

Kindergarten Yearlong English Language Arts Map

Resources: Approved from Board of Education			Assessments: District Benchmark Assessments			
Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.1 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.	RL.K.1	With prompting and support, ask and answer questions about key details in a text.	RL.K.1 Ask questions about key details in a text with prompting and support	question
Reading: Literature	Key Ideas and Details	R.CCR.1 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.	RL.K.1	With prompting and support, ask and answer questions about key details in a text.	RL.K.1 Answer questions about key details in a text with prompting and support	key detail
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.K.2	With prompting and support, retell familiar stories, including key details.	RL.K.2 Retell familiar stories including key details with prompting and support	retell story
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	RL.K.3 Identify characters in a story with prompting and support	character story
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	RL.K.3 Identify settings in a story with prompting and support	setting story
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	RL.K.3 Identify major events in a story with prompting and support	major event story

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Reading: Literature	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.K.4	Ask and answer questions about unknown words in a text.	RL.K.4 Ask questions about unknown words in a text	question
Reading: Literature	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.K.4	Ask and answer questions about unknown words in a text.	RL.K.4 Answer questions about unknown words in a text	question
Reading: Literature	Craft and Structure	R.CCR.5 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.	RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	RL.K.5 Recognize common types of texts	text story
Reading: Literature	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	RL.K.6 Name the author and define his or her role in telling the story, with prompting and support	author story
Reading: Literature	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	RL.K.6 Name the illustrator and define his or her role in telling the story, with prompting and support	illustrator story
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RL.K.7	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).	RL.K.7 Describe the relationship between illustrations and the story in which they appear, with prompting and support	illustration story

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Reading: Literature	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	RL.K.9 Compare and contrast the adventures and experiences of characters in familiar stories with prompting and support	adventure story
Reading: Literature	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.K.10	Actively engage in group reading activities with purpose and understanding.	RL.K.10 Engage in group reading activities with purpose and understanding	
Reading: Informational Text	Key Ideas and Details	R.CCR.1 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.	RI.K.1	With prompting and support, ask and answer questions about key details in a text.	RI.K.1 Ask questions about key details in a text with prompting and support	question
Reading: Informational Text	Key Ideas and Details	R.CCR.1 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.	RI.K.1	With prompting and support, ask and answer questions about key details in a text.	RI.K.1 Answer questions about key details in a text with prompting and support	question
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	RI.K.2 Identify the main topic of a text with prompting and support	
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	RI.K.2 Retell key details of a text with prompting and support	retell

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Reading: Informational Text	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.K.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text with prompting and support	
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	RI.K.4 Ask questions about unknown words in a text with prompting and support	question
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.K.4	With prompting and support, ask and answer questions about unknown words in a text.	RI.K.4 Answer questions about unknown words in a text with prompting and support	question
Reading: Informational Text	Craft and Structure	R.CCR.5 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.	RI.K.5	Identify the front cover, back cover, and title page of a book.	RI.K.5 Identify the front cover, back cover, and title page of a book	
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	RI.K.6 Name the author and define his or her role in presenting the ideas or information in a text	
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	RI.K.6 Name the illustrator and define his or her role in presenting the ideas or information in a text	

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Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RI.K.7	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.K.7 Describe the relationship between illustrations and the text in which they appear, with prompting and support	
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	RI.K.8 Identify the reasons an author gives to support points in a text with prompting and support	reason
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.K.9 Identify basic similarities between two texts on the same topic with prompting and support	
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.K. 9 Identify basic differences between two texts on the same topic with prompting and support	
Reading: Informational Text	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RI.K.10	Actively engage in group reading activities with purpose and understanding.	RI.K.10 Actively engage in group reading activities with purpose and understanding	

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Reading: Foundational Skills	Print Concepts		RF.K.1	Demonstrate understanding of the organization and basic features of print.	RF.K.1 Demonstrate understanding of the organization and basic features of print	
Reading: Foundational Skills	Print Concepts		RF.K.1a	Follow words from left to right, top to bottom, and page by page.	RF.K.1a Follow words from left to right, top to bottom, and page by page (tracking)	
Reading: Foundational Skills	Print Concepts		RF.K.1b	Recognize that spoken words are represented in written language by specific sequences of letters.	RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters	
Reading: Foundational Skills	Print Concepts		RF.K.1c	Understand that words are separated by spaces in print.	RF.K.1c Recognize that words are separated by spaces in print	
Reading: Foundational Skills	Print Concepts		RF.K.1d	Recognize and name all upper- and lowercase letters of the alphabet.	RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet	lowercase letter uppercase letter
Reading: Foundational Skills	Phonological Awareness		RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds	syllable
Reading: Foundational Skills	Phonological Awareness		RF.K.2a	Recognize and produce rhyming words.	RF.K.2a Recognize rhyming words	rhyme
Reading: Foundational Skills	Phonological Awareness		RF.K.2a	Recognize and produce rhyming words.	RF.K.2a Produce rhyming words	rhyme
Reading: Foundational Skills	Phonological Awareness		RF.K.2b	Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2b Count, pronounce, blend, and segment syllables in spoken words	

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Reading: Foundational Skills	Phonological Awareness		RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2c Blend onsets and rimes of single-syllable spoken words	
Reading: Foundational Skills	Phonological Awareness		RF.K.2c	Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2c Segment onsets and rimes of single-syllable spoken words	
Reading: Foundational Skills	Phonological Awareness		RF.K.2d	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)	F.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (This does not include CVCs ending with /l/, /r/, or /x/.)	vowel
Reading: Foundational Skills	Phonological Awareness		RF.K.2e	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words	
Reading: Foundational Skills			RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words	
Reading: Foundational Skills			RF.K.3a	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	RF.K.3a Produce the primary or most frequent sound for each consonant to demonstrate basic knowledge of letter-sound correspondences	consonant

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Reading: Foundational Skills			RF.K.3b	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels	short vowel
Reading: Foundational Skills			RF.K.3c	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	RF.K.3c Read common high-frequency words by sight	
Reading: Foundational Skills			RF.K.3d	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ	
Reading: Foundational Skills			RF.K.4	Read emergent-reader texts with purpose and understanding.	RF.K.4 Read emergent-reader texts with purpose and understanding	purpose
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	W.K.1 Compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book using a combination of drawing, dictating, and writing	opinion topic

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Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	W.K.2 Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic using a combination of drawing, dictating, and writing	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	W.K.3 Combine drawing, dictating, and writing to narrate a single event or several loosely linked events in the order in which they occurred	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	W.K.3 Combine drawing, dictating, and writing to describe a reaction to what happened	
Writing	Production and Distribution of Writing	W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.K.4	(Begins in grade 3)		
Writing	Production and Distribution of Writing	W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.K.5 Respond to questions and suggestions from peers with guidance and support	question

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Writing	Production and Distribution of Writing	W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.K.5 Add details to strengthen writing as needed	detail
Writing	Production and Distribution of Writing	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.K.6 Produce and publish writing, including in collaboration with peers, to explore a variety of digital tools with guidance and support from adults	publish
Writing	Research to Build and Present Knowledge	W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	W.K.7 Participate in shared research and writing projects	
Writing	Research to Build and Present Knowledge	W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.K.8 Recall information from experiences or gather information from provided sources to answer a question, with guidance and support to answer a question	question
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups	conversation

