

Macon Elementary ELA Scope and Sequence

Kindergarten	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade
<p>K.R.1.A With assistance, develop and demonstrate comprehension-reading skills in response to read alouds.</p> <p>K.R.1.A.b</p> <ul style="list-style-type: none"> Asking and responding to questions about texts read aloud <p><i>Back to School</i> <i>Weather</i> <i>Thanksgiving/Economics</i></p>	<p>1.R.1.A Develop and demonstrate comprehension skills in response to reading texts and read-alouds.</p> <p>1.R.1.A.c</p> <ul style="list-style-type: none"> Seeking clarification and locating facts and details about stories and other texts <p>1.R.1.A.d</p> <ul style="list-style-type: none"> Retelling main ideas in sequence including key details <p><i>Back to School</i></p>	<p>2.R.1.A Develop and demonstrate comprehension-reading skills in response to text.</p> <p>2.R.1.A.c</p> <ul style="list-style-type: none"> Seeking clarification and using information/ facts and details about texts and supporting answers with evidence from text <p><i>Fairy Tales</i> <i>Narrative Unit</i> <i>Native Americans</i> <i>Cultural Tales</i> <i>Christmas Around the World</i> <i>Valentine's</i> <i>States of Matter</i> <i>Opinion</i> <i>Economics</i></p> <p>2.R.1.A.d</p> <ul style="list-style-type: none"> Retelling a story's beginning, middle, and end and determining its central message, lesson, or moral <p><i>Friendly Letters</i> <i>Narrative Unit</i> <i>Cultural Tales</i></p>	<p>3.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.</p> <p>3.R.1.A.b</p> <ul style="list-style-type: none"> Drawing conclusions and support with textual evidence <p><i>Drawing Conclusions Unit</i> <i>Missouri Week 1</i> <i>Incredible Stories</i></p> <p>3.R.1.A.c</p> <ul style="list-style-type: none"> Summarizing a story's beginning, middle, and end determining its central message, lesson, or moral <p><i>Trickster Tales</i></p>	<p>4.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.</p> <p>4.R.1.A.a</p> <ul style="list-style-type: none"> Drawing conclusions and inferring by referencing textual evidence of what the text says explicitly as well as inferences drawn from the text <p><i>Narrative Reading</i> <i>Nonfiction Reading</i> <i>Biographies</i> <i>Because of Winn Dixie</i></p> <p>4.R.1.A.b</p> <ul style="list-style-type: none"> Drawing conclusions by providing textual evidence of what the text says explicitly <p><i>US Regions</i> <i>Migration</i> <i>Nonfiction Reading</i> <i>Because of Winn Dixie</i></p>	<p>5.R.1.A Develop and demonstrate comprehension-reading skills in response to texts.</p> <p>5.R.1.A.a</p> <ul style="list-style-type: none"> Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text <p><i>Frindle</i> <i>Nature's Fury</i> <i>The Best Halloween Ever</i> <i>Give it All You've Got</i> <i>The Best Christmas</i> <i>Pageant Ever</i> <i>The Winter of Red Snow</i> <i>Poetry</i> <i>The Best School Year Ever</i></p> <p>5.R.1.A.b</p> <ul style="list-style-type: none"> Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text <p><i>Give it All You've Got</i> <i>The Best Christmas</i> <i>Pageant Ever</i> <i>One Land, Many Trails</i> <i>Poetry</i> <i>The Best School Year Ever</i></p>
<p>K.R.1.B With assistance, develop an understanding of vocabulary.</p> <p>K.R.1.B.e</p> <ul style="list-style-type: none"> Using words and phrases 	<p>1.R.1.B Develop an understanding of vocabulary.</p> <p>1.R.1.B.b</p> <ul style="list-style-type: none"> Identifying common root 	<p>2.R.1.B Develop an understanding of vocabulary.</p> <p>2.R.1.B.a</p> <ul style="list-style-type: none"> Using prefixes, root 	<p>3.R.1.B Develop an understanding of vocabulary.</p> <p>3.R.1.B.a</p> <ul style="list-style-type: none"> Decoding and identifying 	<p>4.R.1.B Develop an understanding of vocabulary.</p> <p>4.R.1.B.a</p> <ul style="list-style-type: none"> Determining the meaning 	<p>5.R.1.B Develop an understanding of vocabulary.</p> <p>5.R.1.B.a</p> <ul style="list-style-type: none"> Determining the meaning

