**FIRST QUARTER**

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| **Extended****Standards** | **Content Statement** | **Assessment****Formative Summative** |
| RL.7a | Describe how illustrations relate to meaning within the text. |  |  |
| RL.8a | Describe similarities and differences between two stories by the same author or from the same genre. |  |  |
| RL.9a | Actively participate in supported grade-level/age-appropriate, adapted literature materials. |  |  |
| RI.5a | Compare the text structure of two informational texts (e.g., recipes, schedules, experiments). |  |  |
| RF.2a | Actively participate in supported grade-level/age-appropriate, adapted texts to support comprehension. |  |  |
| W.4a | With guidance and support, generate a written text that matches the purpose for which it is designed (e.g., report or story). |  |  |
| SL.1a | Engage in discussions about grade-level/age-appropriate topics and texts.\*Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)\*Ask and answer questions for clarification; make comments.\*Make topic-specific personal connections. |  |  |
| SL.6a | Communicate in sentences using formal or informal language that is specific to the purpose or audience. |  |  |
|  L.1a | Communicate using conventions of grammar when writing or speaking by creating complete sentences of these types:\*Declarative(e.g., My shirt is green.)\*Interrogatory (e.g., Where is my shirt?)\*Exclamatory (e.g., I love my shirt!)\*Imperative (e.g., Please, wash my shirt.) |  |  |
| L.3a | Communicate with a message using appropriate words, phrases and sentences (e.g., emotions, ideas). |  |  |
| L.6a | Communicate using grade-level/age-appropriate conversational and content-specific words and phrases. |  |  |
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RL = Reading Literature RI = Reading Informational Text FS = Foundational Skills

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

**SECOND QUARTER**

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| **Extended Standards** |  | **Assessment****Formative Summative** |
| RL.5a | Explain how chapters, stanzas or scenes build on earlier sections of text. |  |  |
| RI.3a | Explain connections between events, ideas, individuals or steps in procedures in historical, scientific or technical text. |  |  |
| RI.4a | Describe the meaning of words and phrases as they are used in grade-level/age-appropriate informational or procedural text. |  |  |
| RI.8a | Explain how the author makes connections between key points in a text (e.g., comparison, cause/effect, sequence). |  |  |
| RI.9a | Integrate information about a topic from two or more sources to report/write about the subject. |  |  |
| RI.10a | Read supported grade-level/age-appropriate informational materials, including history/social studies and technical texts which are adapted to the students’ reading level. |  |  |
| W.3a | Generate a written text that includes narrative elements (character, dialogue, events) to tell a personal story. |  |  |
| W.8a | Recall and categorize information from personal experiences, print or digital sources, and name the source. |  |  |
| SL.4a | Communicate about a topic in the appropriate sequence and include the main idea and relevant details. |  |  |
| L.4a | Use context clues, word structures (e.g., affixes, root words) or glossaries to determine the meaning of unknown words. |  |  |
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**THIRD QUARTER**

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| **Extended Standards** |  | **Assessment****Formative Summative** |
| RL.2a | Summarize text and identify theme. |  |  |
| RL.3a | Identify the similarities or differences between two or more characters, settings or events in folktales, fairytales, myths or other stories. |  |  |
| RL.6a | Distinguish between first-and third-person narrations. |  |  |
| RI.2a | Identify main idea and summarize text. |  |  |
| RI.7a | Locate information in two or more texts to answer a question or support an idea. |  |  |
|  W.1a | Express an opinion in writing, and provide supporting information or details. |  |  |
| W.5a | With guidance and support, plan, edit and revise writing to increase clarity. |  |  |
| W.9a | Gather information from (adapted) grade-level/age-appropriate literary or informational materials to support research and understanding. |  |  |
| W.10a | Generate written text routinely for a range of discipline-specific tasks, purposes and audiences within formats and content. |  |  |
| SL.2a | Summarize key ideas or supporting details from text read aloud or presented in diverse formats. |  |  |
| SL.3a | Ask or answer questions about a speaker’s presentation to clarify or extend understanding. |  |  |
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**FOURTH QUARTER**

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| **Extended Standards** |  | **Assessment****Formative Summative** |
| RL.1a | Answer inferential questions based on details from the text. |  |  |
| RL.4a | Determine the meaning of words and phrases, including figurative language (e.g., similes, metaphors). |  |  |
| RI.1a | Answer inferential questions using specific details from the text to support those inferences. |  |  |
| RI.6a | Identify differences in the point of view regarding events or topics described in informational text. |  |  |
| RF.1a | Apply phonics skills to decode words:\*Use knowledge of letter-sound correspondence to read unfamiliar words.\*Decode words with common affixes.\*Decode common multi-syllable words.\*Read high-frequency words (e.g., Dolch word list 3). |  |  |
| W.2a | Generate a paragraph including a topic sentence with supporting facts, details and a concluding sentence. |  |  |
| W.6a | With guidance and support, use technology to compose a paragraph. |  |  |
| W.7a | Research and collect information from multiple sources to build knowledge on a topic. |  |  |
| SL.5a | Enhance a presentation with multimedia components. |  |  |
| L.2a | Generate a written sentence with appropriate:\*Capitalization;\*Ending punctuation; and\*Correct spelling of common word. |  |  |
| L.5a | Identify the meaning of simple figurative language (e.g., similes and metaphors). |  |  |

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