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Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.K.1a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	SL.K.1a Follow agreed-upon rules for discussion	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.K.1b	Continue a conversation through multiple exchanges.	SL.K.1b Continue a conversation through multiple exchanges	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.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.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking questions about key details and requesting clarification	question detail
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.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.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details	question detail
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL.K.3 Ask questions in order to seek help, get information, or clarify something that is not understood	question

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Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	SL.K.3 Answer questions in order to seek help, get information, or clarify something that is not understood	question
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 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.	SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	SL.K.4 Describe familiar people, places, things, and events	event thing
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 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.	SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	SL.K.4 Provide additional detail about familiar people, places, things, and events with prompting and support	event thing
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail	
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when speaking	

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Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1a	Print many upper- and lowercase letters.	L.K.1a Print many uppercase letters	uppercase letter
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1a	Print many upper- and lowercase letters.	L.K.1a Print many lowercase letters	lowercase letter
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1b	Use frequently occurring nouns and verbs.	L.K.1b Write or speak with frequently occurring nouns	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1b	Use frequently occurring nouns and verbs.	L.K.1b Write or speak with frequently occurring verbs	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	L.K.1c Write or speak with regular nouns orally by adding /s/ or /es/	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	L.K.1d Write or speak with question words	question
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	L.K.1e Write or speak with the most frequently occurring prepositions	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.K.1f	Produce and expand complete sentences in shared language activities.	L.K.1f Write or speak with complete sentences in shared language activities	sentence
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.K.2 Write with command of the conventions of standard English capitalization when writing	

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	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.K.2 Write with command of the conventions of punctuation when writing	punctuation
	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.K.2 Write with command of the conventions of spelling when writing	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.K.2a	Capitalize the first word in a sentence and the pronoun I.	L.K.2a Capitalize the first word in a sentence and the pronoun I	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.K.2b	Recognize and name end punctuation.	L.K.2b Recognize and name end punctuation	punctuation
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.K.2c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes)	short vowel
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.K.2d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	L.K.4 Determine or clarify the meaning of unknown words and phrases based on kindergarten reading and content	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	L.K.4 Determine or clarify the meaning of multiple-meaning words and phrases based on kindergarten reading and content	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	L.K.4a Identify new meaning for familiar words	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.K.4a	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	L.K.4a Apply new meanings for familiar words accurately	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.K.4b	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	L.K.4b Employ the most frequently occurring inflections and affixes	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	L.K.5 Explore word relationships and nuances in word meanings with guidance and support from adults	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.K.5a	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	L.K.5a Sort common objects into categories to gain a sense of the concepts the categories represent	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.K.5b	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms)	opposite
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.K.5c	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	L.K.5c Identify real-life connections between words and their use	connection
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.K.5d	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	L.K.5d Distinguish shades of meaning among verbs describing the same general action by acting out the meanings	verb
Language	Vocabulary Acquisition and Use	L.CCR.K-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	L.K.6 Apply words and phrases acquired through conversations	conversation
Language	Vocabulary Acquisition and Use	L.CCR.K-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	L.K.6 Apply words and phrases acquired through reading and being read to and responding to texts	

Grade 1 Yearlong English Language Arts Map

Resources: Approved from Board of Education

Assessments: District Benchmark Assessments

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.1 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.	RL.1.1	Ask and answer questions about key details in a text.	RL.1.1 Ask questions about key details in a text	question
Reading: Literature	Key Ideas and Details	R.CCR.1 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.	RL.1.1	Ask and answer questions about key details in a text.	RL.1.1 Answer questions about key details in a text	question
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.1.2 Retell stories, including key details	retell story
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL.1.2 Determine the central message or lesson of a story	central message lesson story
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.1.3	Describe characters, settings, and major events in a story, using key details.	RL.1.3 Describe characters in a story using key details	story
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.1.3	Describe characters, settings, and major events in a story, using key details.	RL.1.3 Describe settings in a story using key details	key details

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.1.3	Describe characters, settings, and major events in a story, using key details.	RL.1.3 Describe major events in a story using key details	major events key details
Reading: Literature	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses	phrase story
Reading: Literature	Craft and Structure	R.CCR.5 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.	RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL.1.5 Explain major differences between books that tell stories and books that give information	story
Reading: Literature	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL.1.6	Identify who is telling the story at various points in a text.	RL.1.6 Identify who is telling the story at various points in a text	point of view story
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	RL.1.7 Describe characters using illustrations and details in a story	detail illustration story
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ²	RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	RL.1.7 Describe setting using illustrations and details in a story	detail illustration setting story
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ³	RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	RL.1.7 Describe events using illustrations and details in a story	detail illustration setting story

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	RL.1.9 Compare and contrast the adventures and experiences of characters in stories	adventure character compare/ contrast experience
Reading: Literature	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	RL.1.10 Read prose with prompting and support	poetry
Reading: Literature	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	RL.1.10 Read poetry with prompting and support	poetry
Reading: Informational Text	Key Ideas and Details	R.CCR.1 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.	RI.1.1	Ask and answer questions about key details in a text.	RI.1.1 Ask questions about key details in a text	key detail question
Reading: Informational Text	Key Ideas and Details	R.CCR.1 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.	RI.1.1	Ask and answer questions about key details in a text.	RI.1.1 Answer questions about key details in a text	key detail question
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.1.2	Identify the main topic and retell key details of a text.	RI.1.2 Identify the main topic of a text	main topic

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.1.2	Identify the main topic and retell key details of a text.	RI.1.2 Retell key details of a text	retell
Reading: Informational Text	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text	connection event idea
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	RI.1.4 Answer questions to help determine or clarify the meaning of words and phrases in a text	question
Reading: Informational Text	Craft and Structure	R.CCR.5 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.	RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	RI.1.5 Utilize various text features to locate key facts or information in a text	text feature
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text	
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RI.1.7	Use the illustrations and details in a text to describe its key ideas.	RI.1.7 Utilize the illustrations and details in a text to describe its key ideas	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.1.8	Identify the reasons an author gives to support points in a text.	RI.1.8 Identify the reasons an author gives to support points in a text	reasons support
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.1.9 Identify basic similarities between two texts on the same topic	
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI.1.9 Identify basic differences between two texts on the same topic	
Reading: Informational Text	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	RI.1.10 Read informational texts appropriately complex for grade 1, with prompting and support	informational text
Reading: Foundational Skills	Print Concepts	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RF.1.1a	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	RF.1.1a Recognize the distinguishing features of a sentence	punctuation
Reading: Foundational Skills	Phonological Awareness	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	syllable
Reading: Foundational Skills	Phonological Awareness	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RF.1.2a	Distinguish long from short vowel sounds in spoken single-syllable words.	RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words	long vowel short vowel

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Reading: Foundational Skills	Phonological Awareness	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RF.1.2b	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	RF.1.2b Orally produce single-syllable words by blending sounds, including consonant blends	syllable
Reading: Foundational Skills	Phonological Awareness	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RF.1.2c	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words	
Reading: Foundational Skills	Phonological Awareness	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RF.1.2d	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds	
Reading: Foundational Skills	Phonics and Word Recognition	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words	
Reading: Foundational Skills	Phonics and Word Recognition	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RF.1.3a	Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).	RF.1.3a Recognize the spelling-sound correspondences for common consonant digraphs	
Reading: Foundational Skills	Phonics and Word Recognition	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RF.1.3b	Decode regularly spelled one-syllable words.	RF.1.3b Decode regularly spelled one-syllable words	syllable
Reading: Foundational Skills	Phonics and Word Recognition	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RF.1.3c	Know final -e and common vowel team conventions for representing long vowel sounds.	RF.1.3c Recognize final-e and common vowel team conventions for representing long vowel sounds	vowel team
Reading: Foundational Skills	Phonics and Word Recognition	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RF.1.3d	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	RF.1.3d Apply knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word	syllable