<p>acquired through conversations, reading and being read to, and responding to texts <i>All Reading Units</i></p>	<p>words and their inflectional endings ● using words and phrases acquired through conversations, reading and being read to, responding to texts <i>Foundations</i></p>	<p>words, and suffixes to determine the meaning of words <i>Foundations, Independent Reading, throughout various units</i> 2.R.1.B.c ● Using context to determine the meaning of a new word or multiple-meaning words in text <i>Habitats</i> <i>Valentine's</i> <i>Presidents Day</i> 2.R.1.B.h ● Using conversational, general academic and domain-specific words and phrases <i>Habitats</i> <i>Economics</i></p>	<p>the meaning of common prefixes and suffixes and knowing how they change the meaning of root words <i>Throughout units and Foundations</i> 3.R.1.B.b ● Using sentence-level context to determine the relevant meaning of unfamiliar words or distinguish among multiple-meaning words <i>Thundercake</i> <i>Incredible Stories</i> 3.R.1.B.d ● Distinguishing the literal and nonliteral meanings of words and phrases in context <i>Folktales Unit</i> <i>The Mysterious Giant of Barletta</i> 3.R.1.B.i ● Using conversational, general academic, and domain-specific words and phrases <i>Economics Week 1</i> <i>Weather Week 1</i> <i>Missouri Week 1</i></p>	<p>of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes <i>Foundations and various stories</i> 4.R.1.B.b ● Using the context of the sentence to determine the meaning of unfamiliar words or multiple-meaning words <i>Narrative Reading</i> <i>Tall Tales</i> <i>Poetry</i> <i>Because of Winn Dixie</i> 4.R.1.B.d ● Identify the meaning of common idioms and figurative language <i>Narrative Reading</i> <i>Tall Tales</i> 4.R.1.B.f ● Using conversational, general academic, and domain-specific words and phrases <i>All Nonfiction reading units</i></p>	<p>of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context 5.R.1.B.b ● Using context to determine meaning of unfamiliar or multiple-meaning words <i>The Best Halloween Ever</i> <i>Give it All You've Got</i> <i>The Winter of Red Snow</i> <i>The Best School Year Ever</i> 5.R.1.B.d ● Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text <i>One Land, Many Trails</i> 5.R.1.B.g ● Using conversational, general academic, and domain-specific words and phrases <i>Give it All You've Got</i> <i>One Land, Many Trails</i></p>
<p>K.R.1.D Read independently for sustained periods of time. <i>Various time during reading units and center time</i></p>	<p>1.R.1.D Read independently for sustained periods of time. <i>Independent Reading</i></p>	<p>2.R.1.D Read independently for multiple purposes over sustained periods of time. <i>Independent Reading</i></p>	<p>3.R.1.D Read independently for multiple purposes over sustained periods of time. <i>Independent Reading</i></p>	<p>4.R.1.D Read independently for multiple purposes over sustained periods of time. <i>Independent Reading</i></p>	<p>5.R.1.D Read independently for multiple purposes over sustained periods of time. <i>Independent Reading</i></p>
