



LANGUAGE ARTS

Reading Standards for Literature	
Skill Developed	Lesson/ Materials
<ul style="list-style-type: none"> • Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. • Assess how point of view, perspective, or purpose shapes the content and style of a text. • Integrate and evaluate content presented in diverse media. • Analyze how two or more texts address similar themes or topics. • Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. 	<ul style="list-style-type: none"> • Book Reports • SRA Reading • Scholastic Reading • Reading comprehension group lessons and practice • MobyMax reading stories and practice • Literary circles, book talks, posters and other presentations • 6 Traits workshop topics • Reader’s journal activities and responses • Montessori card material from all curriculum areas • Studies of poetry and drama • Scene reenactments from books/stories • Great Lesson and other stories connected to cultural studies including historical fiction, mythology. • Silent Reading • Character studies • Independent Research and skill building - integrating text evidence • Book Study projects and discussions • Compare and contrast books within a genre • Socratic seminars to analyze literature • Layered curriculum projects using audio and video sources • Videos to support reading and comprehension • Spelling and vocabulary lessons
State Standards Alignment	
<p>READING STANDARDS FOR LITERATURE</p> <p>Key Ideas and Evidence</p> <ul style="list-style-type: none"> • RL .4 .1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • RL .4 .2 Determine a theme of a story, drama, or poem from details in the text; summarize the text. • RL .4 .3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • RL .5 .1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RL .5 .2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. • RL .5 .3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. • RL .6 .1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • RL .6 .2 Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • RL .6 .3 Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. <p>Integration of Ideas and Analysis</p> <ul style="list-style-type: none"> • RL .4 .7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying 	

where each version reflects specific descriptions and directions in the text.

- RL .4 .8 Not applicable to literature.
- RL .4 .9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

Integration of Ideas and Analysis

- RL .5 .7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text.
- RL .5 .8 Not applicable to literature.
- RL .5 .9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.
- RL .6 .7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- RL .6 .8 Not applicable to literature.
- RL .6 .9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Range of Reading and Level of Complexity

- RL .4 .10 By the end of grade 4, read and understand literature within the 4-5 text complexity band proficiently and independently for sustained periods of time . Connect prior knowledge and experiences to text.
- RL .5 .10 By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time . Connect prior knowledge and experiences to text.
- RL .6 .10 By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time . Connect prior knowledge and experiences to text.

Craft and Structure

- RL .4 .4 Determine the meaning of words and phrases as they are used in a text, including words that affect meaning and tone.
- RL .4 .5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
- RL .4 .6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- RL .5 .4 Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone.
- RL .5 .5 Explain how chapters, scenes, or stanzas provide the overall structure of a particular story, drama, or poem.
- RL .5 .6 Describe how a narrator’s or speaker’s point of view influences how events are described.
- RL .6 .4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.
- RL .6 .5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
- RL .6 .6 Explain how an author develops the point of view of the narrator or speaker in a text.

Integration of Ideas and Analysis

- RL .4 .7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- RL .4 .8 Not applicable to literature.
- RL .4 .9 Compare and contrast the use of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.
- RL .5 .7 Analyze how visual and multimedia elements contribute to the meaning, tone, or aesthetics of a text .
- RL .5 .8 Not applicable to literature.
- RL .5 .9 Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Range of Reading and Level of Complexity

- RL .6 .7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch.
- RL .6 .8 Not applicable to literature.
- RL .6 .9 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

Reading Standards for Informational Text	
Skill Developed	Lesson/ Materials
<ul style="list-style-type: none"> • Read closely to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. • Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. • Analyze how and why individuals, events, and ideas develop and interact over the course of a text. • Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. • Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. • Assess how point of view, perspective, or purpose shapes the content and style of a text. • Integrate and evaluate content presented in diverse media. • Evaluate the argument and specific claims in a text, • Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors 	<ul style="list-style-type: none"> • Independent research projects using primary sources • Montessori card work and follow up from all curriculum areas • Great lessons/Timelines/ key lessons and follow up • Use a variety of digital tools for lessons and presentations. • Presentations of research and projects • Using Venn diagrams, creating timelines • Vocabulary cards and materials • Geography concepts/lessons: volcano, mountains, sun and earth • Study of biographies and autobiographies • Class debates • Creating citations
State Standards Alignment	
<p>Key Ideas and Evidence</p> <ul style="list-style-type: none"> • RI .4 .1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • RI .4 .2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. • RI .4 .3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. • RI .5 .1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • RI .5 .2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • RI .5 .3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • RI .6 .1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. • RI .6 .2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. • RI .6 .3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text. <p>Craft and Structure</p> <ul style="list-style-type: none"> • RI .4 .4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. • RI .4 .5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. • RI .4 .6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus. • RI .5 .4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. • RI .5 .5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts. • RI .5 .6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 	

- RI .6 .4 Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.
- RI .6 .5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- RI .6 .6 Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Range of Reading and Level of Complexity

- RI .4 .10 By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time . Connect prior knowledge and experiences to text.
- RI .5 .10 By the end of grade 5, read and understand informational texts at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- RI .6 .10 By the end of grade 6, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time . Connect prior knowledge and experiences to text.

