LANGUAGE ARTS SCOPE & SEQUENCE Grades 2 - 5

The Scope and Sequence document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and to understand each standard conceptually. It should be used as a tool to assist in planning and implementing a high quality instructional program.

- The units provide a snapshot of instruction across a year.
- The unpacking section contains rich information and examples of what the standards and benchmarks mean.
- The progressions provide valuable information for pre-assessment as well as information on what follows.

LANGUAGE ARTS STANDARDS

Standard 1: Learners understand that the application of reading skills and strategies empower us to comprehend a variety of texts

Standard 2: Learners understand that the application of writing skills and strategies empower us to create a variety of texts

Standard 3: Learners are able to apply listening and speaking skills and strategies to communicate effectively (transdisciplinary)

Standard 4: Learners understand that conventions enable us to communicate effectively

Grade 2 Units

Reading						
Building a Community of Readers	Responding to our Reading	Becoming a Fluent Reader	Think and Talk about Characters	Communicating our Thinking	Informational Research – Reading our World	Reader's Theater
Writing						
Expert Books: Informational Books	Authors As Mentors	Using Punctuation as a Crafting Tool	Realistic Fiction	Review Writing	Informational Articles	Fractured Fairy Tales

Grade 3 Units

Reading						
Building a Reading Life	Poetry	Character Study	Reading for Real	Determining Importance in Non-fiction Texts	Exploring our Reading Identity	Fairy Tales, Fables, Myths and Legends
Writing						
Introducing the Writer's Notebook	Poetry	Realistic Fiction (Short Stories)	Non-fiction Feature Articles	How Writers Craft Text in Interesting Ways	Script Writing	

Grade 4 Units

Reading					
Building a Community of Readers	Elements of Narrative Texts	Informational Research	Characters and Narrators	Informational Text: Critical Thinking	Performance Reading
Writing					
Community of Writers	Personal Narratives	Explanatory Writing	Mystery Short Stories	Commentary Writing	Performance Writing

Grade 5 Units

Reading & Writing			
What do you Think?	Where's the Evidence?	What's Your Opinion?	Tell me a Story

Standard 1: Learners understand that the application of reading skills and strategies empower us to comprehend a variety of texts				
Benchmarks	**Performance Indicators**			
	Grade 2	Grade 3	Grade 4	Grade 5
Reading Literacy (RL)	**Key Ideas and Details**			
1.1 Read closely to determine what the text says explicitly and to make logical inferences from it: cite specific textual evidence when writing or speaking to support conclusions drawn from text.	**2.RL.1** Ask and answer such questions as *who, what, where, when, why*, and *how* to demonstrate understandings of key details in a text	**3.RL.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	**4.RL.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	**5.RL.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from a text
1.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	**2.RL.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral	**3.RL.2** *a.* Recount stories, including fables, folktales, and myths from diverse cultures *b.* Determine the central message, lesson or moral and explain how it is conveyed through key details in the text	**4.RL.2** *a.* Determine a theme or a story, drama, or poem from details in the text *b.* Summarize using key details from the text	**5.RL.2** *a.* 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 *b.* Summarize using key details from the text
1.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	**2.RL.3** Describe how characters in a story respond to major events and challenges	**3.RL.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	**4.RL.3** 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)	**5.RL.3** 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 & Structure			
1.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific work choices shape meaning or tone.	**2.RL.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song	**3.RL.4** Describe the meaning of words and phrases as they are used in a text, distinguishing from non-literal language	**4.RL.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in stories, myths, and traditional literature from different cultures	**5.RL.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes
1.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene or stanza) relate to each other and the whole.	**2.RL.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	**3.RL.5** 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	**4.RL.5** Explain major differences between poems, and drama, and prose, and refer to 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	**4.RL.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem
1.6 Assess how point of view or purpose shapes the content and style of a text.	**2.RL.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud	**3.RL.6** Distinguish their own point of view from that of the narrator or those of the characters	**4.RL.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations	**5.RL.6** Describe how a narrator's or speaker's point of view influences how events are described
	Integration of Knowledge and Ideas			
1.7 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.	**2.RL.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	**3.RL.7** 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)	**4.RL.7** 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	**5.RL.7** 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, and poem)