<p>K.R.2.A With assistance, read, infer and draw conclusions using fiction texts including poetry and drama. K.R.2.A.a ● identify elements of a story, including setting, characters, and key events</p>	<p>1.R.2.A Read, infer and draw conclusions using fiction texts including poetry and drama. 1.R.2.A.a ● Describe characters, setting, problem, solution, and events in logical sequence</p>	<p>2.R.2.A Read, infer and draw conclusions using fiction texts including poetry and drama. 2.R.2.A.a ● Describe the setting, problems, solutions, sequence of events (plot), and big idea or moral</p>	<p>3.R.2.A Read, infer and draw conclusions using fiction texts including poetry and drama. 3.R.2.A.a ● Summarize and sequence the events/plot and explain how past events impact future</p>	<p>4.R.2.A Read, infer and draw conclusions using fiction texts including poetry and drama. <i>Tall Tales</i> 4.R.2.A.a ● Summarize and sequence the events/plot, explain how past events</p>	<p>5.R.2.A Read, infer and draw conclusions using fiction texts including poetry and drama. 5.R.2.A.a ● Compare and contrast the roles and functions of characters in various plots, their relationships, and</p>

<p><i>In all fictional reading units and read alouds</i></p>	<p><i>Back to School</i> 1.R.2.A.b ● Describe the main idea of a story 1.R.2.A.g ● Compare and contrast adventures and experiences of characters in stories <i>Back to School</i></p>	<p>lesson <i>Fairy Tales</i> <i>Friendly Letters</i> 2.R.2.A.b ● Describe the main characters in works of fiction, including other traits, motivations, and feelings <i>Fairy Tales</i> <i>Friendly Letters</i> <i>Narrative Unit</i> <i>Cultural Tales</i> 2.R.2.A.d ● Describe cause and effect relationships <i>Friendly Letters</i> <i>Native Americans</i> 2.R.2.A.f ● Compare and contrast the differences in points of view of characters and how stories are narrated <i>Fairy Tales</i> <i>Author's Purpose</i> <i>Opinion</i></p>	<p>events <i>Lost and Found</i> <i>Thundercake</i> <i>Cliff Hanger</i> 3.R.2.A.b ● Describe the personality traits of characters from their thoughts, words, and actions <i>The Talking Cloth</i> <i>Thundercake</i> <i>Trickster Tale Unit</i> <i>The Mysterious Giant of Barletta</i> 3.R.2.A.c ● Describe the interaction of characters, including relationships and how they change <i>Trickster Tale Unit</i> 3.R.2.A.f ● Explain cause and effect relationships <i>Lost and Found</i> <i>Economics Week 2</i> <i>Cliff Hanger</i> 3.R.2.A.g ● Distinguish their own point of view from that of the narrator or those of the characters <i>The Talking Cloth</i> <i>Poetry Week 3</i> <i>Opinion Week 2</i></p>	<p>impact future events, and identify the theme <i>Narrative Reading</i> <i>Chocolate Touch</i> 4.R.2.A.c ● Describe the interaction of characters, including relationships and how they change <i>Chocolate Touch</i> 4.R.2.A.e ● Compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person <i>Narrative Reading</i> <i>Chocolate Touch</i></p>	<p>their conflicts <i>Frindle</i> <i>The Winter of Red Snow</i> 5.R.2.A.b ● Explain the theme or moral lesson, conflict, and resolution in a story or novel <i>Frindle</i> <i>Give it All You've Got</i> <i>The Winter of Red Snow</i> 5.R.2.A.c ● Describe how a narrator's or speaker's point of view influences others <i>The Best Halloween Ever</i> <i>The Winter of Red Snow</i> <i>One Land, Many Trails</i></p>
<p>K.R.3.A With assistance, read, infer and draw conclusions using text features. K.R.3.A.a ● Identify the topic and details in an expository text heard and/or read, referring to the words and/or illustrations <i>Back to School</i> <i>Weather</i></p>	<p>1.R.3.A Read, infer and draw conclusions using text features. 1.R.3.A.b ● Explain facts or details using text features and distinguish between which facts were provided by pictures and which facts were conveyed via words 1.R.3.A.c ● Use text features to</p>	<p>2.R.3.A Read, infer and draw conclusions using text features. 