

### Foundational Skills

#### Phonics & Word Recognition

- Distinguish long and short vowels when reading and spelling
- Read grade level high-frequency sight words with automaticity
- Decode two-syllable words with long vowels
- Decode words with common prefixes and suffixes
- Read words with inconsistent but common spelling-sound correspondences
- Read grade-appropriate irregularly spelled words
- Read grade level high-frequency sight words with automaticity

#### Fluency

- Read -level text with purpose and understanding
- Orally read on-level text with accuracy, appropriate rate, and expression
- Confirm or self-correct word recognition and understanding
- Reread and adjust rate as necessary



### Reading Informational Texts

#### Thinking Within the Text

- Distinguish literal from non-literal meaning
- Determine shades of meaning among related words
- Solve content-specific words
- Develop a deeper understanding of words
- Use multiple sources of information (visual, syntax, meaning)
- Determine the meaning of words and phrases as they are used in grade level text
- Use various features and tools to locate and interpret information
- Identify the main idea and retell key details in multi-paragraph text
- Reread to solve word or think about ideas
- Resume a good rate of reading
- Adjust reading to process difficult/complex text
- Adjust reading to accommodate hybrid texts

#### Thinking Beyond the Text

- Justify predictions using evidence
- Use information to confirm or disconfirm predictions
- Compare and contrast two similar texts
- Explain how a series of events in a procedure is connected
- Identify how an author supports ideas
- Demonstrate changing perspectives of different people and cultures
- Infer causes of problems or of outcomes
- Infer big ideas or message (theme)
- Use evidence from text to support thinking
- Ask and answer questions about the text
- Make inferences based on texts

#### Thinking About the Text

- Notice combined genres in hybrid texts
- Explain the point of view and purpose of the author
- Use information gained from text features to demonstrate understanding
- Analyze the author's paragraph, chapter, or section structure
- Draw evidence from literary texts to support analysis, reflection, and research
- Evaluate the quality of illustrations or graphics
- Notice the author's qualifications to write an informational text
- Assess whether a text is authentic



### Reading Literature

#### Thinking Within the Text

- Distinguish literal from non-literal meaning
- Determine shades of meaning among related words
- Solve content-specific words
- Develop a deeper understanding of words
- Respond to plot tension or suspense by reading on to seek resolution
- Summarize a longer text at intervals
- Remember information over chapters, a series of short stories, or sequels
- Adjust reading to accommodate hybrid texts
- Determine a central message, lesson, or theme of a text

## Thinking Beyond the Text

- Predict what characters will do based on their traits
- Change predictions as new information is gathered
- Compare different versions of the same story
- Find text-based evidence to support ideas
- Demonstrate learning new content from reading
- Demonstrate changing perspective as events unfold
- Synthesize plot elements across a longer text
- See changes in characters across time
- Articulate possible reasons for character development
- Demonstrate an understanding of characters
- Infer the big ideas or themes of a text
- Discuss how themes are applicable to people's lives

## Thinking About the Text

- Describe the overall structure of a story
- Use illustrations and text to discuss characters, setting, or plot
- Describe rhythm and meaning of a story, poem, or song
- Make inferences from text Refer to text to support responses
- Describe characters in a story
- Explain how character actions contribute to the sequence of events
- Understand how the writer built interest and suspense
- Notice elements of fantasy (motifs, symbolism, and magic)
- Determine the central message, lesson, or moral in literary text
- Explain how a theme is conveyed in text
- Determine and explain the point of view of the author
- Draw evidence from literary texts to support analysis, reflection, and critique
- Evaluate aspects of a text that add to enjoyment
- Hypothesize how characters could have behaved differently

## Writing

### Focus

- Write about small moments
- Establish a narrative focus
- Write in first person
- Introduce a narrator and/or characters
- Write with a strong voice
- Take the point of view of one character
- Keep the audience's interests and knowledge in mind
- Create an organization structure, including reasons and a conclusion
- Write to a known audience of specific readers
- Identify the topic and state an opinion

