

Scotch Plains-Fanwood Language Arts / Literacy Proficiencies

Kindergarten (Course #: E1002, E1007)

Language Domain *We expect kindergartners to...*

Foundational Skills: Reading Language

Print Concepts

L.RF.K.1. Demonstrate understanding of the organization and basic features of print.

- A. Follow words from left to right, top to bottom, and page by page.
- B. Recognize that spoken words are represented in written language by specific sequences of letters.
- C. Understand that words are separated by spaces in print.
- D. Recognize and name all upper- and lowercase letters of the alphabet.

Phonological Awareness

L.RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- A. Recognize and produce rhyming words.
- B. Count, pronounce, blend, and segment syllables in spoken words.
- C. Blend and segment onsets and rimes of single-syllable spoken words.
- D. Orally repeat multi-syllable words and pronounce the separate syllables.
- E. Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
- F. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

L.RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.

- B. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- C. Read high-frequency words and grade level irregular words with automaticity.
- D. Recognize the parts of high-frequency words that are regular and the parts that are irregular.
- E. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).

Fluency

L.RF.K.4. Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.

Foundational Skills: Writing Language

Sound-Letter Basics

- L.WF.K.1 Demonstrate command of the conventions of writing.
- A. Match upper and lowercase letters.
 - B. Write upper and lowercase letters, with reference to a model.
 - C. Write left to right and include a space between words.
 - D. Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
 - E. Write a common grapheme (letter or letter group) for each phoneme.
 - F. Orally segment the phonemes in any single syllable, spoken word.

Spelling

- L.WF.K.2 Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
- A. Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
 - B. Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
 - C. Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
 - D. Writing frequently used words accurately.
 - E. Attempting phonetic spellings of unknown words.
 - F. Writing initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.K.3 Demonstrate command of the conventions of sentence composition.

- A. Repeat a sentence, identifying how many words are in the sentence.
- B. Write simple sentences.
- C. Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
- D. Use end punctuation.
- E. Use manipulatives or digital tools to construct complete sentences.
- F. Write sentences with increasing complexity.
- G. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
- H. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
- I. With support, distinguish between a complete sentence and a sentence fragment.
- J. With support, write statements in response to questions, and questions transformed from statements, using conventional word order.
- K. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
- L. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).

L.KL.K.1. With prompting and support, develop knowledge of language and its conventions when speaking and listening.

- A. Use frequently occurring nouns and verbs.
- B. Form regular plural nouns orally by adding -s or -es (e.g., dog, dogs; wish, wishes).
- C. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- D. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- E. Produce and expand complete sentences in shared language activities.

L.VL.K.2. With prompting and support, ask and answer questions to help determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- A. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

B. Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.

L.VI.K.3. With guidance and support from adults, explore word relationships and nuances in word meanings.

A. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

B. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

C. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

D. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

Reading Domain

We expect kindergartners to...

RL.CR.K.1 With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.K.1 With prompting and support, ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.CI.K.2. With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).

RI.CI.K.2. With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).

RL.IT.K.3. With prompting and support, identify characters, settings, and major events in a story.

RI.IT.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RL.TS.K.4. Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).

RI.TS.K.4. Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).

RL.PP.K.5. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RI.PP.K.5. With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RL.MF.K.6. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RI.MF.K.6. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.AA.K.7. With prompting and support, identify the reasons an author gives to support points in a text.

RL.CT.K.8. With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.K.8. With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing Domain

We expect kindergartners to...

W.AW.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is...).

W.IW.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

A. Introduce a topic.

B. Develop the topic with at least two facts or other information and examples related to the topic, including pictures.

W.NW.K.3. Use a combination of drawing, dictating, and writing to narrate real or imagined experience or events.

A. Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).

B. Provide limited details of experiences, events, or characters.

C. Provide a reaction to the experiences or events.

W.WP.K.4. With prompts and support from adults, recognize that writing carries a message and should make sense to others.

W.WR.K.5. With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).

W.SE.K.6. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.RW.K.7. With prompting and support, engage in brief but regular writing and drawing tasks.

Speaking and Listening Domain

We expect kindergartners to...

SL.PE.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

B. Continue a conversation through multiple exchanges.

SL.II.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.ES.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.PI.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.UM.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.AS.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Assessment: In kindergarten, language arts is assessed in a variety of ways, which may include teacher observation of both independent and collaborative work. There are also formal evaluations of independent student work using phonological awareness and phonics activities, running records, questioning, and writing and reading responses.