2.R.3.A.a ● Identify the main idea of sections of text and distinguish it from the topic <i>Native Americans</i> <i>Habitats</i> <i>Valentine's</i> <i>States of Matter</i></p>	<p>3.R.3.A Read, infer and draw conclusions using text features. 3.R.3.A.b ● Identify the details or facts that support the main idea <i>Missouri History Unit</i> <i>Economics Week 2</i> <i>Government Week 1</i> <i>Weather Week 1</i> <i>Economics Week 2</i></p>	<p>4.R.3.A Read, infer and draw conclusions using text features. 4.R.3.A.a ● Use multiple text features to locate information and gain an overview of the contents of text <i>Migration</i> <i>Nonfiction Reading</i> 4.R.3.A.c</p>	<p>5.R.3.A Read, infer and draw conclusions using text features. 5.R.3.A.a ● Use multiple text features and graphics to locate information and gain an overview of the contents of text information <i>Nature's Fury</i></p>

<p><i>Fall</i> <i>Winter</i></p>	<p>locate specific information in text</p> <p><i>Bats</i></p>		<p>3.R.3.A.c</p> <ul style="list-style-type: none"> ● Use text and graphic features to locate information and to make and verify predictions <p><i>Animal Adaptation Week 1</i> <i>Economics Week 2</i> <i>Missouri Week 1</i></p>	<ul style="list-style-type: none"> ● Interpret and explain factual information presented graphically <p><i>US Regions</i></p>	
			<p>3.R.3.B Read, infer and draw conclusions using literary techniques.</p> <p><i>Opinion Unit Week 1</i></p> <p>3.R.3.B.c</p> <ul style="list-style-type: none"> ● Distinguish point of view from what the author is trying to persuade the reader to think or do <p><i>Opinion Unit Week 1</i></p>	<p>4.R.3.B Read, infer and draw conclusions using literary techniques.</p> <p>4.R.3.B.b</p> <ul style="list-style-type: none"> ● Analyze, make inferences, and draw conclusions about persuasive text; use evidence from the text to explain the author's purpose; and support the analysis <p><i>Nonfiction Reading</i></p> <p>4.R.3.B.c</p> <ul style="list-style-type: none"> ● Explain how an author uses language to present information to influence what the reader thinks or does <p><i>Missouri</i></p>	<p>5.R.3.B Read, infer and draw conclusions using literary techniques.</p> <p>5.R.3.B.a</p> <ul style="list-style-type: none"> ● Evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim <p><i>Nature's Fury</i> <i>One Land, Many Trails</i></p> <p>5.R.3.B.g</p> <ul style="list-style-type: none"> ● Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning
<p>K.R.3.C With assistance, read, infer and draw conclusions using text structures.</p> <p>K.R.3.C.c</p> <ul style="list-style-type: none"> ● Name the main topic and recall key details of the text <p><i>Back to School</i> <i>Weather</i> <i>Fall</i> <i>Thanksgiving/Economics</i> <i>Winter</i></p>	<p>1.R.3.C Read, infer and draw conclusions using text structures.</p> <p>1.R.3.C.b</p> <ul style="list-style-type: none"> ● Identify main ideas and provide supporting details <p><i>Bats</i> <i>Caves</i></p>	<p>2.R.3.C Read, infer and draw conclusions using text structures.</p> <p>2.R.3.C.a</p> <ul style="list-style-type: none"> ● Explain main ideas and supporting details <p><i>Habitats</i></p> <p>2.R.3.C.c</p> <ul style="list-style-type: none"> ● Describe the connection between and identify problems and solutions <p><i>Habitats</i></p>	<p>3.R.3.C Read, infer and draw conclusions using text structures.</p> <p>3.R.3.C.a</p> <ul style="list-style-type: none"> ● Describe relationships among events, ideas, concepts, and cause and effect in texts <p><i>Missouri History Week 1</i> <i>Animal Adaptation Week 1</i> <i>Economics Week 2</i></p> <p>3.R.3.C.b</p> <ul style="list-style-type: none"> ● Explain the relationship between problems and solution solutions <p><i>Economics</i></p> <p>3.R.3.C.e</p>	<p>4.R.3.C Read, infer and draw conclusions using text structures.