## Content

- Use small experiences to communicate a bigger message
- Develop an interesting, believable, realistic story
- Expose the problem of the story
- Describe the setting with appropriate detail
- Begin with a compelling lead
- Describe characters (looks, actions, thoughts, words, others' opinions)
- Show how characters respond to events
- Show rather than tell how characters feel
- Use powerful nouns and verbs
- Use precise, concrete words and phrases
- Write pieces that are enjoyable and give information
- Use vocabulary specific to the topic
- Develop topics with facts, definitions, details, graphics, figures, and illustrations
- Write sequential directions (how-to or procedural)
- Include specific information
- Write lists
- Provides reasons for opinions that are supported by facts and details
- Use clear, specific, relevant details to support an opinion

## Organization

- Write an engaging, compelling lead (beginning)
- Write a believable and satisfying ending
- Include, identify, and focus on the most important details
- Eliminating unimportant details
- Develop characters
- Show how the main character changes
- Use different time structures (e.g. single-day flashback)
- Logically group information in paragraphs and sections
- Include a concluding sentence, paragraph, or section that fits with the text
- Organize reasons
- Write a friendly letter with all required parts
- Sequence the steps of a procedure
- Write clear procedures
- Logically group information in paragraphs and sections
- Include a concluding statement, paragraph, or section that fits with the text
- Clearly organize claims with clear reasons and evidence
- Include a concluding statement or section related to the opinion



## Style

- Write in first person point of view
- Use dialogue as appropriate
- Use sensory images
- Reveal something important
- Use similes
- Use metaphors
- Use imagery and personification
- Include descriptive words and details
- Use a narrative structure for informational pieces
- Chose words and phrases for effect
- Use a variety of words, phrases, and sentence types
- Use transition words
- Use a variety of words and phrases

## Poetry

- Descriptive word lists
- Figurative language
- Sensory details and imagery
- Repetition
- Rhyme
- Line breaks
- Explore how to break punctuation rules
- Personification
- Alliteration
- Simile
- Metaphor
- Poems about things that think and talk
- Free verse
- Explore Haiku, Couplet, Quatrain, & Cinquain

## Conventions

- Write fluently in manuscript
- Identify keys on the keyboard
- Use word processor for writing process
- Efficiently use keyboarding skills
- Consult reference material
- Capitalize: proper nouns, dates and names, appropriate words in titles
- Apostrophes: contractions and possessives
- Commas: items in a series, dates, direct speech/dialogue, and coordinating conjunctions and compound sentences
- Dashes and ellipses: for emphasis or to slow down the text
- Break rules of punctuation for effect
- Regular and irregular plural nouns
- Possessive nouns
- Abstract nouns (e.g., *childhood*)
- Pronouns: function and use
- Possessive nouns
- Abstract nouns (e.g., *childhood*)
- Pronouns: function and use
- Pronoun-antecedent agreement
- Adjectives: function and use

- Comparative and superlative adjectives
- Order adjectives within sentences according to conventional patterns
- Regular and irregular verbs (lie, lay, rise, raise)
- Simple verb tenses
- Subject-verb agreement
- Modal auxiliaries (e.g., *can, may, must*)
- Progressive verb tenses
- Adverbs (function and use)
- Comparative and superlative adverbs

## Speaking & Listening

### Comprehension & Collaboration

- Paraphrase portions of a text read aloud
- Engage effectively in a range of collaborative discussions
- Build on others' ideas
- Express own ideas clearly
- Paraphrase and interpret information presented in diverse media and formats

### Presentation of Ideas

- Use coherent sentences
- Tell a story or experience with relevant, descriptive details
- Report on a topic with appropriate detail
- Use appropriate pacing

### Integration of Knowledge, Multimedia, and Ideas

- Create engaging audio recordings of stories or poems
- Demonstrate fluid reading at an understandable pace
- Add visual displays to emphasize or enhance ideas

### Conventions of Standard English

- Demonstrate grade level command of the conventions of standard English when speaking



## Literary Devices & Figurative Language

### Plot

- Understands Character, setting, Problem/Solution, and Beginning, Middle, End

### Character Analysis

- Character traits
- Character development/growth
- Character actions and motives
- Character relationships
- Character emotions and feelings

### Literary Devices

- Author's Purpose

### Evaluate the author's use, impact on text, and effectiveness of:

- Similes, Metaphors, Onomatopoeia