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Foundational Skills	Phonics and Word Recognition	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RF.1.3e	Decode two-syllable words following basic patterns by breaking the words into syllables.	RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables	syllable
Reading: Foundational Skills	Phonics and Word Recognition	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RF.1.3f	Read words with inflectional endings.	RF.1.3f Read words with inflectional endings	
Reading: Foundational Skills	Phonics and Word Recognition	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RF.1.3g	Recognize and read grade-appropriate irregularly spelled words.	RF.1.3g Recognize and read grade-appropriate irregularly spelled words	
Reading: Foundational Skills	Fluency		RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	RF.1.4 Read with sufficient accuracy and fluency to support comprehension	fluency
Reading: Foundational Skills	Fluency		RF.1.4a	Read grade-level text with purpose and understanding.	RF.1.4a Read grade-level text with purpose and understanding	purpose
Reading: Foundational Skills	Fluency		RF.1.4b	Read grade-level text orally with accuracy, appropriate rate, and expression.	RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression	expression
Reading: Foundational Skills	Fluency		RF.1.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.1.4c Apply context to confirm or self-correct word recognition and understanding, rereading as necessary	expression
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure	reason

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure	fact
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W.1.3 Write narratives to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure	narrative recount sequence
Writing	Production and Distribution of Writing	W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.1.4	(Begins in grade 3)		
Writing	Production and Distribution of Writing	W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	W.1.5, Focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed, with guidance and support from adults	question
Writing	Production and Distribution of Writing	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.1.6 Produce and publish writing, including in collaboration with peers, using a variety of digital tools, with guidance and support from adults	publish

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Research to Build and Present Knowledge	W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.1.7	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	W.1.7 Participate in shared research and writing projects	sequence
Writing	Research to Build and Present Knowledge	W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.8 Recall information from experiences or gather information from provided sources to answer a question, with guidance and support from adults	question
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.1.9	(Begins in grade 4)		
Writing	Range of Writing	W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.1.10	(Begins in grade 3)		
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	SL.1.1a	Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	SL.1.1a Follow agreed-upon rules for discussions	

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Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.1.1b	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges	comment
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.1.1c	Ask questions to clear up any confusion about the topics and texts under discussion.	SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion	question text topic
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.1.2 Ask questions about key details in a text or read aloud or information presented orally or through other media	question
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.1.2 Answer questions about key details in a text or read aloud or information presented orally or through other media	question
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.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.1.3 Ask questions about what a speaker says in order to gather additional information or clarify something that is not understood	question speaker
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.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.1.3 Answer questions about what a speaker says in order to gather additional information or clarify something that is not understood	question speaker

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 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.	SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings	visual
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.1.6	Produce complete sentences when appropriate to task and situation.	SL.1.6 Produce complete sentences when appropriate to task and situation	sentence
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1 Write or speak with conventions of standard English grammar and usage	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1a	Print all upper- and lowercase letters.	L.1.1a Print all upper- and lowercase letters	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1b	Use common, proper, and possessive nouns.	L.1.1b Write or speak with common, proper, and possessive nouns	noun proper noun
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1c	Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	L.1.1c Write or speak with basic sentences with singular and plural nouns with matching verbs	plural noun verb
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1d	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	L.1.1d Write or speak with personal, possessive, and indefinite pronouns	pronoun

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1e	Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	L.1.1e Write or speak with verbs to convey a sense of past, present, and future	past tense present tense verb
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1f	Use frequently occurring adjectives.	L.1.1f Write or speak with frequently occurring adjectives	adjective
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1g	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	L.1.1g Write or speak with frequently occurring conjunctions	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1h	Use determiners (e.g., articles, demonstratives).	L.1.1h Write or speak with determiners	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1i	Use frequently occurring prepositions (e.g., during, beyond, toward).	L.1.1i Write or speak with frequently occurring prepositions	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.1.1j	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts	simple sentence
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2 Write with conventions of standard English capitalization, punctuation, and spelling	punctuation
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2a	Capitalize dates and names of people.	L.1.2a Capitalize dates and names of people	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2b	Use end punctuation for sentences.	L.1.2b Write end punctuation for sentences	punctuation
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2c	Use commas in dates and to separate single words in a series.	L.1.2c Apply commas in dates and to separate single words in a series	comma
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	L.1.2d Apply conventional spelling for words with common spelling patterns	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2d	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	L.1.2d Apply conventional spelling for frequently occurring irregular words	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.1.2e	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions	
Language	Knowledge of Language	L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.1.3	(Begins in grade 2)		

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.1.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	L.1.4a Apply sentence-level context as a clue to the meaning of a word or phrase	sentence-level context
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.1.4b	Use frequently occurring affixes as a clue to the meaning of a word.	L.1.4b Apply frequently occurring affixes as a clue to the meaning of a word	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.1.4c	Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	L.1.4c Identify frequently occurring root words and their inflectional forms	root
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.1.5	With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.1.5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings, with guidance and support from adults	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.1.5a	Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	L.1.5a Sort words into categories to gain a sense of the concepts the categories represent	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.1.5b	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).	L.1.5b Define words by category and by one or more key attributes	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.1.5c	Identify real-life connections between words and their use (e.g., note places at home that are cozy).	L.1.5c Identify real-life connections between words and their use	connection
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.1.5d	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.	L.1.5d Distinguish shades of meaning among verbs differing in manner by defining or choosing them or by acting out the meanings.	verb
Language	Vocabulary Acquisition and Use	L.CCR.K-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).	L.1.6 Apply words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships	

Grade 2 Yearlong English Language Arts Map

Resources: Approved from Board of Education			Assessments: District Benchmark Assessments			
Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.1 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.	RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RL.2.1 Ask questions (such as who, what, where, when, why and how) to demonstrate understanding of key details in a text	
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.2.2 Determine the central message, lesson, or moral of stories, including fables and folktales from diverse cultures	central message fable folktale moral recount
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.2.3	Describe how characters in a story respond to major events and challenges.	RL.2.3 Describe how characters in a story respond to major events and challenges	major event
Reading: Literature	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.2.4 Describe how words and phrases supply rhythm and meaning in a story, poem, or song	rhythm
Reading: Literature	Craft and Structure	R.CCR.5 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.	RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	structure

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud	point of view
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RL.2.7 Apply information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	illustration plot
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RL.2.9 Compare and contrast two or more versions of the same story by different authors or from different cultures	
Reading: Literature	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.2.10 Read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range	
Reading: Informational Text	Key Ideas and Details	R.CCR.1 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.	RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1 Ask questions (such as who, what, where, when, why, and how) to demonstrate understanding of key details in a text	key detail
Reading: Informational Text	Key Ideas and Details	R.CCR.1 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.	RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	RI.2.1 Answer questions (such as who, what, where, when, why, and how) to demonstrate understanding of key details in a text	key detail

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.2.2 Identify the main topic of a multiparagraph text	main topic
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	RI.2.2 Identify the focus of specific paragraphs within a multiparagraph text	
Reading: Informational Text	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text	connection event idea
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area	
Reading: Informational Text	Craft and Structure	R.CCR.5 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.	RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RI.2.5 Utilize various text features to locate key facts or information in a text efficiently	text feature
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe	main purpose purpose