</p> <p>4.R.3.C.b</p> <ul style="list-style-type: none"> ● Explain explicit and implicit relationships among ideas in texts <p><i>Nonfiction Reading</i> <i>Biographies</i></p>	<p>5.R.3.C Read, infer and draw conclusions using text structures.</p> <p>5.R.3.C.c</p> <ul style="list-style-type: none"> ● Analyze how the pattern of organization of a text influences the relationships <p><i>Nature's Fury</i> <i>Give it All You've Got</i></p> <p>5.R.3.C.e</p> <ul style="list-style-type: none"> ● Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably

			<ul style="list-style-type: none"> • Compare and contrast the most important points and key details presented in texts on the same topic <i>Animal Adaptations Week 1 Life Cycles</i> 		
<p>K.RF.1.A Develop print awareness in the reading process.</p> <p>K.RF.1.A.a</p> <ul style="list-style-type: none"> • Identifying all upper- and lower-case letters <p><i>Foundations</i></p> <p>K.RF.1.A.c</p> <ul style="list-style-type: none"> • Demonstrating that books are read left to right, top to bottom <p><i>All Reading Activities and Foundations</i></p> <p>K.RF.1.A.f</p> <ul style="list-style-type: none"> • Demonstrating one-to-one correspondence between spoken words and written words <p><i>All Reading Activities and Foundations</i></p>					
<p>K.RF.2.A Develop phonemic awareness in the reading process.</p> <p>K.RF.2.A.a</p> <ul style="list-style-type: none"> • Identifying sounds in spoken words • Produce rhymes in response to spoken words <p>K.RF.2.A.b</p> <ul style="list-style-type: none"> • Distinguishing orally presented rhyming pairs of words from non-rhyming pairs <p>K.RF.2.A.c</p> <ul style="list-style-type: none"> • Blending spoken onsets and rimes to form simple words <p>K.RF.2.A.e</p> <ul style="list-style-type: none"> • Blending spoken 	<p>1.RF.2.A Develop phonemic awareness in the reading process.</p> <p>1.RF.2.A.a</p> <ul style="list-style-type: none"> • Producing and identifying sounds and syllables in spoken words <p>1.RF.2.A.b</p> <ul style="list-style-type: none"> • Distinguish between long and short vowel sounds <p>1.RF.2.A.c</p> <ul style="list-style-type: none"> • Recognize change in a spoken word when a specific phoneme is added, changed or removed <p>1.RF.2.A.d</p> <ul style="list-style-type: none"> • Blending spoken phonemes to form one- or two-syllable words 				

<p>phonemes to form one-syllable words K.RF.2.A.f</p> <ul style="list-style-type: none"> ● Isolating the initial, medial, and final sounds in spoken words <p>K.RF.2.A.g</p> <ul style="list-style-type: none"> ● Segmenting spoken words into two or three phonemes <p><i>All of these skills are taught with Foundations</i></p>	<p>including consonant blends 1.RF.2.A.e</p> <ul style="list-style-type: none"> ● Segmenting spoken words of three to five phonemes into individual phonemes <p><i>All of these skills are taught with Foundations</i></p>				
<p>K.RF.3.A Develop phonics in the reading process. K.RF.3.A.a</p> <ul style="list-style-type: none"> ● Producing and writing letters for most short vowel and consonant sounds <p>K.RF.3.A.b</p> <ul style="list-style-type: none"> ● Reading high-frequency words <p>K.RF.3.A.c</p> <ul style="list-style-type: none"> ● Blending letter sounds to decode simple words <p>K.RF.3.A.d</p> <ul style="list-style-type: none"> ● Recognizing that new words can be created when letters are changed, added, or deleted and using letter-sound knowledge to write simple messages and words <p><i>Reading Units, Foundations</i></p>	<p>1.RF.3.A Develop phonics in the reading process. 