Board Adopted Materials

Title: Teachers College Reading and Writing Project
Units of Study
(reading program)

Publisher: Heinemann
Copyright: 2015

Title: Teachers College Reading and Writing Project
Units of Study
(writing program)

Publisher: Heinemann
Copyright: 2015

Title: Foundations (word study program)

Publisher: Wilson

**Scotch Plains-Fanwood
Language Arts / Literacy Proficiencies**

Grade 1

(Course #: E1102, E1107)

Language Domain

We expect first graders to...

Foundational Skills: Reading Language

Print Concepts

L.RF.1.1. Demonstrate mastery of the organization and basic features of print (including those listed under L.RF.K.1); recognize and understand the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

Phonological Awareness

L.RF.1.2. Demonstrate mastery of spoken words, syllables, and sounds (phonemes) by using knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

- A. Distinguish long from short vowel sounds in spoken single-syllable words.
- B. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- C. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- D. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Phonics and Word Recognition

L.RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- B. Decode regularly spelled one-syllable words.
- C. Know final -e and common vowel team conventions for representing long vowel sounds.
- D. Distinguish long and short vowels when reading regularly spelled one-syllable words.
- E. Decode two-syllable words following basic patterns by breaking the words into syllables using knowledge that every syllable must have a vowel sound.

- F. Read high-frequency and grade-level irregular words with automaticity (e.g. fly, walk, old).
- G. Recognize the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

- L.RF.1.4. Read with sufficient accuracy and fluency to support comprehension.
 - A. Read grade-level text with purpose and understanding.
 - B. Read grade-level text orally with accuracy, appropriate rate, and expression.
 - C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

- L.WF.1.1. Demonstrate command of the conventions of writing (including those proficiencies listed in L.WF.K.1).
 - A. Write the upper and lowercase alphabets from memory.
 - B. Write a common grapheme (letter or letter group) for each phoneme.
 - C. Orally segment the phonemes in any single syllable, spoken word.
 - D. Recognize that each syllable is organized around a vowel sound.

Spelling

- L.WF.1.2. Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words (including those proficiencies listed in L.WF.K.2) with:
 - A. Short vowels and single consonants.
 - B. Consonant graphemes including qu, x, and -ck; digraphs (thin, shop, when, much, sing); and doubled letters (off, will, mess).
 - C. Initial and final consonant blends (must, slab, plump).

Sentence Composition (Grammar, Syntax, and Punctuation)

- L.WF.1.3. Demonstrate command and use of the conventions of writing, (including those proficiencies listed in L.WF.K.3):
 - A. Write sentences with increasing complexity.
 - B. Supply the “who,” “is doing,” “what,” in a subject-verb-object sentence frame.
 - C. Capitalize the first word of a sentence, days of the week, months, names of people, and proper names.

- D. Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
 - E. Use commas in dates and to separate single words in a series.
 - F. Distinguish between a complete sentence and a sentence fragment and supply the missing phrase or clause.
 - G. Write statements in response to questions, and questions transformed from statements, using conventional word order.
 - H. Elaborate a simple subject or simple predicate, in response to questions who, what, where, when, how, or why.
 - I. Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
- L.KL.1.1. With prompting and support, develop knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.VL.1.2. Ask and answer questions to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content.
- A. Choose flexibly from an array of strategies to determine the meaning of words and phrases.
 - B. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- L.VI.1.3. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
 - B. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
 - C. Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
 - D. Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Reading Domain

We expect first graders to...

RL.CR.1.1. Ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).

RI.CR.1.1. Ask and answer questions about key details in an informational text (e.g., who, what, where, when, why, how).

RL.CI.1.2. Determine central message and retell a sequence of events in literary texts (e.g., who, what, where, when, why, how).

RI.CI.1.2 Determine main topic and retell a series of key details in informational texts (e.g., who, what, where, when, why, how).

RL.IT.1.3. Describe characters, settings, and major event(s) in a story, using key details.

RI.IT.1.3. Describe relationships among pieces of information (e.g., sequence of events, steps in a process, cause-effect and compare-contrast relationships) within a text.

RL.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information recognizing organization and features of literary texts (e.g., follows a story line, chronology of events, interprets illustrations) while drawing on a wide reading of a range of text types.

