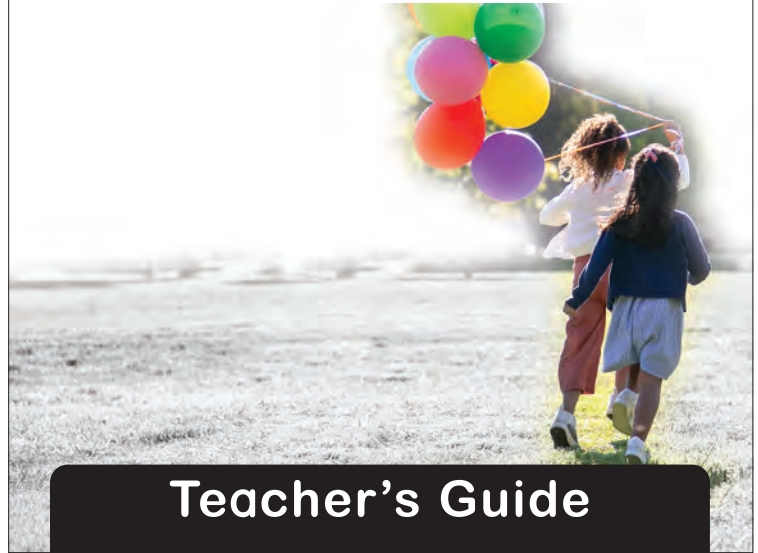
BEYOND LANGUAGE



Textbook

Grade 5

BEYOND LANGUAGE



Teacher's Guide

Grade 5

BEYOND LANGUAGE



- Spelling Competency for Reading, Writing and Communication

Language Skills Workbook

Grade 5

BEYOND LANGUAGE



- Reading Comprehension
- Language Development
- Communication of Ideas
- Writing Expressions

Language Use Workbook



Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language	Writing
Unit	Selection	Comprehension	Speaking and Listening	Language CCSS.ELA-Literacy.L.5	Writing CCSS.ELA-Literacy.W.5
Grade 5 Unit 1 An Accidental Breakthrough As much as most of us like to have things go according to a plan, how do we react when they do not, and what do we learn then? <i>Recommended timing – 270 min per Unit</i>	<i>Awakened – a legend</i> <i>An excerpt about tea – an informational text</i>	CCSS.ELA-Literacy.R.5 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text; main idea of the text. Compare and contrast two or more characters, settings, or events . Determine the meaning of words and phrases as they are used in a text. Explain the structure of the text. Analyze and describe the influence of the narrator/ author. Compare and contrast stories, texts, etc. Draw on information from multiple print or digital sources.	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components. Adapt speech to a variety of contexts and tasks.	Grammar: Verbs Story Elements: characters, setting, action, key events, solution, dialog Word Study: Root words Forming words from a word	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Conduct short research projects. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 5 Unit 2 Wildlife Conservation How can we achieve the best possible wildlife conservation outcomes? <i>Recommended timing – 270 min per Unit</i>	<i>Roly-Poly Pill Bugs – an informational text</i> <i>An excerpt about honeybees – an informational text</i>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Compare and contrast two or more characters, settings, or events . Determine the meaning of words and phrases as they are used in a text. Explain the structure of the text. Compare and contrast stories, texts, etc.	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,	Grammar: Nouns and Noun Phrases Homophones Vowels in words	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language	Writing
		Draw on information from multiple print or digital sources. Explain how an author uses reasons and evidence to support particular points.	descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components. Adapt speech to a variety of contexts and tasks.		Conduct short research projects. Draw evidence from literary or informational texts to support analysis, reflection, and research. Recall relevant information from experiences or gather relevant information from print and digital sources.
Grade 5 Unit 3 Colors Of the World Why do the things around us have different colors? <i>Recommended timing – 270 min per Unit</i>	<i>Silver – a poem by Walter de la Mare</i> <i>An excerpt about Walter John de la Mare – an informational text</i>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a poem from details in the text. Determine the meaning of words and phrases as they are used in a text. Explain the structure of the text. Analyze and describe the influence of the narrator/ author. Draw on information from multiple print or digital sources.	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Adapt speech to a variety of contexts and tasks.	Grammar: Personification Abbreviations Word endings	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Grade 5 Unit 4 Cooperation and Teamwork How can you be an effective member in a team?	<i>The Lion's Dinner - an African folk tale</i>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story, drama, or poem from details in the text; main idea of the text. Compare and contrast two or more characters, settings, or events .	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Grammar: Conjunctions Idioms Identifying misspelled words Words in categories	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Write narratives to develop real or imagined experiences or events using