Integration of Ideas and Analysis

- RI .4 .7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- RI .4 .8 Explain how an author uses reasons and evidence to support particular points in a text.
- RI .4 .9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- RI .5 .7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question or to solve a problem efficiently.
- RI .5 .8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- RI .5 .9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI .6 .7 Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.
- RI .6 .8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI .6 .9 Compare and contrast one author’s presentation of events with that of another.

Reading Foundational Skills	
Skill Developed	Lesson/ Materials
<ul style="list-style-type: none"> ● Know and apply grade-level phonics and word analysis skills in decoding words. ● Read with sufficient accuracy and fluency to support comprehension. ● Applies reading comprehension strategies in different genres at the appropriate level ● Uses Vocabulary building and word recognition strategies ● Interprets author's intent and motivation of characters ● Considers and connects different themes and perspectives on historical events, cultures and situation to real life situations ● Compare and contrast literature to other forms of media ● Uses legible print/cursive writing 	<ul style="list-style-type: none"> ● Note- taking lessons ● Journaling ● Using planners ● Word study ● Spelling patterns and vocabulary study ● Poetry study and recitations ● Geography work and card material : pin maps, concepts ● Small group lessons for reading ● Cursive review lessons and practice ● Greek and Latin Roots ● Read aloud - focus and take time to discuss the plot, setting, point of view, style, theme and literary devices. ● Junior Great Books Discussions ● Comparison of texts ● Integrating video ● Read theory/ readworks/newsela ● ETC Materials - analyzing speeches
State Standards Alignment	
<p>Handwriting</p> <ul style="list-style-type: none"> ● RF .4 .2 Create readable documents through legible handwriting (cursive). <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> ● RF .5 .2 Create readable documents through legible handwriting (cursive). <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> ● RF .4 .4 Know and apply grade-level phonics and word analysis skills in decoding words. S ● RF .5 .4 Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a . Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. <p>Fluency</p> <ul style="list-style-type: none"> ● RF .4 .5 Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> a . Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context. ● Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> a . Read on-level text with purpose and understanding. b . Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c . Use context to confirm or self-correct word recognition and understanding, rereading as necessary. ● RF .5 .5 Read with sufficient accuracy and fluency to support comprehension . <ul style="list-style-type: none"> a . Read on-level text with purpose and understanding. b . Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c . Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	

Writing	
Skill Developed	Lesson/ Materials
<ul style="list-style-type: none"> • Writes arguments to support claims using valid reasoning and relevant and sufficient evidence • Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Use digital tools and resources to produce and publish writing and to interact and collaborate with others. • Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation • Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 	<ul style="list-style-type: none"> • Graphic Organizers • Use of Google drive for editing and sharing • Outlining • Independent Research • Reader’s journal lessons and responses • Writing a thesis statement • Writer’s workshop: <ul style="list-style-type: none"> ○ 5 Paragraph Essay (thesis, transitions, body, conclusion) ○ Opinion ○ Expository ○ Persuasive • Responding to journal prompts and free writing • Imaginary Island project • Writing and performing a play. • Class debates • Google Suite- slides, videos • Claymation • Projects and presentations • ETC Montessori Shelf Work • Learning a variety of digital presentation tools.

State Standards Alignment

WRITING

Text Types, Purposes, and Publishing

- W .4 .1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a . Organize information and ideas around a topic to plan and prepare to write.
 - b . 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.
 - c . Provide reasons that are supported by facts and details.
 - d . Link opinion and reasons using words and phrases.
 - e . Provide a concluding statement or section related to the opinion presented.
 - f . With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W .4 .2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.
 - a . Organize information and ideas around a topic to plan and prepare to write.
 - b . Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension.
 - c . Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - d . Link ideas within categories of information using words and phrases.
 - e . Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - f . Provide a concluding statement or section related to the information or explanation presented.
 - g . With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W .4 .3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a . Organize information and ideas around a topic to plan and prepare to write.
 - b . Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - c . Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - d . Use a variety of transitional words and phrases to manage the sequence of events.