RI.TS.1.4. With prompting and support, explain major differences between books that tell stories and books that give information, identifying various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text while drawing on a wide reading of a range of text types.

RL.PP.1.5. Identify who is telling the story at various points in a text.

RI.PP.1.5. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

RL.MF.1.6. With prompting and support, use illustrations and details in a story to describe its characters, setting, or events.

RI.MF.1.6. With prompting and support, use text features (e.g., diagrams, tables, animations) to describe key ideas. --

RI.AA.1.7 Identify the reasons an author gives to support points in a text and explain how that information is applied, with prompting as needed.

RL.CT.1.8. Identify similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

RI.CT.1.8. Identify similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).

Writing Domain

We expect first graders to...

W.AW.1.1. With prompts and support, write opinion pieces on a topic or texts.

- A. Introduce an opinion.
- B. Support the opinion with facts or other information and examples related to the topic.
- C. Provide a conclusion.

W.IW.1.2. With prompts and support, write informative/explanatory texts to examine a topic and convey ideas and information.

- A. Introduce a topic.
- B. Develop the topic with facts or other information and examples related to the topic.
- C. Provide a conclusion.

W.NW.1.3. With prompts and support, write narratives of several complete sentences based on real or imagined experiences or events.

- A. Using words and pictures, establish a situation and/or introduce characters; organize an event sequence.
- B. Provide dialogue and/or description and details of experiences, events, or characters.
- C. Use transitional words to manage the sequence of events.
- D. Provide a reaction to the experiences or events.

W.WP.1.4. With prompts, guidance and support develop and strengthen writing as needed by planning, revising, and editing.

- A. With prompts and support, identify audience and purpose before writing.
- B. With prompts and support, find and correct errors of spelling, capitalization, and punctuation after skills have been taught.

W.WR.1.5. With prompting and support, generate questions through shared research about a topic and determine possible sources to obtain information on that topic.

W.SE.1.6. With guidance and support from adults, gather and select information from multiple sources to answer a question or write about a topic.

W.RW.1.7. Engage in discussion, drawing, and writing in brief but regular writing tasks.

Speaking and Listening Domain

We expect first graders to...

SL.PE.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

A. Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

B. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

C. Ask questions to clear up any confusion about the topics and texts under discussion.

SL.II.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.ES.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.PI.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.UM.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.1.6. Produce complete sentences when appropriate to task and situation.

Assessment: At grade one language arts is assessed in a variety of ways, which may include teacher observation of both independent and collaborative work. There are also formal evaluations of independent student work using phonological awareness and phonics activities, running records, questioning, and writing and reading responses.

Board Adopted Materials

Title: Teachers College Reading and Writing Project
Units of Study
(reading program)

Publisher: Heinemann
Copyright: 2015

Title: Teachers College Reading and Writing Project
Units of Study
(writing program)

Publisher: Heinemann
Copyright: 2015

Title: Foundations (word study program)

Publisher: Wilson

**Scotch Plains-Fanwood
Language Arts / Literacy Proficiencies**

Grade 2

(Course #: E1202, E1207)

Language Domain

We expect second graders to...

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.

- A. Know spelling-sound correspondences for common vowel teams.
- B. Decode regularly spelled two-syllable words with long vowels.
- C. Decode words with common prefixes and suffixes.
- D. Identify words with inconsistent but common spelling-sound correspondences.
- E. Recognize and read grade-appropriate irregularly spelled words.
- F. Read high-frequency and grade-level irregular words with automaticity (e.g., friend, other, would).
- G. Identify the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.2.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Sound-Letter Basics

L.WF.2.1. Demonstrate command of the conventions of writing.

- A. Write legibly and with sufficient fluency to support composition.
- B. Write the most common graphemes (letters or letter groups) for each phoneme, for example:
 - i. Consonants: /s/ = s, ss, ce, ci, cy; /f/ = f, ff, ph; /k/ = c, k, -ck
 - ii. Vowels: /ō/ = o, oe, oa, ow; /ā/ = a, a_e, ai, ay, eigh.

Spelling

L.WF.2.2. Demonstrate command of the conventions of encoding and spelling.