Curriculum Scope and Sequence

Grade		Reading, RL, RI, RF	Speaking and Listening	Language	Writing
<i>Recommended timing – 270 min per Unit</i>		Determine the meaning of words and phrases as they are used in a text. Explain the structure of the text. Analyze and describe the influence of the narrator/ author. Compare and contrast stories, texts, etc. Draw on information from multiple print or digital sources. Explain how an author uses reasons and evidence to support particular points.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components. Adapt speech to a variety of contexts and tasks.		effective technique, descriptive details, and clear event sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Conduct short research projects. Draw evidence from literary or informational texts to support analysis, reflection, and research. Recall relevant information from experiences or gather relevant information from print and digital sources.
Grade 5 Unit 5 The Changing Seasons How do our bodies respond as the season changes? <i>Recommended timing – 270 min per Unit</i>	<i>The Anxious Leaf</i> - a fable <i>An excerpt about autumn</i> – an informational text	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story from details in the text; main idea of the text. Compare and contrast two or more characters, settings, or events . Determine the meaning of words and phrases as they are used in a text. Explain the structure of the text. Analyze and describe the influence of the narrator/ author.	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Story Elements – Thesis Statement and the “Hook” Grammar: Pronouns Story Elements – Organizing and Sequencing Synonyms	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Conduct short research projects. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language	Writing
		Explain how an author uses reasons and evidence to support particular points.	Include multimedia components. Adapt speech to a variety of contexts and tasks.		Recall relevant information from experiences or gather relevant information from print and digital sources.
Grade 5 Unit 6 Family Relations and Filial Piety What are the ways in which we can show filial piety towards our family? <i>Recommended timing – 270 min per Unit</i>	<i>Wishing</i> – a poem by William Allingham <i>An excerpt about William Allingham</i> – an informational text	Quote accurately from a text/ poem when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a poem from details in the text; main idea of the text. Determine the meaning of words and phrases as they are used in a text. Explain the structure of the poem. Draw on information from multiple print or digital sources. Explain how an author supports particular points.	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components. Adapt speech to a variety of contexts and tasks.	Grammar: Assonance and Consonance Grammar: Interjections Rhyming words	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Conduct short research projects. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 5 Unit 7 Overcoming Challenges What can you learn from other personalities such as public figures or celebrities who have overcome challenges in their own lives and used them to help and	<i>The Brave Tin Soldier</i> – a fairy tale by Hans Christian Anderson	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story from details in the text. Compare and contrast two or more characters, settings, or events . Determine the meaning of words and phrases as they are used in a text. Explain the structure of the text.	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,	Grammar: Adjectives Simile Forming words from a phrase	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Conduct short research projects.



Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language	Writing
empower others to feel less alone? <i>Recommended timing – 270 min per Unit</i>		Analyze and describe the influence of the narrator/ author. Compare and contrast stories. Draw on information from multiple print or digital sources.	descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components. Adapt speech to a variety of contexts and tasks.		Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 5 Unit 8 Build Up or Tear Down? Why is there an emphasis on character building in society these days? <i>Recommended timing – 270 min per Unit</i>	<i>Cardboard Town – a story</i>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story. Compare and contrast two or more characters, settings, or events . Determine the meaning of words and phrases as they are used in a text. Explain the structure of the text.	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components. Adapt speech to a variety of contexts and tasks.	Grammar: Suffixes – “est”, “ful”, “ab le” Words in Context Antonyms	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Conduct short research projects. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 5 Unit 9 Silly Tales What is the purpose of a funny or silly story to the	<i>Limericks by Edward Lear</i>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a poem from details in the text. Determine the meaning of words and phrases.	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Grammar: Limericks Grammar: Adverbs Proverbs	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Compose a limerick. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language	Writing
author who writes it and the audience? <i>Recommended timing – 270 min per Unit</i>		Explain the structure of the limerick.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Adapt speech to a variety of contexts and tasks.		Conduct short research projects. Draw evidence from literary or informational texts to support analysis, reflection, and research. Recall relevant information from experiences or gather relevant information from print and digital sources.
Grade 5 Unit 10 Love Animals To what extent would you agree with the belief that animals have thought processes, emotions, and social connections that are as important to them as they are to humankind? <i>Recommended timing – 270 min per Unit</i>	<i>Black Beauty</i> – a story by story by Anna Sewell <i>An excerpt about Anna Sewell</i> – an informational text	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story; main idea of the text. Compare and contrast two or more characters, settings, or events . Determine the meaning of words and phrases as they are used in a text. Explain the structure of the text. Analyze and describe the influence of the narrator/ author. Compare and contrast stories, texts, etc. Explain how an author uses reasons and evidence to support particular points.	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components. Adapt speech to a variety of contexts and tasks.	An Author’s Purpose Grammar: Words that show possession Homographs	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Conduct short research projects. Draw evidence from literary or informational texts to support analysis, reflection, and research.
Grade 5 Unit 11 Autobiography	<i>Country Childhood</i> – an excerpts from a chapter of <i>Long Walk to Freedom: The Autobiography of Nelson Mandela</i>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Compare and contrast two or more characters, settings, or events .	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media	Grammar: Quantifiers Onomatopoeia	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Write narratives to develop real or imagined experiences or events using



Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language	Writing
Is an autobiography a primary source? <i>Recommended timing – 270 min per Unit</i>		Determine the meaning of words and phrases as they are used in a text. Explain the structure of the text. Analyze and describe the influence of the narrator/ author. Draw on information from multiple print or digital sources. Explain how an author uses reasons and evidence to support particular points.	and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components. Adapt speech to a variety of contexts and tasks.	Vowels in words	effective technique, descriptive details, and clear event sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Conduct short research projects. Draw evidence from literary or informational texts to support analysis, reflection, and research. Recall relevant information from experiences or gather relevant information from print and digital sources.
Grade 5 Unit 12 Earth Day How meaningful is Earth Day to you? <i>Recommended timing – 270 min per Unit</i>	<i>Our Amazing Earth – an informational text</i>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a main idea of the text. Determine the meaning of words and phrases as they are used in a text. Explain the structure of the text. Draw on information from multiple print or digital sources. Explain how an author uses reasons and evidence to support particular points.	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	Grammar: Sentences Acronyms Joining letters to form words	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Conduct short research projects. Recall relevant information from experiences or gather relevant

