**FIRST QUARTER**

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| **Extended**  **Standards** | **Content Statement** | **Assessment**  **Formative Summative** | |
| SL.1a | Participate in group discussions about grade-level/age-appropriate topics and text.  \*Follow agreed upon rules (e.g., gaining attention, listening to others, turn-taking)  \*Ask questions for clarification. |  |  |
| RL.8a | Describe similarities or differences in two or more versions of a story. |  |  |
| RL.1a | Ask and answer who, what, where, when or how questions to demonstrate understanding of text. |  |  |
| RL.7a | Use illustrations and text to describe the characters, setting or events from a story. |  |  |
| RI.1a | Ask and answer who, what, where, when, why and how questions to demonstrate understanding of text. |  |  |
| W.8a | Use information from personal experiences or texts to answer questions. |  |  |
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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** | |
| L.4a | Identify real-life connections between words and their uses. |  |  |
| RL.4a | Identify words that repeat, rhyme or support the rhythm in a story, poem or song. |  |  |
| RL.5a | Explain the difference between real (informational), and made-up (literary) text or poetry. |  |  |
| RL.8a | Describe similarities or differences in two or more versions of a story. |  |  |
| RF.2a | Demonstrate understanding of spoken words, syllables and sounds (e.g., tap/clasp syllables of a word). |  |  |
| RF.3a | Identify letter-sound association at the beginning of words. |  |  |
| SL.2a | Describe two or more key ideas or details from text read aloud or information presented orally. |  |  |
| SL.4a | Communicaate clearly about a personal experience including relevant details. |  |  |
| L.4a | Identify real-life connections between words and their uses. |  |  |
| L.5a | Communicate using words and phrases acquired through reading or listening to text. |  |  |
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**THIRD QUARTER**

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| **Extended Standards** |  | **Assessment**  **Formative Summative** | |
| RL.5a | Explain the difference between real (informational), and made-up (literary) text or poetry. |  |  |
| L.5a | Communicate using words and phrases acquired through reading or listening to text. |  |  |
| RI.4a | Describe the meaning of words in a text. |  |  |
| RI.7a | Use illustrations and details from a text to describe key ideas. |  |  |
| RF.1a | Identify organizational features of a sentence (e.g., words, capitalization ending punctuation). |  |  |
| RF.4a | Actively participate in supported grade-level/age-appropriate, adapted texts. |  |  |
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**FOURTH QUARTER**

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| **Extended Standards** |  | **Assessment**  **Formative Summative** | |
| RL.1a | Ask and answer who, what, where, when or how questions to demonstrate understanding of text. |  |  |
| SL.4a | Communicate clearly about a personal experience including relevant details. |  |  |
| RI.9a | Describe similarities and differences between two versions of a text on the same topic. |  |  |
| RI.10a | Actively participate in supported grade-level/age-appropriate, adapted informational texts. |  |  |
| W.7a | Participate in shared research and shared writing projects. |  |  |
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