1.RF.3.A.a</p> <ul style="list-style-type: none"> ● Decoding words in context by using letter-sound knowledge <p>1.RF.3.A.b</p> <ul style="list-style-type: none"> ● Identifying letters for spelling of short and long vowels <p>1.RF.3.A.c</p> <ul style="list-style-type: none"> ● Producing consonant blends <p>1.RF.3.A.d</p> <ul style="list-style-type: none"> ● Producing consonant digraphs <p>1.RF.3.Ae</p> <ul style="list-style-type: none"> ● Combining sounds from letters and common spelling patterns to decode recognizable words <p>1.RF.3.Af</p> <ul style="list-style-type: none"> ● Using syllabication patterns to decode words <p>1.RF.3.A.j</p> <ul style="list-style-type: none"> ● Reading high-frequency words <p><i>Independent Reading, Reading Units, Foundations</i></p>	<p>2.RF.3.A Develop phonics in the reading process. 2.RF.3.A.a</p> <ul style="list-style-type: none"> ● Decoding multisyllabic words in context by applying common letter-sound correspondences including single letters, consonant blends, consonant and vowel digraphs, and vowel diphthongs <p>2.RF.3.A.c</p> <ul style="list-style-type: none"> ● Decoding regularly spelled two-syllable words with long vowels <p>2.RF.3.A.h</p> <ul style="list-style-type: none"> ● Using common syllable patterns to decode words including r-controlled vowels <p>2.RF.3.A.i</p> <ul style="list-style-type: none"> ● Reading irregularly spelled high-frequency words <p><i>Independent Reading, Reading Units, Foundations</i></p>	<p>3.RF.3.A Develop phonics in the reading process. 3.RF.3.A.a</p> <ul style="list-style-type: none"> ● Decoding multisyllabic words in context and independent of context by applying common spelling patterns <p>3.RF.3.A.f</p> <ul style="list-style-type: none"> ● Reading irregularly spelled high-frequency words <p><i>Independent Reading, Reading Units, Foundations</i></p>	<p>4.RF.3.A Develop phonics in the reading process. 4.RF.3.A.a</p> <ul style="list-style-type: none"> ● Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context <p>4.RF.3.A.b</p> <ul style="list-style-type: none"> ● Reading root words, prefixes, and suffixes and important words from specific content curricula <p><i>Independent Reading, Reading Units, Words Their Way</i></p>	<p>5.RF.3.A Develop phonics in the reading process. 5.RF.3.A.a</p> <ul style="list-style-type: none"> ● Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllabic words in context <p>5.RF.3.A.b</p> <ul style="list-style-type: none"> ● Reading root words, prefixes, suffixes, and important words from all specific content curricula <p><i>Independent Reading, Reading Units, IXL</i></p>
	<p>1.W.1.B Appropriate to genre type, develop a draft from prewriting.</p>	<p>2.W.1.B Appropriate to genre type, develop a draft from prewriting.</p>	<p>3.W.1.B Appropriate to genre type, develop a draft from prewriting.</p>	<p>4.W.1.B Appropriate to genre type, develop a draft from prewriting.</p>	<p>5.W.1.B Appropriate to genre type, develop a draft from prewriting.</p>

	<i>Writing Workshop</i>	<i>Writing Workshop</i>	<i>Writing Workshop</i>	<i>Writing Workshop</i>	<i>Writing Workshop</i>
	1.W.1.C Reread, revise and edit drafts with assistance. <i>Writing Workshop</i>	2.W.1.C Reread, revise and edit drafts with assistance. <i>Writing Workshop</i>	3.W.1.C Reread, revise and edit drafts with assistance. <i>Writing Workshop</i>	4.W.1.C Reread, revise and edit drafts with assistance. <i>Writing Workshop</i>	5.W.1.C Reread, revise and edit drafts with assistance. <i>Writing Workshop</i>
K.W.2.A With assistance, draw/write opinion texts. <i>Opinion Unit</i>	1.W.2.A Write opinion texts. <i>Opinion Unit</i>	2.W.2.A Write opinion texts. <i>Opinion Unit</i>	3.W.2.A Write opinion texts. <i>Opinion Unit</i>	4.W.2.A Write opinion texts. <i>Opinion Unit</i>	5.W.2.A Write opinion texts. <i>Opinion Unit</i>