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language	Writing
			Include multimedia components. Adapt speech to a variety of contexts and tasks.		information from print and digital sources.
Grade 5 Unit 13 Love For Nature Do you take the time to enjoy the natural beauty around us? <i>Recommended timing – 270 min per Unit</i>	<i>The Wind</i> – a poem by Robert Louis Stevenson <i>An excerpt about Robert Louis Stevenson</i> – an informational text	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a poem; main idea of the text. Determine the meaning of words and phrases as they are used in a text. Explain the structure of the text/poem.	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components. Adapt speech to a variety of contexts and tasks.	Form of Poetry: Couplets and Refrains Grammar: Direct and indirect speech Oxymoron Rhyming words	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Write a poem . Draw evidence from literary or informational texts to support analysis, reflection, and research. Recall relevant information from experiences or gather relevant information from print and digital sources.
Grade 5 Unit 14 Connecting People How has technology improved communications? <i>Recommended timing – 270 min per Unit</i>	<i>Peter and his Grandpa</i> – a story	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine a theme of a story. Compare and contrast two or more characters, settings, or events . Determine the meaning of words and phrases as they are used in a text. Explain the structure of the text.	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,	Grammar: Active and Passive Voice Synonyms Metaphor Forming words beginning with the same sound	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language	Writing
		Explain how an author uses reasons and evidence to support particular points.	descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components. Adapt speech to a variety of contexts and tasks.		Conduct short research projects. Draw evidence from literary or informational texts to support analysis, reflection, and research. Recall relevant information from experiences or gather relevant information from print and digital sources.
Grade 5 Unit 15 World Food Day What do you know about the history and significance of World Food Day? <i>Recommended timing – 270 min per Unit</i>	<i>The Accidental Discovery of the Popsicle</i> - an informational text <i>An excerpt about World Food Day</i> – an informational day.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. Determine main idea of the text. Compare and contrast two or more characters, settings, or events . Determine the meaning of words and phrases as they are used in a text. Explain the structure of the text. Draw on information from multiple print or digital sources. Explain how an author uses reasons and evidence to support particular points.	Engage effectively in a range of collaborative discussions. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components. Adapt speech to a variety of contexts and tasks.	Grammar: Articles Alliteration Forming words from phrases	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Conduct short research projects. Draw evidence from literary or informational texts to support analysis, reflection, and research. Recall relevant information from experiences or gather relevant information from print and digital sources.



GRADE 5

Strand CCSS.ELA-Literacy.L.5: Language

Conventions of Standard English

CCSS.ELA-Literacy.L.5.1 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.5.1.a » Grade: 5 » Language Arts (2010) » Common Core State Standards

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

CCSS.ELA-Literacy.L.5.1.b » Grade: 5 » Language Arts (2010) » Common Core State Standards

Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

CCSS.ELA-Literacy.L.5.1.c » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use verb tense to convey various times, sequences, states, and conditions.

CCSS.ELA-Literacy.L.5.1.d » Grade: 5 » Language Arts (2010) » Common Core State Standards

Recognize and correct inappropriate shifts in verb tense.

CCSS.ELA-Literacy.L.5.1.e » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use correlative conjunctions (e.g., either/or, neither/nor).

CCSS.ELA-Literacy.L.5.2 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.5.2.a » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use punctuation to separate items in a series.

CCSS.ELA-Literacy.L.5.2.b » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use a comma to separate an introductory element from the rest of the sentence.

CCSS.ELA-Literacy.L.5.2.c » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

CCSS.ELA-Literacy.L.5.2.d » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use underlining, quotation marks, or italics to indicate titles of works.

CCSS.ELA-Literacy.L.5.2.e » Grade: 5 » Language Arts (2010) » Common Core State Standards

Spell grade-appropriate words correctly, consulting references as needed.

Knowledge of Language

CCSS.ELA-Literacy.L.5.3 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.5.3.a » Grade: 5 » Language Arts (2010) » Common Core State Standards

Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CCSS.ELA-Literacy.L.5.3.b » Grade: 5 » Language Arts (2010) » Common Core State Standards

Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Vocabulary Acquisition and Use

CCSS.ELA-Literacy.L.5.4 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.5.4.a » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.5.4.b » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

CCSS.ELA-Literacy.L.5.4.c » Grade: 5 » Language Arts (2010) » Common Core State Standards

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

CCSS.ELA-Literacy.L.5.5 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.5.5.a » Grade: 5 » Language Arts (2010) » Common Core State Standards

Interpret figurative language, including similes and metaphors, in context.

CCSS.ELA-Literacy.L.5.5.b » Grade: 5 » Language Arts (2010) » Common Core State Standards

Recognize and explain the meaning of common idioms, adages, and proverbs.

CCSS.ELA-Literacy.L.5.5.c » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

CCSS.ELA-Literacy.L.5.6 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).



Strand CCSS.ELA-Literacy.R.5: Reading

CCSS.ELA-Literacy.RL.5 » Grade: 5 » Language Arts (2010) » Common Core State Standards
Literature

Key Ideas and Details

CCSS.ELA-Literacy.RL.5.1 » Grade: 5 » Language Arts (2010) » Common Core State Standards
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RL.5.2 » Grade: 5 » Language Arts (2010) » Common Core State Standards
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-Literacy.RL.5.3 » Grade: 5 » Language Arts (2010) » Common Core State Standards
Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure

CCSS.ELA-Literacy.RL.5.4 » Grade: 5 » Language Arts (2010) » Common Core State Standards
Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

CCSS.ELA-Literacy.RL.5.5 » Grade: 5 » Language Arts (2010) » Common Core State Standards
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CCSS.ELA-Literacy.RL.5.6 » Grade: 5 » Language Arts (2010) » Common Core State Standards
Describe how a narrator's or speaker's point of view influences how events are described.