- A. Regular, single-syllable words that include:
 - i. Position-based patterns (ch, -tch; k, -ck; -ge, -dge).
 - ii. Complex consonant blends (scr, str, squ).
 - iii. Less common vowel teams for long vowels (ow, oo, au, ou, ue).
 - iv. Vowel-r combinations (turn, star, third, four/for).
 - v. Contractions (we'll; I'm; they've; don't).
 - vi. Homophones (bear, bare; past, passed).
 - vii. Plurals and possessives (its, it's).
- B. Regular two- and three-syllable words that:
 - i. Combine closed, open, vowel team, vowel –r and CVe syllables (compete; robot; violet; understand)
 - ii. Are compounds comprising familiar parts (houseboat; yellowtail).
 - iii. Include the most common prefixes and derivational suffixes (un, re, en; -ful, -ment, -less).
- C. Words with suffixes that require:
 - i. Consonant doubling (penning, slimmed).
 - ii. Dropping silent-e (smiled, paving).
- D. Most often used words in English:
 - i. Irregular words (against, many, enough, does).
 - ii. Pattern-based words (which, kind, have).

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.2.3. Demonstrate command and use of the conventions of writing including those listed under grade one foundational skills.

- A. With modeling or prompting, separate run-on sentences and identify fragments, supplying a subject or predicate as necessary.

- B. Capitalize holidays, product names and geographic names.
 - C. Supply adjectives in noun phrases to make them more precise or engaging.
 - D. Identify the verbs in clauses; form and use regular and irregular verbs for consistent use of past, present, and future tenses.
 - E. Punctuate dates, abbreviations, greetings and closings, initials, important words in a title, and items in a list.
 - F. Use an apostrophe to form contractions and frequently occurring possessives.
 - G. With assistance, link sentences into a simple, cohesive paragraph with a main idea.
- L.KL.2.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
 - B. Compare formal and informal uses of English.
- L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
- A. Use sentence-level context as a clue to the meaning of a word or phrase.
 - B. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
 - C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).
 - D. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).
 - E. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- L.VI.2.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- A. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).
 - B. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

Reading Domain

We expect second graders to...

RL.CR.2.1. Ask and answer questions to demonstrate understanding of key details in a literary text, referring explicitly to the text as the basis for the answers.

RI.CR.2.1. Ask and answer questions to demonstrate understanding of key details in an informational text, referring explicitly to the text as the basis for the answers.

RL.CI.2.2. Recount a text in oral and written form and determine central message (in literary texts, e.g. fables and folktales from diverse cultures) .

RI.CI.2.2. Recount a text in oral and written form and determine main topic (in multi-paragraph informational text, focusing on specific paragraphs).

RL.IT.2.3. Describe how characters in a story respond to major events and challenges using key details within a text.

RI.IT.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a sequence within a text.

RL.TS.2.4. Describe the overall structure of a text, including describing how the beginning introduces the story and the ending concludes the action, identifying how each successive part builds on earlier sections.

RI.TS.2.4. Describe the overall structure of a text and effectively use various text features (e.g., graphs, charts, images, captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information.

RL.PP.2.5. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

RI.PP.2.5. Identify the main purpose of a text, including what the author seeks to explore, answer, explain, or describe.

RL.MF.2.6. With prompting and support, use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RI.AA.2.7. Describe and identify the logical connections of how reasons support specific points the author makes in a text.

RL.CT.2.8. Compare and contrast literary versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

RI.CT.2.8. Compare and contrast two informational versions of the same idea or topic by different authors or authors from different cultures.

Writing Domain

We expect second graders to...

W.AW.2.1. With prompts and support, write opinion pieces to present an idea with reasons or information.

- A. Introduce an opinion.
- B. Support the opinion with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Provide a conclusion.

W.IW.2.2. Write informative/explanatory texts to examine a topic and convey ideas and information.

- A. Introduce a topic clearly.
- B. Develop a topic with facts definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Provide a conclusion.

W.NW.2.3. Write narratives based on real or imagined experiences or events with basic story elements.

- A. Orient the reader by establishing a situation and introducing characters; organize an event sequence.
- B. Provide dialogue and description of experiences and events and/or show the responses of characters to situations.
- C. Use transitional words to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experience and events.
- E. Provide a conclusion or sense of closure related to the narrated experiences or events.

W.WP.2.4. With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising and editing.

- A. Identify audience and purpose before writing.
- B. Participate in self-evaluation of written work.
- C. With feedback and digital or print tools such as a primary dictionary, find and correct errors.

W.WR.2.5. Generate questions about a topic and locate related information from a reference source to obtain information on that topic through shared and independent research.