- e . Use concrete words and phrases and sensory details to convey experiences and events precisely.
- f . Provide a conclusion that follows from the narrated experiences or events.
- g . With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience.
- W .4 .4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.
- W .5 .1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information .
 - a . Organize information and ideas around a topic to plan and prepare to write.
 - b . 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.
 - c . Provide logically ordered reasons that are supported by facts and details.
 - d . Link opinion and reasons using words, phrases, and clauses.
 - e . Provide a concluding statement or section related to the opinion presented.
 - f . With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- W .5 .2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly .
 - a . Organize information and ideas around a topic to plan and prepare to write.
 - b . Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.
 - c . Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - d . Link ideas within and across categories of information using words, phrases, and clauses.
 - e . Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - f . Provide a concluding statement or section related to the information or explanation presented.
 - g . With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- W .5 .3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a . Organize information and ideas around a topic to plan and prepare to write.
 - b . Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - c . Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
 - d . Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - e . Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - f . Provide a conclusion that follows from the narrated experiences or events.
 - g . With guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- W .5 .4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.
- W .6 .1 Write arguments to support claims with clear reasons and relevant evidence.
 - a . Organize information and ideas around a topic to plan and prepare to write.
 - b . Introduce claim(s) and organize the reasons and evidence clearly.
 - c . Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
 - d . Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
 - e . Establish and maintain a formal style.
 - f . Provide a concluding statement or section that follows from the argument presented.
 - g . With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- W .6 .2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
 - a . Organize information and ideas around a topic to plan and prepare to write.
 - b . Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.
 - c . Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

- d . Use appropriate transitions to clarify the relationships among ideas and concepts.
- e . Use precise language and domain-specific vocabulary to inform about or explain the topic.
- f . Establish and maintain a formal style.
- g . Provide a concluding statement or section that follows from the information or explanation presented.
- h . With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose and audience.
- W .6 .3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
 - a . Organize information and ideas around a topic to plan and prepare to write.
 - b . Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
 - c . Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters .
 - d . Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one-time frame or setting to another.
 - e . Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events .
 - f . Provide a conclusion that follows from the narrated experiences or events.
 - g . With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- W .6 .4 Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.

Research

- W .4 .5 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- W .4 .6 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- W .5 .5 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- W .5 .6 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- W .6 .5 Conduct short research projects to answer a question, drawing on several sources and refocusing the investigation when appropriate.
- W .6 .6 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking and Listening	
Skill Developed	Lesson/ Materials
<ul style="list-style-type: none"> ● Can prepare for and participate effectively in a range of conversations and collaborations with diverse partners., ● Can integrate and evaluate information presented in diverse media and formats, ● Can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric ● Can present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. ● Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 	<ul style="list-style-type: none"> ● Individual and group work presentations ● Literature circles ● Writer’s workshop ● Readers Journal lessons and responses ● Read aloud ● Student- teacher conferences
State Standards Alignment	
<p>Collaboration and Communication</p> <ul style="list-style-type: none"> ● SL .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. <ul style="list-style-type: none"> a . Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b . Follow agreed-upon rules for discussions and carry out assigned role . 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 .4 .2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● SL .4 .3 Identify the reasons and evidence a speaker provides to support particular points. ● SL .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. <ul style="list-style-type: none"> a . Come to discussions prepared, having read or studied required material; explicitly draw on that preparation 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 .5 .2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. ● SL .5 .3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. ● SL .6 .1 Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. <ul style="list-style-type: none"> a . Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. b . Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed . c . Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d . Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. ● SL .6 .2 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study. 	

- SL .6 .3 Delineate a speaker’s argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

Presentation of Knowledge and Ideas

- SL .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; adjust speech as appropriate to formal and informal discourse.
- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- SL .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; adapt speech to a variety of contexts and tasks.
- SL .5 .5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL .6 .4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; adapt speech to a variety of contexts and tasks.
- SL .6 .5 Include multimedia components and visual displays in presentations to clarify information.