Curriculum Scope and Sequence

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.5.7 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CCSS.ELA-Literacy.RL.5.8 » Grade: 5 » Language Arts (2010) » Common Core State Standards

(Not applicable to literature)

CCSS.ELA-Literacy.RL.5.9 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RL.5.10 » Grade: 5 » Language Arts (2010) » Common Core State Standards

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RI.5 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Informational Text

Key Ideas and Details

CCSS.ELA-Literacy.RI.5.1 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.5.2 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RI.5.3 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

CCSS.ELA-Literacy.RI.5.4 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

CCSS.ELA-Literacy.RI.5.5 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

CCSS.ELA-Literacy.RI.5.6 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.5.7 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CCSS.ELA-Literacy.RI.5.8 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

CCSS.ELA-Literacy.RI.5.9 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RI.5.10 » Grade: 5 » Language Arts (2010) » Common Core State Standards

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RF.5 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Foundational Skills

This concept is addressed in Kindergarten and Grade 1 only.

Phonological Awareness

Phonics and Word Recognition

CCSS.ELA-Literacy.RF.5.3 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Know and apply grade-level phonics and word analysis skills in decoding words.

CCSS.ELA-Literacy.RF.5.3.a » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

CCSS.ELA-Literacy.RF.5.4 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Read with sufficient accuracy and fluency to support comprehension.

CCSS.ELA-Literacy.RF.5.4.a » Grade: 5 » Language Arts (2010) » Common Core State Standards

Read grade-level text with purpose and understanding.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RF.5.4.b » Grade: 5 » Language Arts (2010) » Common Core State Standards

Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

CCSS.ELA-Literacy.RF.5.4.c » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Strand CCSS.ELA-Literacy.SL.5: Speaking and Listening

Comprehension and Collaboration

CCSS.ELA-Literacy.SL.5.1 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.5.1.a » Grade: 5 » Language Arts (2010) » Common Core State Standards

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

CCSS.ELA-Literacy.SL.5.1.b » Grade: 5 » Language Arts (2010) » Common Core State Standards

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-Literacy.SL.5.1.c » Grade: 5 » Language Arts (2010) » Common Core State Standards

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-Literacy.SL.5.1.d » Grade: 5 » Language Arts (2010) » Common Core State Standards

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.SL.5.2 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.5.4 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.SL.5.5 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCSS.ELA-Literacy.SL.5.6 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Strand CCSS.ELA-Literacy.W.5: Writing

Text Types and Purposes

CCSS.ELA-Literacy.W.5.1 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.5.1.a » Grade: 5 » Language Arts (2010) » Common Core State Standards

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

CCSS.ELA-Literacy.W.5.1.b » Grade: 5 » Language Arts (2010) » Common Core State Standards

Provide logically ordered reasons that are supported by facts and details.

CCSS.ELA-Literacy.W.5.1.c » Grade: 5 » Language Arts (2010) » Common Core State Standards

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

CCSS.ELA-Literacy.W.5.1.d » Grade: 5 » Language Arts (2010) » Common Core State Standards

Provide a concluding statement or section related to the opinion presented.

CCSS.ELA-Literacy.W.5.2 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-Literacy.W.5.2.a » Grade: 5 » Language Arts (2010) » Common Core State Standards

Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.5.2.b » Grade: 5 » Language Arts (2010) » Common Core State Standards

Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

CCSS.ELA-Literacy.W.5.2.c » Grade: 5 » Language Arts (2010) » Common Core State Standards

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

CCSS.ELA-Literacy.W.5.2.d » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.5.2.e » Grade: 5 » Language Arts (2010) » Common Core State Standards

Provide a concluding statement or section related to the information or explanation presented.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.5.3 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.5.3.a » Grade: 5 » Language Arts (2010) » Common Core State Standards

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.5.3.b » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

CCSS.ELA-Literacy.W.5.3.c » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

CCSS.ELA-Literacy.W.5.3.d » Grade: 5 » Language Arts (2010) » Common Core State Standards

Use concrete words and phrases and sensory details to convey experiences and events precisely.

CCSS.ELA-Literacy.W.5.3.e » Grade: 5 » Language Arts (2010) » Common Core State Standards

Provide a conclusion that follows from the narrated experiences or events.

Production and Distribution of Writing

CCSS.ELA-Literacy.W.5.4 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.5.5 » Grade: 5 » Language Arts (2010) » Common Core State Standards

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.5.6 » Grade: 5 » Language Arts (2010) » Common Core State Standards

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.5.7 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CCSS.ELA-Literacy.W.5.8 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

CCSS.ELA-Literacy.W.5.9 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.5.9.a » Grade: 5 » Language Arts (2010) » Common Core State Standards

Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").

CCSS.ELA-Literacy.W.5.9.b » Grade: 5 » Language Arts (2010) » Common Core State Standards

Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Range of Writing



Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.5.10 » Grade: 5 » Language Arts (2010) » Common Core State Standards

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

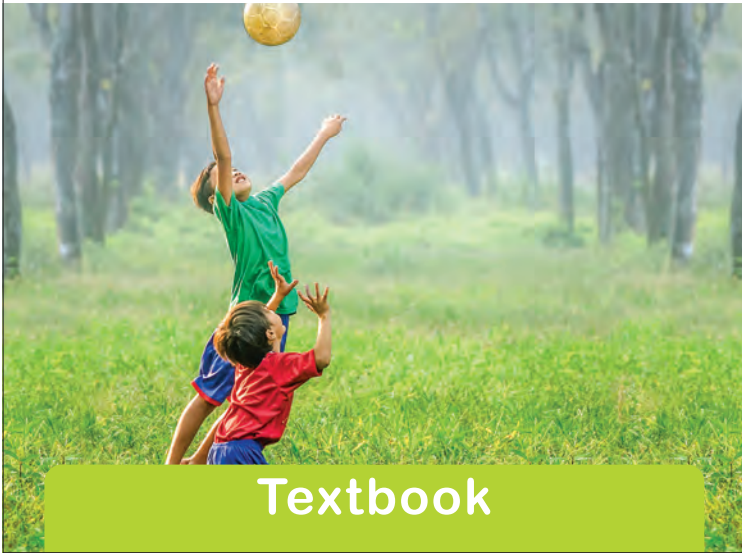


Curriculum Scope and Sequence



Grade 6

BEYOND LANGUAGE



Textbook



Grade 6

BEYOND LANGUAGE



Teacher's Guide



Grade 6

BEYOND LANGUAGE



- Spelling Competency for Reading, Writing and Communication

Language Skills Workbook



Grade 6

BEYOND LANGUAGE



- Reading Comprehension
- Language Development
- Communication of Ideas
- Writing Expressions