K.W.2.B With assistance, draw/write informative/ explanatory texts. <i>Informative Unit</i>	1.W.2.B Write informative/ explanatory texts. <i>Informative Unit</i>	2.W.2.B Write informative/ explanatory texts. <i>Informative Unit</i>	3.W.2.B Write informative/ explanatory texts. <i>Informative Unit</i>	4.W.2.B Write informative/ explanatory texts. <i>Informative Unit</i>	5.W.2.B Write informative/ explanatory texts. <i>Informative Unit</i>
K.W.3.C With assistance, draw/ write fiction or nonfiction narratives and poems. <i>Narrative Unit</i>	1.W.3.C Write fiction or nonfiction narratives and poems. <i>Narrative Unit</i>	2.W.3.C Write fiction or nonfiction narratives and poems. <i>Narrative Unit</i>	3.W.3.C Write fiction or nonfiction narratives and poems. <i>Narrative Unit</i>	4.W.3.C Write fiction or nonfiction narratives and poems. <i>Narrative Unit</i>	5.W.3.C Write fiction or nonfiction narratives and poems. <i>Narrative Unit</i>
	1.W.3.A With assistance, apply research process to use information from a variety of sources. 1.W.3.A.c ● Gather evidence from sources <i>Informative Unit</i>	2.W.3.A Apply research process to use information from a variety of sources. 2.W.3.A.d ● Gather evidence from available sources, literary and informational 2.W.3.A.e ● Record basic information from literary and informational text in simple visual format <i>Informative Unit</i>	3.W.3.A Apply research process to use information from a variety of sources. 3.W.3.A.c ● Decide what sources of information might be relevant to answer questions <i>Informative Unit</i>	4.W.3.A Apply research process to use information from a variety of sources. 4.W.3.A.c ● Identify a variety of relevant sources, literary and informational 4.W.3.A.g ● Differentiate between paraphrasing and plagiarism when using ideas of others <i>Informative Unit</i>	5.W.3.A Apply a research process to use information from a variety of sources. 5.W.3.A.d ● Select relevant sources, literary and informational 5.W.3.A.g ● Differentiate between paraphrasing and plagiarism when using ideas of others <i>Informative Unit</i>
K.L.1.A In written text, apply standard English grammar. K.L.1.A.a ● demonstrate the use of complete sentences in shared language activities <i>Shared Writing</i>	1.L.1.A In written text, apply standard English grammar. 1.L.1.A.g ● Produce complete simple and compound sentences <i>Writing Workshop/ Presentations/ Discussions</i>	2.L.1.A In speech and written form, apply standard English grammar. 2.L.1.A.h ● Produce simple declarative, imperative, exclamatory, and interrogative sentences <i>Writing Workshop</i>	3.L.1.A In speech and written form, apply standard English grammar. 3.L.1.A.f ● Produce simple and compound imperative, exclamatory, declarative, and interrogative sentences <i>Writing Workshop</i>	4.L.1.A In speech and written form, apply standard English grammar. 4.L.1.A.h ● Produce and expand the complete simple and compound four types of sentences <i>Writing Workshop</i>	5.L.1.A In speech and written form, apply standard English grammar. 5.L.1.A.a ● Explain and use the eight parts of speech 5.L.1.A.e ● Produce a variety of complex sentences in writing <i>Writing Workshop</i>