Conventions	
Skill Developed	Lesson/ Materials
<p>Grammar- Parts of Speech</p> <ul style="list-style-type: none"> • Correctly identifies parts of speech and their function in reading material • Applies knowledge of grammar to explore and discuss writing style • Analyzes uses for grammar • Applies rules for verb conjugations <p>Grammar-Punctuation</p> <ul style="list-style-type: none"> • Identifies proper nouns and uses capital letters • Correctly punctuates finished copy using periods, commas, question marks, exclamation points, colons, semicolons and apostrophes • Identifies and uses punctuation for dialogue <p>Grammar - Sentence Analysis</p> <ul style="list-style-type: none"> • Understands the concept of a complete sentence. • Identifies the subject and the predicate and their function. • Identifies the direct/indirect object and their function. • Identifies adverbial modifiers, attributives, • Identifies the subject and the predicate and their function. • Identifies the direct/indirect object and their function. • Identifies adverbial modifiers, attributives, appositives and their function. • Identifies predicate complements, adjectives and nominatives and their function • Identifies prepositional phrases and their function • Identifies clauses in compound sentences • Identifies principal and subordinate clauses in complex sentences and in compound-complex sentences and identifies degrees of dependency • Applies knowledge of sentence structure to explore and discuss writing style • Constructs and diagrams sentences <p>Word Study</p> <ul style="list-style-type: none"> • Identifies and spell words appropriate to reading/spelling level. • Identifies and classify words by their etymology. • Identifies challenging words and uses strategies to explore and apply their meaning 	<ul style="list-style-type: none"> • Word Study • Writer’s Workshop • Reader’s journal lessons and responses • Montessori grammar symbols and parsing • Sentence analysis materials • Teacher-made vocabulary materials • Reference sources - dictionary, thesaurus • Poetry lessons - literary terms shelf work • Editing cards and dictation • MobyMax Vocabulary • Prefix Vocabulary Cards • Suffix Vocabulary Cards • Latin Roots Activity • Wordly Wise • Multiple Meaning Matching Game
State Standards Alignment – Conventions Continuum	
<p>GRAMMAR CONTINUUM</p> <p>Subject/Verb Agreement</p> <ul style="list-style-type: none"> • Continue to ensure subject/verb agreement <p>Nouns</p> <ul style="list-style-type: none"> • Use abstract nouns (such as courage) • Continue to use regular and irregular plural nouns <p>Verbs</p> <ul style="list-style-type: none"> • Form and use progressive verb tenses • Use modal auxiliaries (such as may or must) • Continue to form and use the perfect verb tenses 	

- Convey sense of various times, sequences, states, and conditions
- Recognize and correct inappropriate shifts in verb tense

Adjectives

- Form and use comparative and superlative and accurately choose which to use—adjective or adverb
- Order adjectives within sentences according to conventional patterns

Conjunctions

- Continue to use coordinating and subordinating conjunctions
- Use correlative conjunctions (such as either/or)

Adverbs

- Form and use comparative and superlative adverbs
- Use relative adverbs

Sentences

- Produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences
- Produce, expand, and rearrange simple, compound, and complex sentences

Prepositions

- Form and use prepositional phrases

Pronouns

- Ensure pronoun-antecedent agreement
- Use relative pronouns

Determiners

Commonly Confused Words

- Correctly use frequently confused words (such as to, two, too)

Interjections

Phrases & Clauses

- Explain the function of phrases and clauses
- Recognize independent and dependent phrases and clauses

Capitalization

- Capitalize appropriate words in titles
- Continue to use correct capitalization

Punctuation

- Use punctuation to separate items in a series
- Continue to use commas in addresses
- Continue to use commas in dialogue
- Continue to use quotation marks in dialogue
- Use a comma before a coordinating conjunction in a compound sentence
- Use commas and quotations to mark direct speech and quotations from a text
- Use a comma to separate an introductory element from the rest of a sentence
- Use a comma to set off the words yes and no
- Use a comma to set off a tag question from the rest of the sentence
- Use a comma to indicate a direct address
- Use underlining, quotation marks, or italics to indicate titles of works

Spelling

- Continue to use conventional spelling for high frequency words and other studied words
- Continue to use conventional spelling for adding suffixes to base words
- Continue to use spelling patterns and generalizations when writing words
- Spell grade-appropriate words correctly

References

- Continue to consult reference materials as needed to check and correct spellings

Knowledge of Language

- L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases to convey ideas precisely.
 - b. Choose punctuation for effect.
 - c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

Vocabulary Acquisition and Use

L.4.4 L.4.5

L.4.6

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- Demonstrate understanding of figurative language and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.
- L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
 - b. Compare and contrast the varieties of English used in stories, dramas, or poems.
- L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Vary sentence patterns for meaning, reader/listener interest, and style.
 - b. Maintain consistency in style and tone.

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- Demonstrate understanding of figurative language and nuances in word meanings.
 - a. Interpret figures of speech in context based on grade 6 reading and content.
 - b. Distinguish among the connotations of words with similar denotations.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Acquisition and Use

L.4.4 L.4.5

L.4.6

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- Demonstrate understanding of figurative language and nuances in word meanings.
 - a. Explain the meaning of simple similes and metaphors in context.
 - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 - c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.

L.5.4 L.5.5

L.5.6

- Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- Demonstrate understanding of figurative language 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.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.