Language Use Workbook

Curriculum Scope and Sequence

Grade	Reading, RL, RI, RF		Speaking and Listening	Language		Writing
Unit	Selection	Comprehension CCSS.ELA-Literacy.R.6	Speaking and Listening CCSS.ELA-Literacy.SL.6	Vocabulary CCSS.ELA-Literacy.L.6.4-6	Language CCSS.ELA-Literacy.L.6	Writing CCSS.ELA-Literacy.W.6:
Grade 6 Unit 1 Natural Disasters How do you react to news of a natural disaster? <i>Recommended timing – 270 min per Unit</i>	<i>Yuuki and the Tsunami</i> – Japanese folk tale <i>An excerpt about tsunamis</i> – an informational text	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Determine the meaning of words and phrases as they are used in a text. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Determine an author’s point of view. Trace and evaluate the argument.	Engage effectively in a range of collaborative discussions. Interpret information presented in diverse media and formats. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	• Spelling List • Spelling Tips • Vocabulary in Context: Yuki and the Tsunami • Understanding Words in Context • Spelling and Word Study: Homographs • Spelling Skills Building: Word Search • Spelling Review: Spelling List • Take a break!: Maze	Grammar Focus: Simple past tense • Grammar in Context: Yuuki and the Tsunami • Functional Grammar: Simple past tense	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Grade 6 Unit 2 Overcoming Obstacles How does overcoming challenges help us to learn more about ourselves?	<i>A Day’s Wait</i> – a short story by E. Hemingway <i>Don’t Quit</i> – poem by Edgar A. Guest	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;	Engage effectively in a range of collaborative discussions. Interpret information presented in diverse media and formats. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate	• Spelling List • Spelling Tips • Vocabulary in Context: A Day’s Wait • Understanding Words in Context • Spelling and Word Study: Abbreviations • Spelling Skills Building: Crossword • Spelling Review: Spelling List	• Grammar Focus: Present perfect tense • Grammar in Context: A Day’s Wait • Functional Grammar: Present perfect tense	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each

Curriculum Scope and Sequence

<i>Recommended timing – 270 min per Unit</i>		analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Trace and evaluate the argument. Compare and contrast one author’s presentation of events with that of another.	main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	• Take a break!: Forming words from a word		source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Grade 6 Unit 3 Mystery And Musings Where are some places you go when you need some time alone? <i>Recommended timing – 270 min per Unit</i>	<i>Antigonish – a poem by William Hughes Mearns</i> <i>An excerpt about Hugh Mearns- an informational text</i>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Explain how an author develops the point of view of the narrator or speaker in a text.	Engage effectively in a range of collaborative discussions. Interpret information presented in diverse media and formats. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	• Spelling List • Spelling Tips • Vocabulary in Context: Antigonish • Understanding Words in Context • Spelling and Word Study: Idioms • Spelling Skills Building: Words and spelling • Spelling Review: Spelling List • Take a break!: Cryptogram	• Grammar Focus: Demonstrative adjectives • Grammar in Context: Antigonish • Functional Grammar: Demonstrative adjectives	Write arguments to support claims with clear reasons and relevant evidence. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Grade 6 Unit 4	<i>Pollyanna – an extract from the novel by</i>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Engage effectively in a range of collaborative discussions.	• Spelling List • Spelling Tips • Vocabulary in Context: Pollyanna	• Grammar Focus: Quantifiers: much, many • Grammar in Context: Pollyanna	Write narratives to develop real or imagined experiences or events using effective technique, relevant

Curriculum Scope and Sequence

Rays Of New Hope What does hope do for a person? <i>Recommended timing – 270 min per Unit</i>	Eleanor H. Porter	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Explain how an author develops the point of view of the narrator or speaker in a text. Determine an author’s point of view. Trace and evaluate the argument. Compare and contrast one author’s presentation of events with that of another.	Interpret information presented in diverse media and formats. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	• Understanding Words in Context • Spelling and Word Study: Prefixes • Spelling Skills Building • Spelling Review: Spelling List • Take a break!: Word ladder	• Functional Grammar: Quantifiers: much, many	descriptive details, and well-structured event sequences. Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Grade 6 Unit 5 Education For Everyone What does having an education mean to you? <i>Recommended timing – 270 min per Unit</i>	<i>The Why-Why Girl</i> – a story by M. Devi	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Engage effectively in a range of collaborative discussions. Interpret information presented in diverse media and formats. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	• Spelling List • Spelling Tips • Vocabulary in Context: The Why-Why Girl • Understanding Words in Context • Spelling and Word Study: Similes • Spelling Skills Building: Word Search • Spelling Review: Spelling List • Take a break!: Cryptogram	• Grammar Focus: Nouns and noun phrases • Grammar in Context: The Why-Why Girl • Functional Grammar: Nouns and noun phrases	Write arguments to support claims with clear reasons and relevant evidence. Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Curriculum Scope and Sequence