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI.2.7 Explain how specific images contribute to and clarify a text	
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.2.8	Describe how reasons support specific points the author makes in a text.	RI.2.8 Describe how reasons support specific points the author makes in a text	reason support
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic	compare/contrast
Reading: Informational Text	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RI.2.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.2.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range	informational text
Reading: Foundational Skills	Phonics and Word Recognition		RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words	
Reading: Foundational Skills	Phonics and Word Recognition		RF.2.3a	Distinguish long and short vowels when reading regularly spelled one-syllable words.	RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words	long vowel short vowel
Reading: Foundational Skills	Phonics and Word Recognition		RF.2.3b	Know spelling-sound correspondences for additional common vowel teams.	RF.2.3b Recognize spelling-sound correspondences for additional common vowel teams	vowel team

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Foundational Skills	Phonics and Word Recognition		RF.2.3c	Decode regularly spelled two-syllable words with long vowels.	RF.2.3c Decode regularly spelled two-syllable words with long vowels	syllable
Reading: Foundational Skills	Phonics and Word Recognition		RF.2.3d	Decode words with common prefixes and suffixes.	RF.2.3d Decode words with common prefixes and suffixes	prefix suffix
Reading: Foundational Skills	Phonics and Word Recognition		RF.2.3e	Identify words with inconsistent but common spelling-sound correspondences.	RF.2.3e Identify words with inconsistent but common spelling-sound correspondences	
Reading: Foundational Skills	Phonics and Word Recognition		RF.2.3f	Recognize and read grade-appropriate irregularly spelled words.	RF.2.3f Recognize and read grade-appropriate irregularly spelled words	
Reading: Foundational Skills	Fluency		RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	RF.2.4 Read with sufficient accuracy and fluency to support comprehension	fluency
Reading: Foundational Skills	Fluency		RF.2.4a	Read grade-level text with purpose and understanding.	RF.2.4a Read grade-level text with purpose and understanding	purpose
Reading: Foundational Skills	Fluency		RF.2.4b	Read grade-level text orally with accuracy, appropriate rate, and expression.	RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression	expression
Reading: Foundational Skills	Fluency		RF.2.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4c Apply context to confirm or self-correct word recognition and understanding, rereading as necessary	context

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section	concluding statement reason support
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section	definition
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	W.2.3 Write narratives to recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure	narrative recount sequence
Writing	Production and Distribution of Writing	W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.2.4	(Begins in grade 3)		
Writing	Production and Distribution of Writing	W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	W.2.5 Focus on a topic and strengthen writing as needed by revising and editing, with guidance and support from adults and peers	revise edit

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Production and Distribution of Writing	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.2.6 Produce and publish writing, including in collaboration with peers, using a variety of digital tools with guidance and support from adults	publish
Writing	Research to Build and Present Knowledge	W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	W.2.7 Participate in shared research and writing projects	
Writing	Research to Build and Present Knowledge	W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	W.2.8 Recall information from experiences to answer a question	source
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.2.9	(Begins in grade 4)		
Writing	Range of Writing	W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.2.10	(Begins in grade 3)		
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.2.1	Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.2.1a	Follow agreed-upon rules 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).	SL.2.1a Follow agreed-upon rules for discussions	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.2.1b	Build on others' talk in conversations by linking their comments to the remarks of others.	SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others	remark
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.2.1c	Ask for clarification and further explanation as needed about the topics and texts under discussion.	SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	detail recount
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.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.2.3 Ask questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue	speaker
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.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.2.3 Answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue	speaker

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 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.	SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	experience fact recount
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SL.2.5 Create audio recordings of stories or poems	recount visual
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SL.2.5 Add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings	recount visual
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1 Write or speak with command of the conventions of standard English grammar and usage	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1a	Use collective nouns (e.g., group).	L.2.1a Write or speak with collective nouns	noun

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1b	Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	L.2.1b Write or speak with frequently occurring irregular plural nouns	irregular plural noun plural noun
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1c	Use reflexive pronouns (e.g., myself, ourselves).	L.2.1c Write or speak with reflexive pronouns	pronoun
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1d	Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	L.2.1d Write or speak with the past tense of frequently occurring irregular verbs	past tense verb tense
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1e	Use adjectives and adverbs, and choose between them depending on what is to be modified.	L.2.1e Write or speak with adjectives and adverbs, and choose between them depending on what is to be modified	adjective adverb
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.2.1f	Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	L.2.1f Produce, expand, and rearrange complete simple and compound sentences	compound sentence simple sentence
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2 Write with command of the conventions of standard English capitalization, punctuation, and spelling	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2a	Capitalize holidays, product names, and geographic names.	L.2.2a Capitalize holidays, product names, and geographic names	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2b	Use commas in greetings and closings of letters.	L.2.2b Use commas in greetings and closings of letters	comma

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	L.2.2c Use an apostrophe to form contractions	apostrophe contraction
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2c	Use an apostrophe to form contractions and frequently occurring possessives.	L.2.2c Use an apostrophe to form frequently occurring possessives	apostrophe
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2d	Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	L.2.2d Generalize learned spelling patterns when writing words	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.2.2e	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.2.2e Consult reference materials as needed to check and correct spellings	reference material
Language	Knowledge of Language	L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.2.3 Apply knowledge of language and its conventions when writing, speaking, reading, or listening	
Language	Knowledge of Language	L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.2.3a	Compare formal and informal uses of English.	L.2.3a Compare formal and informal uses of English	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4	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.	L.2.4 Determine or clarify the meaning of multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	L.2.4a Apply sentence-level context as a clue to the meaning of a word or phrase	sentence-level context
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4b	Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word	prefix
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	L.2.4c Apply understanding of a known root word as a clue to the meaning of an unknown word with the same root	root
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4d	Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	L.2.4d Apply knowledge of the meaning of individual words to predict the meaning of compound words	compound word

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	L.2.4e Consult glossaries, both print and digital, to determine or clarify the meaning of words and phrases	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.2.4e	Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	L.2.4e Consult beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases	dictionary
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.2.5 Apply knowledge of figurative language	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.2.5 Apply knowledge of word relationships	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.2.5 Apply knowledge of nuances in word meanings	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.2.5a	Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	L.2.5a Identify real-life connections between words and their use	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	L.2.5b Distinguish shades of meaning among closely related verbs	verb
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.2.5b	Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	L.2.5b Distinguish shades of meaning among closely related adjectives	verb
Language	Vocabulary Acquisition and Use	L.CCR.K-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	L.2.6 Apply knowledge of words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe	adverb

Grade 3 Yearlong English Language Arts Map

Resources: Approved from Board of Education

Assessments: PARCC Assessments, Performance Series, District Benchmark Assessments

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.1 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.	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1 Ask questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	
Reading: Literature	Key Ideas and Details	R.CCR.1 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.	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.3.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures	fable myth recount
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.3.2 Determine the central message, lesson, or moral of stories including fables, folktales, and myths from diverse cultures	fable moral myth