1.8	2.RL.8	3.RL.8	4.RL.8	5.RL.8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)	(Not applicable to literature)
1.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	2.RL.9 Compare and contrast two or more versions of the same stories (e.g., Cinderella stories) by different authors or from different cultures	3.RL.9 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)	4.RL.9 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures	5.RL.9 Compare and contrast stories in the same genre (e.g., mysteries or adventure stories) on their approaches to similar themes and topics
	Range of Reading and Level of Text Complexity			
1.10 Read and comprehend complex literary and informational texts independently and proficiently.	2.RL.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2 text complexity band proficiently, with scaffolding as needed at the high end of range (DRA Level 28). Reads silently for increasingly longer periods (10-15 minutes)	3.RL.10 By the end of the year, read independently and proficiently and comprehend literature, including stories, dramas, and poetry, at the high end of grades 3 text complexity band (DRA Level 38). Reads silently for extended periods (15-20 min)	4.RL.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4 text complexity band proficiently, with scaffolding as needed at the high end of the range (DRA level 40). Reads silently for extended periods (20-30 min)	5.RL.10 By the end of the year, read independently and proficiently and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 5 text complexity band (DRA Level 50). Reads silently for extended periods (30-40 min)
Reading Information (RI)	Key Ideas and Concepts			
1.11 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	2.RI.1 Ask and answer such questions as *who, what, where, when, why*, and how to demonstrate understanding of key details in a text	3.RI.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text	5.RI.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text

1.12 Determine central ideas or themes or a text and analyze their development; summarize the key supporting details and ideas.	2.RI.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text	3.RI.2 Determine the main idea of a text; recount the key details and explain how they support the main idea	4.RI.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text	5.RI.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
1.13 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	2.RI.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	3.RI.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect	4.RI.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text	5.RI.3 Explain 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			
1.14 Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone	2.RI.4 Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*	3.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*	4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*	5.RI.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*
1.15 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of text (e.g. a section, chapter, scene or stanza) relate to each other and the whole.	2.RI.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently	3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently	4.RI.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text	5.RI.5 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
1.16 Assess how point of view or purpose shapes the content and style of a text.	2.RI.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe	3.RI.6 Distinguish their own point of view from that of the author of a text	4.RI.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided	5.RI.6 Analyze multiple accounts of the same topic, nothing important similarities and differences in the point of view they represent

	Integration of Knowledge and Ideas			
1.17 Integrate and evaluate content presented in diverse formats and media, including print and digital resources.	**2.RI.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text	**3.RI.7** 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)	**4.RI.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears	**5.RI.7** 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
1.18 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	**2.RI.8** Describe how reasons support specific points the author makes in a text	**3.RI.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)	**4.RI.8** Explain how an author uses reasons and evidence to support particular points in a text	**5.RI.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)
1.19 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	**2.RI.9** Compare and contrast the most important points presented by two texts on the same topic	**3.RI.9** Compare and contrast the most important points and key details presented in two texts on the same topic	**4.RI.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeable	**5.RI.9** 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			
1.20 Read and comprehend complex literary and informational texts independently and proficiently	**2.RI.10** *a.* By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2 text complexity band proficiently, with scaffolding as needed at the high end of the range (DRA Level 28). *b.* Read silently for increasingly longer periods (10-15 minutes)	**3.RI.10** *a.* 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 3 text complexity band independently and proficiently (DRA Level 38). *b.* Read silently for extended periods (15-20 min)	**4.RI.10** *a.* 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 text complexity band and proficiently, with scaffolding as needed at the high end of the range (DRA Level 40) *b.* Read silently for extended periods (20-30 min)	**4.RI.10** *a.* 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 5 text complexity band independently and proficiently (DRA level 50). *b.* Read silently for extended periods (30-40 min)