		Explain how an author develops the point of view of the narrator or speaker in a text.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate			
Grade 6 Unit 6 Family Relations What do you do when there is disharmony in the family? <i>Recommended timing – 270 min per Unit</i>	<i>Tom Comes Home</i> – a chapter from <i>The Mill on the Floss</i> by George Eliot <i>An excerpt about George Elliot</i> – an informational text	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Explain how an author develops the point of view of the narrator or speaker in a text. Trace and evaluate the argument. Compare and contrast one author’s presentation of events with that of another.	Engage effectively in a range of collaborative discussions. Interpret information presented in diverse media and formats. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	• Spelling List • Spelling Tips • Vocabulary in Context: Tom Comes Home • Understanding Words in Context • Spelling and Word Study: Onomatopoeia • Spelling Skills - Building: Crossword • Spelling Review: Spelling List • Take a break!: Sound words	• Grammar Focus: Relative pronouns • Grammar in Context: Tom Comes Home • Functional Grammar: Relative pronouns	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Grade 6 Unit 7 Brain Teasers What are some benefits of brain teasers and puzzles?	<i>Idioms</i> -a song by Ron Brown <i>The Lazy Tour of Two Idle Apprentices</i> – an excerpt by Charles Dickens	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings;	Engage effectively in a range of collaborative discussions. Interpret information presented in diverse media and formats. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent	• Spelling List • Spelling Tips • Vocabulary in Context: The Lazy Tour of Two Idle Apprentices • Understanding Words in Context • Spelling and Word Study: Identifying misspelled words	• Grammar Focus: Using idioms • Grammar in Context: The Lazy Tour of Two Idle Apprentices • Functional Grammar: Using idioms	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each

Curriculum Scope and Sequence

Recommended timing – 270 min per Unit		analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Explain how an author develops the point of view of the narrator or speaker in a text. Compare and contrast the experience of reading and seeing. Compare and contrast texts in different forms or genres.	descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	• Spelling Skills Building: Rhyming words • Spelling Review: Spelling List • Take a break!: Forming words from a word		source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Grade 6 Unit 8 The World What challenges might we face when we have a highly interconnected world? Recommended timing – 270 min per Unit	<i>The COVID-19 Story</i> – an informational text	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Provide a summary of the text distinct from personal opinions or judgments. Determine the meaning of words and phrases as they are used in a text, analyze the impact of a specific word choice on meaning and tone. Explain how an author develops the point of view of the narrator or speaker in a text.	Engage effectively in a range of collaborative discussions. Interpret information presented in diverse media and formats. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	Spelling List • Spelling Tips • Vocabulary in Context: The COVID-19 Story • Understanding Words in Context • Spelling and Word Study: Identifying misspelled words • Spelling Skills Building: Forming words • Spelling Review: Spelling List • Take a break!: Words with double letters	• Grammar Focus: Past perfect tense • Grammar in Context: The COVID-19 Story • Functional Grammar: Past perfect tense	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Curriculum Scope and Sequence

Grade 6 Unit 9 Growth, Nourishment, and Sustainability Why should we be concerned where our food comes from? <i>Recommended timing – 270 min per Unit</i>	<i>The Sweet History of Chocolate – an informational text</i>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Provide a summary of the text distinct from personal opinions or judgments. Determine the meaning of words and phrases as they are used in a text, analyze the impact of a specific word choice on meaning and tone. Explain how an author develops the point of view of the narrator or speaker in a text.	Engage effectively in a range of collaborative discussions. Interpret information presented in diverse media and formats. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	• Spelling List • Spelling Tips • Vocabulary in Context: The Sweet History of Chocolate • Understanding Words in Context • Spelling and Word Study: Acronyms • Spelling Skills Building: Word Search • Spelling Review: Spelling List • Take a break!: Words with more than one meaning	• Grammar Focus: Future tense • Grammar in Context: The Sweet History of Chocolate • Functional Grammar: Future tense	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Grade 6 Unit 10 Love And Kindness How do you show love and kindness to others? <i>Recommended timing – 270 min per Unit</i>	<i>Teacher – a poem by Kevin William Huff</i>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall	Engage effectively in a range of collaborative discussions. Interpret information presented in diverse media and formats. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.	• Spelling List • Spelling Tips • Vocabulary in Context: Teachers • Understanding Words in Context • Spelling and Word Study: Oxymoron • Spelling Skills Building: Crossword • Spelling Review: Spelling List • Take a break!: Cryptogram	• Grammar Focus: Countable and uncountable nouns • Grammar in Context: Teachers • Functional Grammar: Countable and uncountable nouns	Write a poem. Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Curriculum Scope and Sequence

		structure of a text and contributes to the development of the theme, setting, or plot.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate			
Grade 6 Unit 11 Sustaining Our Environment How can we preserve natural resources for future generations? <i>Recommended timing – 270 min per Unit</i>	<i>The Weeds</i> -a fairy tale by Carl Ewald	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Engage effectively in a range of collaborative discussions. Interpret information presented in diverse media and formats. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	• Spelling List • Spelling Tips • Vocabulary in Context: The Weeds • Understanding Words in Context • Spelling and Word Study: Metaphor • Spelling Skills Building: Word Search • Spelling Review: Spelling List • Take a break!: Forming words	• Grammar Focus: Combining simple sentences • Grammar in Context: The Weeds • Functional Grammar: Combining simple sentences	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Grade 6 Unit 12 Unity Among Different People	<i>The Legend of Four Rivers</i> – an Asian folktale	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text	Engage effectively in a range of collaborative discussions. Interpret information presented in diverse media and formats.	• Spelling List • Spelling Tips • Vocabulary in Context: The Legend of Four Rivers • Understanding Words in Context	• Grammar Focus: Using homophones • Grammar in Context: The Legend of Four Rivers • Functional Grammar: Using homophones, homographs and	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Curriculum Scope and Sequence