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL.3.2 Explain how the central message, lesson, or moral is conveyed through key details in the text of stories including fables, folktales, and myths from diverse cultures	fable moral myth
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.3.3 Describe characters in a story and explain how the characters' actions in a story contribute to the sequence of events	sequence
Reading: Literature	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language	literal language non literal language
Reading: Literature	Craft and Structure	R.CCR.5 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.C17	RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza	chapter scene stanza
Reading: Literature	Craft and Structure	R.CCR.5 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.	RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.3.5 Describe how each successive chapter, scene, and stanza builds on earlier sections within stories, dramas, and poems	chapter drama scene stanza

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	RL.3.6 Distinguish their own point of view from that of the narrator or those of the character	narrator
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RL.3.7	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).	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story	
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL.3.9 Compare and contrast the themes of stories written by the same author about the same or similar characters	theme
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL.3.9 Compare and contrast the settings of stories written by the same author about the same or similar characters	
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	RL.3.9 Compare and contrast the plots of stories written by the same author about the same or similar characters	
Reading: Literature	Range of Reading and Complexity of Text	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RL.3.10 Read and comprehend stories at the high end of the grades 2–3 text complexity band independently and proficiently by the end of the year	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Range of Reading and Complexity of Text	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RL.3.10 Read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently by the end of the year.	
Reading: Literature	Range of Reading and Complexity of Text	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RL.3.10 Read and comprehend poetry at the high end of the grades 2–3 text complexity band independently and proficiently by the end of the year	
Reading: Informational Text	Key Ideas and Details	R.CCR.1 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.	RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1 Ask questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	
Reading: Informational Text	Key Ideas and Details	R.CCR.1 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.	RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.3.1 Answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.2 Determine the main idea of a text	main idea

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.2 Recount the key details of a text	key detail recount
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.3.2 Explain how the key details support the main idea of a text	key detail main idea support
Reading: Informational Text	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.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.	RI.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	
Reading: Informational Text	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.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.	RI.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 sequence	sequence
Reading: Informational Text	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RI.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.	RI.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 cause/effect	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.3.4 Determine the meaning of general academic words and phrases in a text relevant to a grade 3 topic or subject area	
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.3.4 Determine the meaning of domain-specific words and phrases in a text relevant to a grade 3 topic or subject area	
Reading: Informational Text	Craft and Structure	R.CCR.5 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.	RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.5 Utilize text features to locate information relevant to a given topic efficiently	text feature
Reading: Informational Text	Craft and Structure	R.CCR.5 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.	RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.5 Utilize search tools to locate information relevant to a given topic efficiently	search tool
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RI.3.6	Distinguish their own point of view from that of the author of a text.	RI.3.6 Distinguish their own point of view from that of the author of a text	point of view

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RI.3.7	Use information gained from illustrations (e.g., 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.3.7 Utilize information gained from illustrations to convey understanding of the text	illustration
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ²	RI.3.7	Use information gained from illustrations (e.g., 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.3.7 Utilize information gained from the words in a text to convey understanding of the text	
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text	sequence
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic	compare/contrast
Reading: Informational Text	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	RI.3.10 Read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently by the end of the year.	informational text

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Foundational Skills	Phonics and Word Recognition		RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words	
Reading: Foundational Skills	Phonics and Word Recognition		RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	RF.3.3a Identify and know the meaning of the most common prefixes	prefix context
Reading: Foundational Skills	Phonics and Word Recognition		RF.3.3a	Identify and know the meaning of the most common prefixes and derivational suffixes.	RF.3.3a Identify and know the meaning of the most common derivational suffixes	context suffix
Reading: Foundational Skills	Phonics and Word Recognition		RF.3.3b	Decode words with common Latin suffixes.	RF.3.3b Decode words with common Latin suffixes	suffix context
Reading: Foundational Skills	Phonics and Word Recognition		RF.3.3c	Decode multisyllable words.	RF.3.3c Decode multisyllable words	context syllable
Reading: Foundational Skills	Phonics and Word Recognition		RF.3.3d	Read grade-appropriate irregularly spelled words.	RF.3.3d Read grade-appropriate irregularly spelled words	
Reading: Foundational Skills	Fluency		RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	RF.3.4 Read with sufficient accuracy and fluency to support comprehension	fluency
Reading: Foundational Skills	Fluency		RF.3.4a	Read grade-level text with purpose and understanding.	RF.3.4a Read grade-level text with purpose and understanding	purpose
Reading: Foundational Skills	Fluency		RF.3.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Foundational Skills	Fluency		RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.3.4c Apply context to confirm or self-correct word recognition and understanding, rereading as necessary	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons	point of view reason support
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.1a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons	reason
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.1b	Provide reasons that support the opinion.	W.3.1b Write reasons that support the opinion	reason support
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.1c	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	W.3.1c Connect opinion and reasons with linking words and phrases	linking word and phrase reason
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.1d	Provide a concluding statement or section.	W.3.1d Write a concluding statement or section	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.2a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension	illustration
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.2b	Develop the topic with facts, definitions, and details.	W.3.2b Develop the topic with facts, definitions, and details	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.2c	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W.3.2c Connect ideas within categories of information with linking words and phrases	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.2d	Provide a concluding statement or section.	W.3.2d Write a concluding statement or section	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	sequence
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally	sequence
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	W.3.3b Write dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations	dialogue
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.3.3c	Use temporal words and phrases to signal event order.	W.3.3c Write temporal words and phrases to signal event order	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.3.3d	Provide a sense of closure.	W.3.3d Create a sense of closure	
Writing	Production and Distribution of Writing	W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.3.4 Produce writing in which the development and organization are appropriate to task and purpose, with guidance and support from adults	organization purpose
Writing	Production and Distribution of Writing	W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.3.5 Develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from adults	edit plan revise
Writing	Production and Distribution of Writing	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	W.3.6 Employ technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others with guidance and support from adults	
Writing	Research to Build and Present Knowledge	W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.3.7	Conduct short research projects that build knowledge about a topic.	W.3.7 Conduct short research projects that build knowledge about a topic	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Research to Build and Present Knowledge	W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories	source
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.3.9	(Begins in grade 4)		
Writing	Range of Writing	W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.3.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.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.	SL.3.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.3.1a	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.	SL.3.1a Prepare for discussions, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.3.1b	Follow agreed-upon rules 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).	SL.3.1b Follow agreed-upon rules for discussions	
Speaking and Listening	Comprehension and Collaboration		SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others	remark
Speaking and Listening	Comprehension and Collaboration		SL.3.1d	Explain their own ideas and understanding in light of the discussion.	SL.3.1d Explain their own ideas and understanding in light of the discussion	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.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.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	quantitatively
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.3.3 Ask questions about information from a speaker, offering appropriate elaboration and detail	elaboration speaker
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.3.3 Answer questions about information from a speaker, offering appropriate elaboration and detail	elaboration speaker

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 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.	SL.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.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	pace recount
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace	pace
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.3.5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	SL.3.5 Incorporate visual displays when appropriate to emphasize or enhance certain facts or details	
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1 Apply the conventions of standard English grammar and usage when writing or speaking	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1a	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences	adjective adverb noun pronoun verb
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1b	Form and use regular and irregular plural nouns.	L.3.1b Write or speak with regular and irregular plural nouns	irregular plural noun plural noun
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1c	Use abstract nouns (e.g., childhood).	L.3.1c Write or speak with abstract nouns	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1d	Form and use regular and irregular verbs.	L.3.1d Write or speak with regular and irregular verbs	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1e	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	L.3.1e Write or speak with the simple verb tenses	verb tense
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1f	Ensure subject-verb and pronoun-antecedent agreement.*	L.3.1f Write or speak with subject-verb and pronoun-antecedent agreement	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1g	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	L.3.1g Write or speak with comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified	adverb
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1h	Use coordinating and subordinating conjunctions.	L.3.1h Write or speak with coordinating and subordinating conjunctions	conjunction
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1i	Produce simple, compound, and complex sentences.	L.3.1i Write or speak with simple, compound, and complex sentences	simple sentence
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2 Write with the conventions of standard English capitalization, punctuation, and spelling when writing	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2a	Capitalize appropriate words in titles.	L.3.2a Capitalize appropriate words in titles	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2b	Use commas in addresses.	L.3.2b Write with commas in addresses	comma
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2c	Use commas and quotation marks in dialogue.	L.3.2c Write with commas and quotation marks in dialogue	quotation marks