W.SE.2.6. Prioritize information provided by different sources on the same topic while gathering ideas and planning to write about a topic.

W.RW.2.7. Engage in both collaborative and independent writing tasks regularly, including extended and shorter time frames. **Board Adopted Materials**

Title: Teachers College Reading and Writing Project

Units of Study

Speaking and Listening Domain

(reading program)

We expect second graders to...

Publisher: Heinemann

Copyright: 2015

SL.PE.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

Title: Teachers College Reading and Writing Project

Units of Study

A. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Publisher: Heinemann

Copyright: 2015

B. Build on others' talk in conversations by linking their explicit comments to the remarks of others.

Title: Words Their Way (word study program)

Publisher: Pearson

Copyright: 2008

C. Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.II.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Title: Handwriting

Publisher: Zaner Bloser

Copyright: 2003

SL.ES.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.PI.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.UM.2.5. Use multimedia; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

SL.AS.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessment: At grade two language arts is assessed in a variety of ways, which may include teacher observation of both independent and collaborative work. There are also formal evaluations of independent student work using word study activities questioning, writing and reading responses and running records.

Scotch Plains-Fanwood Language Arts / Literacy Proficiencies

Grade 3

(Course #: E1302, E1307)

Language Domain

We expect third graders to...

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Identify and know the meaning of the most common prefixes and derivational suffixes.
- B. Decode words with common Latin suffixes.
- C. Decode multisyllable words.
- D. Read grade-appropriate irregularly spelled words.
- E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.

Fluency

L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.

- A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).
- B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.
- C. Identify language of word origin, as noted in dictionaries.
- D. Spell singular and plural possessives (teacher’s; teachers’)
- E. Change y to i (cried) in words with suffixes, when required
- F. Spell regular two- and three-syllable words that:
 - i. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.
 - ii. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.
- G. Spell common words in English, including regular and irregular forms.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.

- A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.
- B. Capitalize appropriate words in titles.
- C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.
- D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.
- E. Use appropriate pronouns with clear referents.
- F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).
- G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.
- H. Paraphrase a main idea or event in order to vary sentence structure and word use.
- I. Organize ideas into paragraphs with main ideas and supporting details.

L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.

B. Choose words and phrases for effect.

C. Recognize and observe differences between the conventions of spoken and written English.

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

A. Use sentence-level context as a clue to the meaning of a word or phrase.

B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

Reading Domain

We expect third graders to...

RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.

RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

RI.IT.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently. '

RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.

RI.PP.3.5. Distinguish their own point of view from that of the author of a text.

RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).

RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.

Writing Domain

We expect third graders to...

W.AW.3.1. Write opinion texts to present an idea with reasons and information.

- A. Introduce an opinion clearly.
- B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic.
- C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons.
- D. Provide a conclusion related to the opinion presented.

W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly.
- B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
- C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
- D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
- E. Provide a conclusion related to the information or explanation presented.

W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.

- A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use transitional words and phrases to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events.
- E. Provide a conclusion or sense of closure that follows the narrated experiences or events.

W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- A. Identify audience, purpose, and intended length of composition before writing.
- B. Consider writing as a process, including self-evaluation, revision and editing.
- C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.

W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.

W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.

W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

Board Adopted Materials

Title: **Speaking and Listening Domain**
Units of Study *We expect third graders to...*

Publisher: Heinemann
Copyright: 2015

SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

Title: **Teachers College Reading and Writing Project**
Units of Study *We expect third graders to...*

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Publisher: Heinemann
Copyright: 2015
Title: **Words Their Way** (word study program)
Publisher: Pearson
Copyright: 2008

C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
D. Explain their own ideas and understanding in light of the discussion

SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Assessment: At grade three language arts is assessed in a variety of ways, which may include teacher observation of both independent and collaborative work. There are also formal evaluations of independent student work using quizzes, tests, questioning, reading and writing responses, compositions, and word study activities.

**Scotch Plains-Fanwood
Language Arts / Literacy Proficiencies**

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Grade 4

(Course #: E1402, E1407)

Language Domain

We expect fourth graders to...

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing Language

Spelling

L.WF.4.2 Demonstrate command of the conventions of encoding and spelling.