Why is unity in diversity important? <i>Recommended timing – 270 min per Unit</i>		distinct from personal opinions or judgments. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Explain how an author develops the point of view of the narrator or speaker in a text.	Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	• Spelling and Word Study: Homophones • Spelling Skills Building • Spelling Review: Spelling List • Take a break!: Word sudoku	homonyms	Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Grade 6 Unit 13 Wildlife Conservation Should the protection of wildlife be a global priority? <i>Recommended timing – 270 min per Unit</i>	<i>White Fang – an excerpt from a novel by Jack London</i> <i>An excerpt about Jack London – an informational text</i>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Explain how an author develops the point of view of the narrator or speaker in a text.	Engage effectively in a range of collaborative discussions. Interpret information presented in diverse media and formats. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	• Spelling List • Spelling Tips • Vocabulary in Context: White Fang • Understanding Words in Context • Spelling and Word Study: Alliteration • Spelling Skills Building: Word Search • Spelling Review: Spelling List • Take a break!: Cryptogram	• Grammar Focus: Past participles • Grammar in Context: White Fang • Functional Grammar: Past participles in passive voice	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Curriculum Scope and Sequence

		Compare and contrast the experience of reading and seeing.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate			
Grade 6 Unit 14 Encouragement How does encouragement contribute to a friendship? <i>Recommended timing – 270 min per Unit</i>	<i>A Friend in Need is a Friend Indeed</i> – a poem by Bea Williams	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	Engage effectively in a range of collaborative discussions. Interpret information presented in diverse media and formats. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	• Spelling List • Spelling Tips • Vocabulary in Context: A Friend in Need is a Friend Indeed • Understanding Words in Context • Spelling and Word Study: Personification • Spelling Skills Building: Rhyming words • Spelling Review: Spelling List • Take a break!: Forming words from a word	• Grammar Focus: Words often confused • Grammar in Context: A Friend in Need is a Friend Indeed • Functional Grammar: Words often confused	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
Grade 6 Unit 15 Laughter, The Best Medicine What are some positive effects of laughter?	<i>The Comedy of Errors</i> – an excerpt by William Shakespeare <i>An excerpt about “The Comedy of Errors”</i> – an	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.	Engage effectively in a range of collaborative discussions. Interpret information presented in diverse media and formats. Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. Present claims and findings, sequencing ideas logically and using pertinent	• Spelling List • Spelling Tips • Vocabulary in Context: The Comedy of Errors • Understanding Words in Context • Spelling and Word Study: Easily confused words • Spelling Skills Building: Word Search • Spelling Review: Spelling List	• Grammar Focus: Model verbs • Grammar in Context: The Comedy of Errors • Functional Grammar: Model verbs	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Draw evidence from literary or informational texts to support analysis, reflection, and research. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase



Curriculum Scope and Sequence

Recommended timing – 270 min per Unit	informational text	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Explain how an author develops the point of view of the narrator or speaker in a text. Compare and contrast the experience of reading and seeing. Compare and contrast texts in different forms or genres.	descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate	• Take a break!: Cryptogram	the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
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GRADE 6

Strand CCSS.ELA-Literacy.L.6: Language

Conventions of Standard English

CCSS.ELA-Literacy.L.6.1 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.6.1.a » Grade: 6 » Language Arts (2010) » Common Core State Standards

Ensure that pronouns are in the proper case (subjective, objective, possessive).



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.6.1.b » Grade: 6 » Language Arts (2010) » Common Core State Standards
Use intensive pronouns (e.g., myself, ourselves).

CCSS.ELA-Literacy.L.6.1.c » Grade: 6 » Language Arts (2010) » Common Core State Standards
Recognize and correct inappropriate shifts in pronoun number and person.

CCSS.ELA-Literacy.L.6.1.d » Grade: 6 » Language Arts (2010) » Common Core State Standards
Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

CCSS.ELA-Literacy.L.6.1.e » Grade: 6 » Language Arts (2010) » Common Core State Standards
Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

CCSS.ELA-Literacy.L.6.2 » Grade: 6 » Language Arts (2010) » Common Core State Standards
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-Literacy.L.6.2.a » Grade: 6 » Language Arts (2010) » Common Core State Standards
Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

CCSS.ELA-Literacy.L.6.2.b » Grade: 6 » Language Arts (2010) » Common Core State Standards
Spell correctly.

Knowledge of Language

CCSS.ELA-Literacy.L.6.3 » Grade: 6 » Language Arts (2010) » Common Core State Standards
Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-Literacy.L.6.3.a » Grade: 6 » Language Arts (2010) » Common Core State Standards
Vary sentence patterns for meaning, reader/listener interest, and style.

CCSS.ELA-Literacy.L.6.3.b » Grade: 6 » Language Arts (2010) » Common Core State Standards
Maintain consistency in style and tone.

Vocabulary Acquisition and Use



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.6.4 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-Literacy.L.6.4.a » Grade: 6 » Language Arts (2010) » Common Core State Standards

Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

CCSS.ELA-Literacy.L.6.4.b » Grade: 6 » Language Arts (2010) » Common Core State Standards

Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

CCSS.ELA-Literacy.L.6.4.c » Grade: 6 » Language Arts (2010) » Common Core State Standards

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

CCSS.ELA-Literacy.L.6.4.d » Grade: 6 » Language Arts (2010) » Common Core State Standards

Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

CCSS.ELA-Literacy.L.6.5 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.L.6.5.a » Grade: 6 » Language Arts (2010) » Common Core State Standards

Interpret figures of speech (e.g., personification) in context.