<p>K.L.1.B In written text, apply punctuation, capitalization and spelling. K.L.1.B.a</p> <ul style="list-style-type: none"> • Print in upper and lowercase letters <p>K.L.1.B.b</p> <ul style="list-style-type: none"> • Recognize that a sentence ends with punctuation marks <p>K.L.1.B.d</p> <ul style="list-style-type: none"> • Capitalize first word in a sentence <p><i>Shared Writing/ Writing Workshop/ Foundations</i></p>	<p>1.L.1.B In written text, apply punctuation, capitalization and spelling. 1.L.1.B.b</p> <ul style="list-style-type: none"> • Use ending punctuation <p>1.L.1.B.c</p> <ul style="list-style-type: none"> • Capitalize the first letter of others' first and last names <p><i>Writing Workshop/ Foundations</i></p>	<p>2.L.1.B In written text, apply punctuation, capitalization and spelling. 2.L.1.B.c</p> <ul style="list-style-type: none"> • Use apostrophes correctly for contractions <p>2.L.1.B.d</p> <ul style="list-style-type: none"> • Capitalize weeks, days, month, holidays <p><i>Writing Workshop/ Foundations</i></p>	<p>3.L.1.B In written text, apply punctuation, capitalization and spelling. 3.L.1.B.b</p> <ul style="list-style-type: none"> • Use an apostrophe to form possessives <p>3.L.1.B.f</p> <ul style="list-style-type: none"> • Capitalize names of places <p>3.L.1.B.g</p> <ul style="list-style-type: none"> • Capitalize titles of books, stories, songs <p><i>Writing Workshop/ Foundations/ Capitalization Unit</i></p>	<p>4.L.1.B In written text, apply punctuation, capitalization and spelling. 4.L.1.B.c</p> <ul style="list-style-type: none"> • Insert a comma before a coordinating conjunction in a compound Sentence <p>4.L.1.B.d</p> <ul style="list-style-type: none"> • Use correct capitalization <p><i>Writing Workshop</i></p>	<p>5.L.1.B In written text, apply punctuation, capitalization and spelling. 5.L.1.B.c</p> <ul style="list-style-type: none"> • Use a comma to separate an introductory clause in a complex sentence <p>5.L.1.B.h</p> <ul style="list-style-type: none"> • Use apostrophes in singular nouns to show possession <p>5.L.1.B.i</p> <ul style="list-style-type: none"> • Write apostrophes in regular plural nouns to show possession <p><i>Writing Workshop</i></p>
<p>K.SL.3.A Speak clearly using conventions of language when presenting individually or with a group. K.SL.3.A.c</p> <ul style="list-style-type: none"> • Confirming comprehension by retelling information and asking appropriate questions based on read-alouds or other media <p><i>Class discussions</i></p>	<p>1.SL.3.A Speak clearly and to the point using conventions of language when presenting individually or with a group. 1.SL.3.A.c</p> <ul style="list-style-type: none"> • Confirming comprehension of read-alouds and other media by retelling and asking appropriate questions <p><i>Class discussions</i></p>	<p>2.SL.3.A Speak clearly and to the point using conventions of language when presenting individually or with a group. 2.SL.3.A.b</p> <ul style="list-style-type: none"> • Confirming comprehension of read-alouds and independent reading by retelling and asking appropriate questions <p><i>Class discussions</i></p>	<p>3.SL.3.A Develop and apply effective listening skills and strategies in formal and informal settings. 3.SL.3.A.b</p> <ul style="list-style-type: none"> • Asking questions to check understanding of information presented, staying on topic, and linking comments to the remarks of others <p><i>Class discussions</i></p>	<p>4.SL.3.A Develop and apply effective listening skills and strategies in formal and informal settings. 4.SL.3.A.b</p> <ul style="list-style-type: none"> • Posing and responding to specific questions to clarify or follow up on information, making comments that contribute to the discussion, and linking to the remarks of others <p><i>Class discussions</i></p>	<p>5.SL.3.A Develop and apply effective listening skills and strategies in formal and informal settings. 5.SL.3.A.b</p> <ul style="list-style-type: none"> • Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others <p>5.SL.3.A.d</p> <ul style="list-style-type: none"> • Listening for speaker's message and summarizing main points based on evidence <p><i>Class discussions</i></p>