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2d	Form and use possessives.	L.3.2d Write with possessives	possessive
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	L.3.2e Write with conventional spelling for high-frequency and other studied words and for adding suffixes to base words	suffix
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	L.3.2f Apply spelling patterns and generalizations in writing words	syllable
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2g	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings	reference material
Language	Knowledge of Language	L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.3.3 Apply knowledge of language and its conventions when writing, speaking, reading, or listening	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Knowledge of Language	L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.3.3a	Choose words and phrases for effect.*	L.3.3a Choose words and phrases for effect	
Language	Knowledge of Language	L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.3.3b	Recognize and observe differences between the conventions of spoken and written standard English.	L.3.3b Recognize and observe differences between the conventions of spoken and written standard English	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.	L.3.4a Apply sentence-level context as a clue to the meaning of a word or phrase	context

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.4b	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).	L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word	affix
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.4c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	L.3.4c Apply a known root word as a clue to the meaning of an unknown word with the same root	root
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.3.4d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L.3.4d Utilize glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.3.5 Apply figurative language, word relationships and nuances in word meanings	figurative language
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	L.3.5b Identify real-life connections between words and their use	
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.3.5c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty	
Language	Vocabulary Acquisition and Use	L.CCR.K-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	L.3.6 Acquire and accurately apply grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships	

Grade 4 Yearlong English Language Arts Map

Resources: Approved from Board of Education

Assessments: PARCC Assessments, Performance Series, District Benchmark Assessments

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.1 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.	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.4.1 Refer to details and examples in a text when explaining what the text says explicitly	
Reading: Literature	Key Ideas and Details	R.CCR.1 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.	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.4.1 Refer to details and examples when drawing inferences from the text	inference
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.2 Determine a theme of a story or drama from details in the text	theme
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.2 Determine a theme of poem from details in the text	summarize theme
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.2 Summarize the text of a story, drama, or poem	summarize

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.4.3 Describe in depth a character in the text drawing on specific details in a story or drama	
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.4.3 Describe in depth the setting in the text drawing on specific details in a story or drama	
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	RL.4.3 Describe in depth the events in the text drawing on specific details in a story or drama	
Reading: Literature	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	RL. 4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Craft and Structure	R.CCR.5 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.	RL.4.5	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.	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	dialogue meter stage direction structure verse
Reading: Literature	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of 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.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations	first person point of view third person point of view
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	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.4.7 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	
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RL.4.9 Compare and contrast the treatment of similar themes and topics in stories, myths, and traditional literature from different cultures	theme

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.4.9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	RL.4.9 Compare and contrast the patterns of events in stories, myths, and traditional literature from different cultures	
Reading: Literature	Range of Reading and Complexity of Text	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range	
Reading: Informational Text	Key Ideas and Details	R.CCR.1 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.	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.4.1 Refer to details and examples in a text when drawing inferences from the text	
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.4.2 Determine the main idea of a text and explain how the main idea is supported by key details	key detail main idea
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.4.2 Summarize a text	summarize

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.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	
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area	
Reading: Informational Text	Craft and Structure	R.CCR.5 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.	RI.4.5	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.	RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text	structure
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style 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 and the information provided.	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided	compare/ contrast first hand account second hand account

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Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	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	quantitatively
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text	
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably	
Reading: Informational Text	Range of Reading and Level of Text Complexity	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI.4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range	informational text
Reading: Foundational Skills	Phonics and Word Recognition	RF.CCR.3 Know and apply grade-level phonics and word analysis skills in decoding words	RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words	

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Reading: Foundational Skills	Phonics and Word Recognition	RF.CCR.3 Know and apply grade-level phonics and word analysis skills in decoding words	RF.4.3a	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.	RF.4.3a Apply combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context	affix root
Reading: Foundational Skills	Fluency	RF.CCR.4 Read with sufficient accuracy and fluency to support comprehension	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	RF.4.4 Read with sufficient accuracy and fluency to support comprehension	
Reading: Foundational Skills	Fluency	RF.CCR.4 Read with sufficient accuracy and fluency to support comprehension	RF.4.4a	Read grade-level text with purpose and understanding.	RF.4.4a Read grade-level text with purpose and understanding	purpose
Reading: Foundational Skills	Fluency	RF.CCR.4 Read with sufficient accuracy and fluency to support comprehension	RF.4.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression	
Reading: Foundational Skills	Fluency	RF.CCR.4 Read with sufficient accuracy and fluency to support comprehension	RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4c Apply knowledge of context to confirm or self-correct word recognition and understanding, rereading as necessary	context
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.4.1a	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.	W.4.1a 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	purpose writer's (or author's) purpose
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.4.1b	Provide reasons that are supported by facts and details.	W.4.1b Write reasons that are supported by facts and details	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.4.1c	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	W.4.1c Link opinion and reasons using words and phrases	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.4.1d	Provide a concluding statement or section related to the opinion presented.	W.4.1d Provide a concluding statement or section related to the opinion presented	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	

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Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.4.2a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension	formatting
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.4.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic	concrete details quote/quotation
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.4.2c	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	W.4.2c Link ideas within categories of information using words and phrases	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.4.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.4.2d Inform about or explain the topic by using precise language and domain-specific vocabulary	

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Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.4.2e	Provide a concluding statement or section related to the information or explanation presented.	W.4.2e Write a concluding statement or section related to the information or explanation presented	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W.4.3a Establish a situation and introduce a narrator and/or characters to orient the reader; organize an event sequence that unfolds naturally	narrator
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	W.4.3b Write dialogue and description to develop experiences and events or show the responses of characters to situations	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.	W.4.3c Manage the sequence of events by using a variety of transitional words and phrases	transition
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.4.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	W.4.3d Convey experiences and events precisely by using concrete words and phrases and sensory details	sensory details/ language
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.4.3e	Provide a conclusion that follows from the narrated experiences or events.	W.4.3e Write a conclusion that follows from the narrated experiences or events	
Writing	Production and Distribution of Writing	W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	audience purpose
Writing	Production and Distribution of Writing	W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.4.5 Develop and strengthen writing as needed by planning, revising, and editing, with guidance and support from peers and adults	revise

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Writing	Production and Distribution of Writing	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	W.4.6 Employ technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, with some guidance and support from adults	
Writing	Production and Distribution of Writing	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.4.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	W.4.6 Type a minimum of one page in a single sitting to demonstrate sufficient command of keyboarding skills	
Writing	Research to Build and Present Knowledge	W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic	
Writing	Research to Build and Present Knowledge	W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.4.8	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.4.8 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	source