CCSS.ELA-Literacy.L.6.5.b » Grade: 6 » Language Arts (2010) » Common Core State Standards

Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.L.6.5.c » Grade: 6 » Language Arts (2010) » Common Core State Standards

Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

CCSS.ELA-Literacy.L.6.6 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Strand CCSS.ELA-Literacy.R.6: Reading

CCSS.ELA-Literacy.RL.6 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Literature

Key Ideas and Details

CCSS.ELA-Literacy.RL.6.1 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.6.2 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RL.6.3 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Craft and Structure



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RL.6.4 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

CCSS.ELA-Literacy.RL.6.5 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

CCSS.ELA-Literacy.RL.6.6 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RL.6.7 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.

CCSS.ELA-Literacy.RL.6.8 » Grade: 6 » Language Arts (2010) » Common Core State Standards

(Not applicable to literature)

CCSS.ELA-Literacy.RL.6.9 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RL.6.10 » Grade: 6 » Language Arts (2010) » Common Core State Standards

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RI.6 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Informational Text

Key Ideas and Details

CCSS.ELA-Literacy.RI.6.1 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.2 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RI.6.3 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Craft and Structure

CCSS.ELA-Literacy.RI.6.4 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

CCSS.ELA-Literacy.RI.6.5 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.RI.6.6 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.6.7 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

CCSS.ELA-Literacy.RI.6.8 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.RI.6.9 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

Range of Reading and Level of Text Complexity

CCSS.ELA-Literacy.RI.6.10 » Grade: 6 » Language Arts (2010) » Common Core State Standards

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Strand CCSS.ELA-Literacy.SL.6: Speaking and Listening

Comprehension and Collaboration



Curriculum Scope and Sequence

CCSS.ELA-Literacy.SL.6.1 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.1.a » Grade: 6 » Language Arts (2010) » Common Core State Standards

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

CCSS.ELA-Literacy.SL.6.1.b » Grade: 6 » Language Arts (2010) » Common Core State Standards

Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

CCSS.ELA-Literacy.SL.6.1.c » Grade: 6 » Language Arts (2010) » Common Core State Standards

Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

CCSS.ELA-Literacy.SL.6.1.d » Grade: 6 » Language Arts (2010) » Common Core State Standards

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

CCSS.ELA-Literacy.SL.6.2 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.6.3 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

CCSS.ELA-Literacy.SL.6.4 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.



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CCSS.ELA-Literacy.SL.6.5 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

CCSS.ELA-Literacy.SL.6.6 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Strand CCSS.ELA-Literacy.W.6: Writing

Text Types and Purposes

CCSS.ELA-Literacy.W.6.1 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-Literacy.W.6.1.a » Grade: 6 » Language Arts (2010) » Common Core State Standards

Introduce claim(s) and organize the reasons and evidence clearly.

CCSS.ELA-Literacy.W.6.1.b » Grade: 6 » Language Arts (2010) » Common Core State Standards

Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

CCSS.ELA-Literacy.W.6.1.c » Grade: 6 » Language Arts (2010) » Common Core State Standards

Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.

CCSS.ELA-Literacy.W.6.1.d » Grade: 6 » Language Arts (2010) » Common Core State Standards

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.6.1.e » Grade: 6 » Language Arts (2010) » Common Core State Standards

Provide a concluding statement or section that follows from the argument presented.

CCSS.ELA-Literacy.W.6.2 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-Literacy.W.6.2.a » Grade: 6 » Language Arts (2010) » Common Core State Standards

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification,



Curriculum Scope and Sequence

comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-Literacy.W.6.2.b » Grade: 6 » Language Arts (2010) » Common Core State Standards

Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

CCSS.ELA-Literacy.W.6.2.c » Grade: 6 » Language Arts (2010) » Common Core State Standards

Use appropriate transitions to clarify the relationships among ideas and concepts.

CCSS.ELA-Literacy.W.6.2.d » Grade: 6 » Language Arts (2010) » Common Core State Standards

Use precise language and domain-specific vocabulary to inform about or explain the topic.

CCSS.ELA-Literacy.W.6.2.e » Grade: 6 » Language Arts (2010) » Common Core State Standards

Establish and maintain a formal style.

CCSS.ELA-Literacy.W.6.2.f » Grade: 6 » Language Arts (2010) » Common Core State Standards

Provide a concluding statement or section that follows from the information or explanation presented.

CCSS.ELA-Literacy.W.6.3 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

CCSS.ELA-Literacy.W.6.3.a » Grade: 6 » Language Arts (2010) » Common Core State Standards

Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

CCSS.ELA-Literacy.W.6.3.b » Grade: 6 » Language Arts (2010) » Common Core State Standards

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

CCSS.ELA-Literacy.W.6.3.c » Grade: 6 » Language Arts (2010) » Common Core State Standards

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

CCSS.ELA-Literacy.W.6.3.d » Grade: 6 » Language Arts (2010) » Common Core State Standards

Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

CCSS.ELA-Literacy.W.6.3.e » Grade: 6 » Language Arts (2010) » Common Core State Standards

Provide a conclusion that follows from the narrated experiences or events.



Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.6.4 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.6.5 » Grade: 6 » Language Arts (2010) » Common Core State Standards

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.W.6.6 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

Research to Build and Present Knowledge

CCSS.ELA-Literacy.W.6.7 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

CCSS.ELA-Literacy.W.6.8 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

CCSS.ELA-Literacy.W.6.9 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-Literacy.W.6.9.a » Grade: 6 » Language Arts (2010) » Common Core State Standards

Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").



Curriculum Scope and Sequence

CCSS.ELA-Literacy.W.6.9.b » Grade: 6 » Language Arts (2010) » Common Core State Standards

Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

Range of Writing

CCSS.ELA-Literacy.W.6.10 » Grade: 6 » Language Arts (2010) » Common Core State Standards

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.