**FIRST QUARTER**

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| **Extended****Standards** | **Content Statement** | **Assessment****Formative Summative** |
| RL.2a | Summarize text, including theme or central idea and support with details. |  |  |
| RL.9a | Compare and contrast a historical event with a fictional account. |  |  |
|  RL.10a | Read supported grade-level/age-appropriate adapted literature materials. |  |  |
| RL.5a | Explain how chapters, stanzas or scenes are used to develop overall meaning of text. |  |  |
| RL.7a | Explain the effect of the similarities and differences between print and multimedia/live productions of the same story, drama or poem. |  |  |
| W.2a | Generate informative text, including an introductory sentence, supporting facts and a concluding sentence. |  |  |
| W.5a | With some guidance and support, plan, edit and revise writing to increase clarity and coherence. |  |  |
| W.6a | Use technology, including the internet, to compose a paragraph. |  |  |
| L.2a | Generate sentences using correct capitalization, punctuation (including commas) and spelling rules. |  |  |
| SL.1a | Engage in discussions about grade-level/age-appropriate topics and text.\*Follow rules of discussion.\*Ask questions about the topic; respond to others’ questions and comments; share ideas. |  |  |
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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** |
| RI.1a | Cite evidence in text to support answers to literal or inferential questions. |  |  |
| RI.3a | Explain connections between events, ideas, individuals or steps in procedures in historical, scientific or technical text. |  |  |
| RI.4a | Explain the meaning of words or phrases as they are used in a text, including technical meanings. |  |  |
| RI.6a | Explain how the point of view or the purpose is evident in a text. |  |  |
| RI.8a | Explain why information is relevant to text. |  |  |
| W.1a | Generate a written paragraph expressing an opinion, with supporting information or details. |  |  |
| W.7a | Research and collect information from multiple sources to answer a question. |  |  |
| W.10a | Write routinely for a range of discipline-specific tasks, purposes and audiences within formats and content. |  |  |
| L.1a | Demonstrate conventions of grammar when writing or speaking by creating simple, compound and complex sentences. |  |  |
| L.3a | Use conventions of language to generate sentences specific to the purpose when speaking or writing. |  |  |
| SL.4a | Communicate effectively about a topic, providing facts and details to support an idea or opinion. |  |  |
| SL.6a | Communicate ideas or opinions using formal or informal language that is specific to the purpose or audience. |  |  |

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**THIRD QUARTER**

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| **Extended Standards** |  | **Assessment****Formative Summative** |
| RL.1a | Cite evidence in text to support answers to literal and inferential questions. |  |  |
| RL.3a | Describe the story’s plot and how the events and characters contribute to the resolution of the story. |  |  |
| RL.4a | Explain the meaning of words/phrases as they are used in a text, including figurative language. |  |  |
| RL.6a | Explain how changing the point of view would change the story. |  |  |
| RL.8a | Compare and contrast themes from two different genres. |  |  |
| W.3a | Generate a written text that includes narrative elements (e.g., dialogue, conflict, description) and a logical sequence of events. |  |  |
| W.4a | Generate a written text following the conventions of a persuasive, informative or narrative task (paragraph or story). |  |  |
| L.4a | Use context clues, word structures (e.g., affixes, root words) or reference materials (e.g., dictionaries, thesauruses) to determine the meaning of unknown words. |  |  |
| SL.3a | Explain a speaker’s point of view or purpose and relevant supporting evidence. |  |  |
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**FOURTH QUARTER**

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| **Extended Standards** |  | **Assessment****Formative Summative** |
| RI.2a | Summarize text including central ideas and details. |  |  |
| RI.5a | Explain how sentences, paragraphs or chapters contribute to the overall meaning of the text. |  |  |
| RI.7a | Describe the similarities and differences between print and multimedia pertaining to a topic or idea. |  |  |
| RI.9a | Compare the presentation of two related works on a single topic. |  |  |
| RI.10a | Read supported grade-level/age-appropriate, adapted informational materials, including history/social studies, science and technical texts. |  |  |
| W.8a | Summarize information from print and digital sources to create an original document and list sources. |  |  |
| W.9a | Gather and organize information from (adapted) grade-level/age-appropriate literary or informational material to support research and understanding. |  |  |
| L.5a  | Explain the meaning of simple figurative language (e.g., similes, metaphors, personification, hyperbole). |  |  |
| L.6a | Communicate using grade-level/age-appropriate academic and content-specific words and phrases. |  |  |
| SL.2a  | Summarize the main ideas and supporting details of information presented in diverse formats. |  |  |
| SL.5a | Integrate multimedia components to enhance a presentation. |  |  |
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