**FIRST QUARTER**

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| **Extended**  **Standards** | **Content Statement** | **Assessment**  **Formative Summative** | |
| RI.1 | Ask and answer who, what, where, when, why and how questions to demonstrate understanding of text. |  |  |
| RF.1a | Identify organizational features of a sentence (e.g., words, capitalization ending punctuation). |  |  |
| W.1a | Generate written text stating a basic opinion on a topic, and provide a reason. |  |  |
| W.2a | Generate written text about a topic, and provide one fact about the topic. |  |  |
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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.2a | Retell fables, folktales or other stories including the central message and supporting details. |  |  |
| RL.9a | Actively participate in supported grade-level/age-appropriate adapted literature materials. |  |  |
| RI.10a | Actively participate in supported grade-level/age-appropriate, adapted informational texts. |  |  |
| RF.3a | Identify letter-sound association at the beginning of words. |  |  |
| W.7a | Participate in shared research and shared writing projects. |  |  |
| SL.3a | Ask or answer questions to clarify understanding or gain information about a topic. |  |  |
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**THIRD QUARTER**

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| **Extended Standards** |  | **Assessment**  **Formative Summative** | |
| RL.4a | Identify words that repeat, rhyme or support the rhythm in a story, poem or song. |  |  |
| RL.6a | Identify the point of view or attitude of various characters. |  |  |
| RI.4a | Describe the meaning of words in a text. |  |  |
| RI.5a | Use text features (e.g., heading, table of contents, glossaries) to locate specific information in a text. |  |  |
| RI.6a | Identify the main purpose of an informational text. |  |  |
| RI.8a | Locate a reason/detail that supports the author’s point in a text. |  |  |
| 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. |  |  |
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**FOURTH QUARTER**

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| **Extended Standards** |  | **Assessment**  **Formative Summative** | |
| RL.3a | Describe characters and how they change in a story (e.g., sad to happy, short to tall). |  |  |
| RI.2a | Identify the main topic and the focus of two or more paragraphs. |  |  |
| RI.3a | Describe the connections between events, ideas, individuals or steps in procedures in a text. |  |  |
| RF.4a | Actively participate in supported grade-level/age-appropriate, adapted texts. |  |  |
| 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. |  |  |
| W.6a | With guidance and support, select and use digital tools to produce and publish writing. |  |  |
| SL.6a | Communicate in complete sentences in a manner appropriate to a task or situation. |  |  |
| L.1a | 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). |  |  |
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