- A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes.
- B. Write affixed words that involve a sound or spelling change in the base word.
- C. Spell grade-appropriate words correctly, consulting references as needed.
- D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:

- A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.
 - B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.
 - C. Use independent clauses and coordinating conjunctions.
 - D. Form irregular verbs; form and use progressive tenses.
 - E. Form and use possessive nouns and pronouns.
 - F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).
 - G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.
 - H. Use apostrophes for possession.
- L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Choose words and phrases to convey ideas precisely.
 - C. Choose punctuation for effect.
 - D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
- L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
 - B. Determine the meaning of words and phrases that allude to significant characters found in literature.
 - C. Recognize and explain the meaning of common idioms, adages, and proverbs.

D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Reading Domain

We expect fourth graders to...

RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.4.2. Summarize a literary text and interpret the author's theme citing key details from the text.

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.

RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.

RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.

RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.

RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.

RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.

RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.

RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.

Writing Domain

We expect fourth graders to...

W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- B. Provide reasons that are supported by facts from texts and/or other sources.
- C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- D. Provide a conclusion related to the opinion presented.

W.IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information or explanation presented.

W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words and phrases to manage the sequence of events.
- D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely.

- E. Provide a conclusion that follows from the narrated experiences or events.
- W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- A. Identify audience, purpose, and intended length of composition before writing.
 - B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
 - C. Consider writing as a process, including self-evaluation, revision and editing.
 - D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
 - E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.
- W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.
- W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.
- W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

We expect fourth graders to...

- SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
 - B. Follow agreed-upon rules for discussions and carry out assigned roles.
 - C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
 - D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
- SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.

SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

Assessment: At grade four language arts is assessed in a variety of ways, which may include teacher observation of both independent and collaborative work. There are also formal evaluations of independent student work using quizzes, tests, questioning, reading and writing responses, compositions and word study activities.

Board Adopted Materials

Title: Teachers College Reading and Writing Project

Units of Study

(reading program)

Publisher: Heinemann

Copyright: 2015

Title: Teachers College Reading and Writing Project

Units of Study

(writing program)

Publisher: Heinemann

Copyright: 2015

Title: Words Their Way (word study program)

Publisher: Pearson

Copyright: 2008

Title: Handwriting

Publisher: Zaner Bloser

Copyright: 2003

Scotch Plains-Fanwood Language Arts / Literacy Proficiencies

Grade 5 (Course #: M1522, M1527, M1528, M1529)

Language Domain *We expect fifth graders to...*

Foundational Skills: Reading Language

Phonics and Word Recognition

L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Fluency

L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

- A. Read grade-level text with purpose and understanding.
- B. Read grade-level text orally with accuracy, appropriate rate, and expression.
- C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Foundational Skills: Writing

Sentence Composition (Grammar, Syntax, and Punctuation)

L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills.

- A. Avoid fragments, run-ons and rambling sentences, and comma splices.
- B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.
- C. Ensure agreement between subject and verb and between pronoun and antecedent.
- D. Distinguish between frequently confused words.
- E. Use idiomatic language and choose words for effect; use punctuating for meaning and effect.

- F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.
 - G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).
 - H. Spell grade appropriate words correctly, consulting references as needed.
- L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
 - B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
- L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- A. Interpret figurative language, including similes and metaphors, in context.
 - B. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Reading Domain

We expect fifth graders to...

- RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.

RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.

RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.

RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).

RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.

RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

RL.PP.5.5. Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.

RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader's interpretation.

RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.

RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.

Writing Domain

We expect fifth graders to...

W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.
- C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- D. Provide a conclusion related to the opinion presented.

W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.
- B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).
- D. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- E. Provide a conclusion related to the information of explanation presented.

W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- A. Consider audience, purpose, and intent before writing.
- B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.
- C. Consider writing as a process, including self-evaluation, revision and editing.
- D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.
- E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.

W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.

W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.

W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Speaking and Listening Domain

We expect fifth graders to...

SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using

appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Assessment: At grade five language arts is assessed in a variety of ways, which may include teacher observation of both independent and collaborative work. There are also formal evaluations of independent student work using quizzes, tests, questioning, reading and writing responses, compositions and word study activities.

Board Adopted Materials

Title: Teachers College Reading and Writing Project

Units of Study

(reading program)

Publisher: Heinemann

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Title: Teachers College Reading and Writing Project

Units of Study

(writing program)

Publisher: Heinemann

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Title: Words Their Way (word study program)

Publisher: Pearson

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