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Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research	evidence informational/ explanatory text literary texts
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.4.9a	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).	W.4.9a Apply grade 4 Reading standards to literature	
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.4.9b	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	W.4.9b Apply grade 4 Reading standards to informational texts	
Writing	Range of Writing	W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.4.10 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences	purpose revise
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.	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.	SL.4.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly	

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Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.4.1a	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.	SL.4.1a Prepare for discussions, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles	role
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.4.1c	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.	SL.4.1c 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.	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	paraphrase quantitatively

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Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points	evidence
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 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.	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; speak clearly at an understandable pace.	SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner	
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 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.	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; speak clearly at an understandable pace.	SL.4.4 Support main ideas or themes using appropriate facts and relevant, descriptive details	theme
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 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.	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; speak clearly at an understandable pace.	SL.4.4 Speak clearly at an understandable pace	pace
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.4.5	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	theme

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Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.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.	SL.4.6 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate	context
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.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.	SL.4.6 Speak with formal English when appropriate to task and situation	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1a	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	L.4.1a Write or speak with relative pronouns and relative adverbs	relative adverb relative pronoun adverb
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1b	Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	L.4.1b Write or speak with the progressive verb tenses	verb tense progressive verb
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1c	Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	L.4.1c Write or speak with modal auxiliaries to convey various conditions	

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Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1d	Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	L.4.1d Order adjectives within sentences according to conventional patterns	adjective
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1e	Form and use prepositional phrases.	L.4.1e Write or speak with prepositional phrases	prepositional phrase
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1f	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.4.1g	Correctly use frequently confused words (e.g., to, too, two; there, their).*	L.4.1g Correctly write or speak with frequently confused words	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.4.2 Write with command of the conventions of standard English capitalization, punctuation, and spelling	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.4.2a	Use correct capitalization.	L.4.2a Write with correct capitalization	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.4.2b	Use commas and quotation marks to mark direct speech and quotations from a text.	L.4.2b Write with commas and quotation marks to mark direct speech and quotations from a text	quote/quotation

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Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.4.2c	Use a comma before a coordinating conjunction in a compound sentence.	L.4.2c Write with a comma before a coordinating conjunction in a compound sentence	compound sentence
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.	L.4.2d Spell grade-appropriate words correctly, consulting references as needed	
Language	Knowledge of Language	L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.4.3 Apply knowledge of language and its conventions when writing, speaking, reading, or listening	
Language	Knowledge of Language	L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.4.3a	Choose words and phrases to convey ideas precisely.*	L.4.3a Choose words and phrases to convey ideas precisely	
Language	Knowledge of Language	L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.4.3b	Choose punctuation for effect.*	L.4.3b Choose punctuation for effect	

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Language	Knowledge of Language	L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.4.3c	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.4.3c Differentiate between contexts that call for formal English and situations where informal discourse is appropriate	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.4.4	Determine 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.	L.4.4 Determine 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	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	L.4.4a Determine the meaning of a word or phrase using context clues	context

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.4.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	L.4.4b Determine the meaning of a word using common, grade-appropriate Greek and Latin affixes and roots as clues	affix root
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.4.4c	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.4.4c Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases	reference material thesaurus
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	figurative language
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.4.5a	Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	L.4.5a Explain the meaning of simple similes and metaphors in context	simile metaphor
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.4.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs	adage idiom proverb

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.4.5c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	L.4.5c Relate words to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)	antonym synonym
Language	Vocabulary Acquisition and Use	L.CCR.K-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.4.6	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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	L.4.6 Acquire and accurately apply 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	

Grade 5 Yearlong English Language Arts Map

Resources: Approved from Board of Education

Assessments: PARCC Assessments, Performance Series, District Benchmark Assessments

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.1 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.	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1 Quote accurately from a text when explaining what the text says explicitly	quote/quotation
Reading: Literature	Key Ideas and Details	R.CCR.1 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.	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1 Quote accurately from a text when drawing inferences from the text	quote/quotation
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.5.2 Determine a theme of a story or drama from the details in the text including how characters respond to challenges	theme

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.5.2 Determine a theme of a poem from the details in the text including how the speaker in a poem reflects upon a topic	speaker theme
Reading: Literature	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.5.2 Summarize a story, drama, or poem	summarize
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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 (e.g., how characters interact).	RL.5.3 Compare and contrast two or more characters in a story or drama, drawing on specific details in the text	
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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 (e.g., how characters interact).	RL.5.3 Compare and contrast two or more settings in a story or drama, drawing on specific details in the text	
Reading: Literature	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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 (e.g., how characters interact).	RL.5.3 Compare and contrast two or more events in a story or drama, drawing on specific details in the text	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes	figurative language metaphor simile
Reading: Literature	Craft and Structure	R.CCR.5 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.	RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL.5.5 Explain how a series of chapters fit together to provide structure in a story	
Reading: Literature	Craft and Structure	R.CCR.5 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.	RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL.5.5 Explain how a series of scenes fit together to provide structure in a drama	
Reading: Literature	Craft and Structure	R.CCR.5 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.	RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL.5.5 Explain how a series of stanzas fit together to provide structure in a poem	
Reading: Literature	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described	point of view speaker

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RL.5.7	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).	RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text	tone
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL.5.9 Compare and contrast stories in the same genre on their approaches to similar themes	genre theme
Reading: Literature	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL.5.9 Compare and contrast stories in the same genre on their approaches to similar topics	genre theme
Reading: Literature	Range of Reading and Complexity of Text	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	RL.5.10 By the end of the year, read and comprehend literature, including stories, at the high end of the grades 4–5 text complexity band independently and proficiently	
Reading: Literature	Range of Reading and Complexity of Text	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	RL.5.10 By the end of the year, read and comprehend literature, including dramas, at the high end of the grades 4–5 text complexity band independently and proficiently	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Literature	Range of Reading and Complexity of Text	R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently.	RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	RL.5.10 By the end of the year, read and comprehend literature, including poetry, at the high end of the grades 4–5 text complexity band independently and proficiently	
Reading: Informational Text	Key Ideas and Details	R.CCR.1 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.	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1 Quote accurately from a text when drawing inferences from the text	quote/quotation inference
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.5.2 Determine two or more main ideas of a text and explain how they are supported by key details	key detail main idea
Reading: Informational Text	Key Ideas and Details	R.CCR.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.5.2 Summarize a text	summarize
Reading: Informational Text	Key Ideas and Details	R.CCR.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a 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.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	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.5.4 Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area	
Reading: Informational Text	Craft and Structure	R.CCR.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.5.4 Determine the meaning of domain-specific words and phrases in a text relevant to a grade 5 topic or subject area	
Reading: Informational Text	Craft and Structure	R.CCR.5 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.	RI.5.5	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.	RI.5.5 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts	chronological structure
Reading: Informational Text	Craft and Structure	R.CCR.6 Assess how point of view or purpose shapes the content and style of a text.	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.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent	account point of view

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. ¹	RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently	source
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)	evidence
Reading: Informational Text	Integration of Knowledge and Ideas	R.CCR.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably	
Reading: Foundational Skills	Phonics and Word Recognition		RF.5.3a	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.	RF.5.3a Apply combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	affix root
Reading: Foundational Skills	Fluency		RF.5.4a	Read grade-level text with purpose and understanding.	RF.5.4a Read grade-level text with purpose and understanding	purpose