Reading Foundation (RF)	Print Concepts			
1.21 Demonstrate understanding of the organization and basic features of print	2.RF.1 N/A	3.RF.1 N/A	4.RF.1 N/A	5.RF.1 N/A
	Phonological Awareness			
1.22 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	2.RF.2 N/A	3.RF.2 N/A	4.RF.2 N/A	5.RF.2 N/A
	Phonics and Word Recognition			
1.23 Know and apply grade-level phonics and word analysis in decoding words	2.RF.3 *a.* Distinguish long and short vowels when reading regularly spelled one-syllable words *b.* Know spelling-sound correspondences for additional common vowel teams *c.* Decode regularly spelled two-syllable words with long vowels. *d.* Decode words with common prefixes and suffixes *e.* Identify words with inconsistent but spelling-sound correspondences *f.* Recognize and read grade-appropriate irregularly spelled words	3.RF.3 *a.* Identify and know the meaning of the most common prefixes and derivational suffixes *b.* Decode words with common Latin suffixes *c.* Decode multi-syllable words *d.* Read grade- appropriate irregularly spelled words	4.RF.3 *a.* Use combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context	5.RF.3 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			
1.24 Read with sufficient accuracy and fluency to support comprehension	**2.RF.4** *a.* Read on-level text with purpose and understanding *b.* Read on-level text orally with accuracy, appropriate rate and expression on successive readings *c.* Use context to confirm or self-correct word recognition and understanding, rereading as necessary	**3.RF.4** *a.* Read on-level text with purpose and understanding *b.* Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings *c.* Use context to confirm or self-correct word recognition and understanding, rereading as necessary	**4.RF.4** *a.* Read on-level text with purpose and understanding *b.* Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings *c.* Use context to confirm or self-correct word recognition and understanding, rereading as necessary	**5.RF.4** *a.* Read on-level text with purpose and understanding *b.* Read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings *c.* Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Standard 2: Learners understand that the application of writing skills and strategies empower us to create a variety of texts				
Benchmarks	Performance Indicators			
	Grade 2	Grade 3	Grade 4	Grade 5
Writing (W)	Text type and purposes			
2.1 Write arguments to support claims in an analysis of substantive topics or tests, using valid reasoning and relevant and sufficient evidence	2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also)* to connect opinion and reasons, and provide a concluding statement or section	3.W.1 *a.* Write opinion pieces on topics or texts, supporting a point of view with reasons *b.* Introduce the topic or text they are writing about, state and opinion, and create an organizational structure that lists reasons *c.* Provide reasons that support the opinion *d.* Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons *e.* Provide a concluding statement or section	4.W.1 *a.* Write opinion pieces on topics or texts, supporting a point of view with reasons and information *b.* 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 *c.* Provide reasons that are supported by facts and details. *d.* Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*) *e.* Provide a concluding statement or section related to the opinion presented	5.W.1 *a.* Write opinion pieces on topics or texts, supporting a point of view with reasons and information *b.* 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 *c.* Provide logically ordered reasons that are supported by facts and details *d.* Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*) *e.* Provide a concluding statement or section related to the opinion presented
2.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content	2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	3.W.2 *a.* Introduce a topic and group related information together; include illustrations when useful to aiding comprehension *b.* Develop the topic with facts, definitions and details *c.* Use linking words and phrases (e.g., *also, another, and, more, but)* to connect ideas within categories of information	4.W.2 *a.* 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 *b.* Develop the topic with facts, definitions, concrete details, quotations, or other information and related to the topic	5.W.2 *a.* 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 *b.* Develop the topic with facts, definitions, concrete details,

		d. Provide a concluding statement or section	c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*) d. Use precise language and domain-specific vocabulary to inform about or explain the topic e. Provide a concluding statement or section related to the information or explanation presented	quotations, or other information and examples related to the topic c. Link ideas within and across categories of information using words, phrases, and clauses e.g., *in contrast, especially*) d. Use precise language and domain-specific vocabulary to inform about or explain the topic e. Provide a concluding statement or section related to the information or explanation presented
2.3 Write narratives to develop real or imagined experiences of events using effective technique, well-chosen details, and well-structured event sequences	**2.W.3** Write narratives in which they recount a well elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure	**3.W.3** *a.* Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally *b.* Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations *c.* Use temporal words and phrases to signal event order. d. Provide a sense of closure	**4.W.3** *a.* Orient the reader by establishing situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally *b.* Use dialogue and description to develop experiences and events or show the responses of characters to situations *c.* Use a variety of transitional words and phrases to manage the sequence of events *d.* Use concrete words and phrases and sensory details to convey experiences and events precisely *e.* Provide a conclusion that follows from the experiences or events	**5.W.3** *a.* Orient the reader by establishing situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally *b.* Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations *c.* Use a variety of transitional words, phrases, and clauses to manage the sequence of events *d.* Use concrete words and phrases and sensory details to convey experiences and events precisely *e.* Provide a conclusion that follows from the narrated experiences or events
2.4 Produce clear and coherent writing in which the development, organization, and style are	**2.W.4** Begins in Grade 3	**3.W.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to	**4.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	**5.W.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

appropriate to the task, purpose, and audience		task and purpose (Grade-specific expectations for writing types are defined in standards 1-3 above.)	(Grade-specific expectations for writing types are defined in standards 1-3 above.)	(Grade-specific expectations for writing types are defined in standards 1-3 above.)

Benchmarks	Production and Distribution of Writing			
2.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach	2.W.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing	3.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (Editing for conventions should demonstrate command of Language Foundation standards 1-3 up to and including Grade 3.)	4.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language Foundation standards 1-3 up to and include Grade 4.)	5.W.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (Editing for conventions should demonstrate command of Language Foundation standards 1-3 up to including Grade 5.)
2.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others	2.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers	3.W.6 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	4.W.6 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	5.W.6 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
2.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation	2.W.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.)	3.W.7 Conduct short research projects that build knowledge about a topic	4.W.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic	5.W.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic
2.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism	2.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	3.W.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories	4.W.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take note sand categorize information, and provide a list of sources	5.W.8 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

2.9	2.W.9	3.W.9	4.W.9	5.W.9
Draw evidence from literary or informational texts to support analysis, reflection and research	Begins in Grade 4	Begins in Grade 4	*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].") 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")	*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]") 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]")
Benchmarks	**Range of Writing**			
2.10	2.W.10	3.W.10	4.W.10	5.W.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single setting or day or two) for a range of tasks, purposes, and audiences	Begins in Grade 3	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	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	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

Standard 3: Learners are able to apply listening and speaking skills and strategies to communicate effectively (transdisciplinary)				
Benchmarks	Performance Indicators			
	Grade 2	Grade 3	Grade 4	Grade 5
	Comprehension and Collaboration			
3.1 Prepare for and anticipate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively	2.LS.1 *a.* Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups *b.* Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) *c.* Build on others' talk in conversations by linking their comments to the remarks of others *d.* Ask for clarification and further explanation as needed about the topics and texts under discussion	3.LS.1 *a.* 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 *b.* 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 *c.* Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, peaking one at a time about the topics and texts under discussions) *d.* Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others *e.* Explain their own ideas and understanding in light of the discussion	4.LS.1 *a.* 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' and expressing their own clearly *b.* 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 *c.* Follow agreed-upon rules for discussions and carry out assigned roles *d.* 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 *e.* Review the key ideas expressed and explain their own ideas and understanding in light of the discussion	5.LS.1 *a.* 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' and expressing their own clearly *b.* 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 *c.* Follow agreed-upon rules for discussions and carry out assigned roles *d.* Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others *e.* Review the key ideas expressed and draw in light of information and knowledge gained from the discussion

3.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally	2.LS.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	3.LS.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	4.LS.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	5.LS.2 Summarize a written text read aloud information presented in diverse media and formats, including visually, quantitatively, and orally
3.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	2.LS.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	3.LS.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail	4.LS.3 Identify the reasons and evidence a speaker provides to support particular points	5.LS.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence
	Presentation and Knowledge of Ideas			
3.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development , and style are appropriate to task, purpose, and audience	2.LS.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	3.LS.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace	4.LS.4 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	5.LS.4 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
3.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations	2.LS.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	3.LS.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details	4.LS.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes	5.LS.5 Include multimedia components (e.g., graphics, sounds) and visual displays in presentations when appropriate to enhance the development of main ideas or themes

3.6	2.LS.6	3.LS.6	4.LS.6	5.LS.6
Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate	Produce complete sentences when appropriate to ask and situation in order to provide requested detail or clarification. (See Grade 2 Language Foundations standards 1 and 3 for specific expectations.)	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language Foundation standards 1 and 3 for specific expectations	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. (See grade 4 Language Foundation standards 1 and 3 for specific expectations.)	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 5 Language Foundations standards 1 and 3 for specific expectations.)

Standard 4: Learners understand that conventions enable us to communicate effectively				
Benchmarks	**Performance Indicators**			
	Grade 2	Grade 3	Grade 4	Grade 5
	Conventions of Standard English			
4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	**2.L.1** *a.* Use collective nouns (e.g., group) *b.* Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish) *c.* Use reflexive pronouns (e.g., myself, ourselves) *d.* Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told) *e.* Use adjectives and adverbs, and choose between them depending on what is to be modified *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)*	**3.L.1** *a.* Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences *b.* Form and use regular and irregular plural nouns *c.* Use abstract nouns (e.g., childhood) *d.* Form and use regular and irregular verbs *e.* Form and use he simple (e.g., I walked; I walk; I will walk) verb tenses *f.* Ensure subject-verb and pronoun-antecedent agreement *g.* Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified *h.* Use coordinating and subordinating conjunctions. *i.* Produce simple, compound, and complex sentences	**4.L.1** *a.* Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why) *b.* Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses *c.* Use modal auxiliaries (e.g., can, may, must) to convey various conditions *d.* Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag) *e.* Form and use prepositional phrases *f.* Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons *g.* Correctly use frequently confused words (e.g., to, too, two, there, their)	**5.L.1** *a.* Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences *b.* Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses *c.* Use verb tense to convey various times, sequences, states, and conditions *d.* Recognize and correct inappropriate shifts in verb tense. *e.* Use correlative conjunctions (e.g., either/ or, neither/nor)

Adapted from AERO; MPS– May 2014; current as of May 2017

4.2	2.L.2	3.L.2	4.L.2	5.L.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	*a.* Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing *b.* Capitalize holidays, product names, and geographic names. *c.* Use commas in greetings and closings of letters. *d.* Use an apostrophe to form contractions and frequently occurring possessives. *e.* Generalize learned spelling patterns when writing words (e.g., *cage, badge; boy; boil)* *f.* Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	*a.* Capitalize appropriate words in titles *b.* Use commas in address *c.* Use commas and quotation marks in dialogue *d.* Form and use possessives. *e.* Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) *f.* Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words *g.* Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	*a.* Use correct capitalization. *b.* Use commas and quotation marks to mark direct speech and quotations from a text *c.* Use a comma before coordinating conjunction in a compound sentence *d.* Spell grade-appropriate words correctly, consulting references as needed	*a.* Use punctuation to separate items in a series *b.* Use a comma to separate an introductory element from the rest of the sentence *c.* 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*?) *d.* Use underlining, quotation marks, or italics to indicate titles of works *e.* Spell grade-appropriate words correctly, consulting references as needed
Benchmarks	**Knowledge of Language**			
4.3	2.L.3	3.L.3	4.L.3	5.L.3
Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening	*a.* Use knowledge of language and its conventions when writing, speaking, reading, or listening. *b.* Compare formal and informal uses of English.	*a.* Choose words and phrases for effect. *b.* Recognize and observe differences between the conventions of spoken and written standard English.	*a.* Choose words and phrases to convey ideas precisely. *b.* Choose punctuation for effect. *c.* Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	*a.* Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. *b.* Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
	Vocabulary Acquisition and Use			
4.4	2.L.4	3.L.4	4.L.4	5.L.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases by	*a.* Determine or clarify the meaning of unknown and multiple-meaning words and phrases	*a.* Use sentence-level context as a clue to the meaning of a word or phrase.	*a.* Use context (e.g., definitions, examples, or restatements in text)	*a.* Use context (e.g., cause/effect relationships and comparisons in

using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate	based on Grade 2 reading and content, choosing flexibly from an array of strategies *b.* Use sentence-level context as a clue to the meaning of a word or phrase *c.* Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*) *d.* Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*) *e.* Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., b*irdhouse, lighthouse, housefly, bookshelf, notebook, and bookmark*) *f.* Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases	*b.* 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*) *c.* Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*) *d.* Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases	as a clue to the meaning of a word or phrase *b.* Use common grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph) *c.* Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases	text) as a clue to the meaning of a word or phrase *b.* Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*). *c.* Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases
4.5 Demonstrate understanding of word relationships and nuances in word meanings	2.L.5 *a.* Demonstrate understanding of word relationships and nuances in word meanings *b.* Identify real-life connections between words and their use (e.g., describe foods that are *spicy or juicy*) *c.* Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*)	3.L.5 *a.* Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*) *b.* Identify real-life connections between words and their use (e.g., describe people who are *friendly or helpful*) *c.* Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*)	4.L.5 *a.* Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context *b.* Recognize and explain the meaning of common idioms, adages, and proverbs *c.* Demonstrate understanding of words by relating them to their opposites (anonyms) and to words with similar but not identical meanings (synonyms)	5.L.5 *a.* Interpret figurative language, including similes and metaphors, in context *b.* Recognize and explain the meaning of common idioms, adages, and proverbs *c.* Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words

4.6	2.L.6	3.L.6	4.L.6	5.L.6
Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression	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*)	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*	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 particular topic (e.g., *wildlife, conservation*, and *endangered* when discussing animal preservation)	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*)