**FIRST QUARTER**

|  |  |  |
| --- | --- | --- |
| **Extended****Standards** | **Content Statement** | **Assessment****Formative Summative** |
| W.8a | Use information from personal experiences or texts to answer questions. |  |  |
| SL.5a | Add visuals or audio to enhance a presentation and clarify details. |  |  |
| W.la | Generate written text stating a basic opinion on a topic, and provide a reason. |  |  |
| SL.3a | Ask or answer questions to clarify understanding or gain information about a topic. |  |  |
| SL.6a | Communicate in complete sentences in a manner appropriate to a task or situation. |  |  |
| L.la | Communicate using conventions of standard English grammar:\*Upper-and lower-case letters;\*Common nouns, verbs and pronouns;\*Question words;\*Adjectives (e.g., big, little);\*Conjunctions (e.g., and, but); and\*Prepositions, (e.g., under, on). |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

RL = Reading Literature RI = Reading Informational Text FS = Foundational Skills

WS = Writing Standards SL = Speaking and Listening LS = Language Standards

**SECOND QUARTER**

|  |  |  |
| --- | --- | --- |
| **Extended Standards** |  | **Assessment****Formative Summative** |
| RL.7a | Use illustrations and text to describe the characters, setting or events from a story. |  |  |
| RI.7a | Use illustrations and details from a text to describe key ideas. |  |  |
| RL.3a | Describe characters and how they change in a story (e.g., sad to happy, short to tall). |  |  |
| W.2a | Generate written text about a topic, and provide one fact about the topic. |  |  |
|  W.7a | Participate in shared research and shared writing projects. |  |  |
| W.8a | Use information from personal experiences or texts to answer questions. |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

RL = Reading Literature RI = Reading Informational Text FS = Foundational Skills

WS = Writing Standards SL = Speaking and Listening LS = Language Standards

**THIRD QUARTER**

|  |  |  |
| --- | --- | --- |
| **Extended Standards** |  | **Assessment****Formative Summative** |
| SL.2a | Describe two or more key ideas or details from text read aloud or information presented orally. |  |  |
| RL.6a | Identify the point of view or attitude of various characters. |  |  |
| RI.6a | Identify the main purpose of an informational text. |  |  |
| W.3a | Generate text to communicate a sequence of events that tell a story. |  |  |
| W.5a | With guidance and support, revise writing to maintain focus on a topic. |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

RL = Reading Literature RI = Reading Informational Text FS = Foundational Skills

WS = Writing Standards SL = Speaking and Listening LS = Language Standards

**FOURTH QUARTER**

|  |  |  |
| --- | --- | --- |
| **Extended Standards** |  | **Assessment****Formative Summative** |
| RI.9a | Describe similarities and differences between two versions of a text on the same topic. |  |  |
| RF.2a | Demonstrate understanding of spoken words, syllables and sounds (e.g., tap/clap syllables of a word). |  |  |
| L.2a | Generate a simple sentence containing:\*Beginning capitalization;\* Ending punctuation; and\*Simple words, spelled phonically. |  |  |
| RI.5a | Use text features (e.g., heading, table of contents, glossaries) to locate specific information in a text. |  |  |
| RI.8a | Locate a reason/detail that supports the author’s point in a text. |  |  |
| W.6a | With guidance and support, select and use digital tools to produce and publish writing. |  |  |
| L.3a | Use sentence-level context as a clue to determine the meaning of unknown and multiple-meaning words within grade-level/age-appropriate text. |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

RL = Reading Literature RI = Reading Informational Text FS = Foundational Skills

WS = Writing Standards SL = Speaking and Listening LS = Language Standards