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Reading: Foundational Skills	Fluency		RF.5.4b	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.	RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression	
Reading: Foundational Skills	Fluency		RF.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4c Apply context to confirm or self-correct word recognition and understanding, rereading as necessary	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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.	SL.5.1 Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.5.1a	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.	SL.5.1a Prepare for discussions, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.	SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	SL.5.1c Pose specific questions by making comments that contribute to the discussion	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	SL.5.1c Respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	SL.5.1d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	SL.5.1d Draw conclusions in light of information and knowledge gained from the discussions	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally	quantitatively summarize

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.5.3 Summarize the points a speaker makes	summarize
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.5.3 Explain how each claim a speaker makes is supported by reasons and evidence	
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.5.3 Summarize the points a speaker makes	summarize
Speaking and Listening	Comprehension and Collaboration	SL.CCR.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.5.3 Explain how each claim a speaker makes is supported by reasons and evidence	
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 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.	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; speak clearly at an understandable pace.	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically	
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 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.	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; speak clearly at an understandable pace.	SL.5.4 Select appropriate facts and relevant, descriptive details to support main ideas or themes	theme

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.4 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.	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; speak clearly at an understandable pace.	SL.5.4 Speak clearly at an understandable pace	pace
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.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.5.5 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes	theme
Speaking and Listening	Presentation of Knowledge and Ideas	SL.CCR.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	SL.5.6 Adapt speech to a variety of contexts and tasks, speaking with formal English when appropriate to task and situation	context
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.5.1a	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.	W.5.1a 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	purpose
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.5.1b	Provide logically ordered reasons that are supported by facts and details.	W.5.1b Write logically ordered reasons that are supported by facts and details	
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.5.1c	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	W.5.1c Link opinion and reasons using words, phrases, and clauses	clause
Writing	Text Types and Purposes	W.CCR.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.5.1d	Provide a concluding statement or section related to the opinion presented.	W.5.1d Write a concluding statement or section related to the opinion presented	
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.5.2a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W.5.2a 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.	formatting
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.5.2b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic	quote/quotation
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.5.2c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	W.5.2c Link ideas within and across categories of information using words, phrases, and clauses	clause
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.5.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	W.5.2d Apply precise language and domain-specific vocabulary to inform about or explain the topic	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Writing	Text Types and Purposes	W.CCR.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.5.2e	Provide a concluding statement or section related to the information or explanation presented.	W.5.2e Write a concluding statement or section related to the information or explanation presented	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W.5.3a Establish a situation and introduce a narrator and/or characters to orient the reader; organize an event sequence that unfolds naturally	
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.5.3b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	W.5.3b Develop experiences and events or show the responses of characters to situations by using narrative techniques, such as dialogue, description, and pacing	pace

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Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	W.5.3c Manage the sequence of events by using a variety of transitional words, phrases, and clauses	clause transition
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.5.3d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	W.5.3d Write concrete words and phrases and sensory details to convey experiences and events precisely	sensory details/language
Writing	Text Types and Purposes	W.CCR.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	W.5.3e	Provide a conclusion that follows from the narrated experiences or events.	W.5.3e Write a conclusion that follows from the narrated experiences or events	
Writing	Production and Distribution of Writing	W.CCR.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	purpose

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Writing	Production and Distribution of Writing	W.CCR.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.5.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, with guidance and support from peers and adults	
Writing	Production and Distribution of Writing	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	W.5.6 Produce, publish, interact and collaborate with others using technology, including the Internet, with some guidance and support from adults	
Writing	Production and Distribution of Writing	W.CCR.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	W.5.6 Type a minimum of two pages in a single sitting to demonstrate sufficient command of keyboarding skills	
Writing	Research to Build and Present Knowledge	W.CCR.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic	source

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Writing	Research to Build and Present Knowledge	W.CCR.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	W.5.8	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.5.8 Summarize or paraphrase information in notes and finished work, and provide a list of sources	source summarize
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research	
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9a	Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	W.5.9a Apply grade 5 Reading standards to literature	
Writing	Research to Build and Present Knowledge	W.CCR.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.5.9b	Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	W.5.9b Apply grade 5 Reading standards to informational texts	

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Writing	Range of Writing	W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) for a range of discipline-specific tasks, purposes, and audiences	purpose
Writing	Range of Writing	W.CCR.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W.5.10 Write routinely over shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences	purpose
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1 Write or speak with command of the conventions of standard English grammar and usage when writing or speaking	
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1a	Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences	conjunction interjection
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1b	Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	L.5.1b Write or speak with the perfect verb tenses	verb tense

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1c	Use verb tense to convey various times, sequences, states, and conditions.	L.5.1c Write or speak with appropriate verb tenses conveying various times, sequences, states, and conditions	verb tense
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1d	Recognize and correct inappropriate shifts in verb tense.*	L.5.1d Recognize and correct inappropriate shifts in verb tense	verb tense
Language	Conventions of Standard English	L.CCR.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.5.1e	Use correlative conjunctions (e.g., either/or, neither/nor).	L.5.1e Apply correlative conjunctions	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2 Write with command of the conventions of standard English capitalization, punctuation, and spelling	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2a	Use punctuation to separate items in a series.*	L.5.2a Write with punctuation to separate items in a series	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2b	Use a comma to separate an introductory element from the rest of the sentence.	L.5.2b Use a comma to separate an introductory element from the rest of the sentence	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2c	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, Steve?).	L.5.2c Use a comma to set off the words yes and no from the rest of the sentence	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2c	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, Steve?).	L.5.2c Use a comma to set off a tag question from the rest of the sentence	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2c	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, Steve?).	L.5.2c Use a comma to indicate direct address	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2d	Use underlining, quotation marks, or italics to indicate titles of works.	L.5.2d Use underlining, quotation marks, or italics to indicate titles of works	
Language	Conventions of Standard English	L.CCR.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.	L.5.2e Spell grade-appropriate words correctly, consulting references as needed	

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Knowledge of Language	L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L.5.3 Apply knowledge of language and its conventions when writing, speaking, reading, or listening	
Language	Knowledge of Language	L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.5.3a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style	style
Language	Knowledge of Language	L.CCR.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	L.5.3b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	L.5.3b Compare and contrast the varieties of English used in stories, dramas, or poems	drama

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.5.4	Determine 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.	L.5.4 Determine 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	
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.5.4a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	L.5.4a Determine the meaning of a word or phrase using context as a clue	context
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.5.4b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	L.5.4b Apply common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word	affix root

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.5.4c	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.5.4c Consult reference materials, both print and digital, to find the pronunciation	thesaurus
Language	Vocabulary Acquisition and Use	L.CCR.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	L.5.4c	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.5.4c Consult reference materials , both print and digital, to determine or clarify the precise meaning of key words and phrases	thesaurus
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	figurative language
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.5.5a	Interpret figurative language, including similes and metaphors, in context.	L.5.5a Interpret figurative language, including similes and metaphors, in context	metaphor simile
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.5.5b	Recognize and explain the meaning of common idioms, adages, and proverbs.	L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs	idiom adage proverb

Strand	Anchor Topic/Content	Anchor Standard	Coding	Common Core Standard Statement	Skills	Academic Vocabulary
Language	Vocabulary Acquisition and Use	L.CCR.5 Demonstrate understanding of word relationships and nuances in word meanings.	L.5.5c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	L.5.5c Analyze the relationship between particular words to better understand each of the words	antonym homograph synonym
Language	Vocabulary Acquisition and Use	L.CCR.K-5.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	L.5.6 Acquire and accurately apply grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships	