



Ogdensburg School

English Language Arts Curriculum

3 - 5

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RATIONALE

The English Language Arts Program provides students with the skills and knowledge to become an effective member of society. Studying language builds developmental thinking, discovery through research, analytical mindsets, and a vehicle for expression of thoughts and feelings. Language skills, both oral and written, apply across all curricular and life areas. Developing language skills provide students with the competence for their college and career futures. Command of written and oral language is essential for navigating and contributing to culture and citizenship. Providing a venue for students to become efficacious in the area of Language paves the way for the students to become valued members of a global society.

The conventions of grammar, structure, organization, and punctuation become necessary tools as part of the written and spoken word. Students' active involvement in the Language Arts process buttresses their efforts in a variety of writing formats and reading of both hard copy and digital texts.

With the growth of Language skills and knowledge, student mastery supports the understanding and appreciation of literature from different cultures fostering personal development. Personal development offers students the opportunity to productively collaborate and communicate, broadening their perspectives and involvement in community and country.

VISION: To enable all of Ogdensburg's students to be successful using English Language Arts skills, understandings, practices, and attitudes in their twenty-first century daily lives and careers.

MISSION: The mission of Ogdensburg Borough School is to work collaboratively across grade levels to deliver excellent education in English Language Arts. The importance of Reading, Language, Writing, and Speaking and Listening in the students' futures requires a multi-faceted approach to instruction and assessment bearing in mind the personal skills that will be needed in the twenty-first century. Teachers will maintain high expectations to propel students to their highest level of achievement.



ANCHOR STANDARDS

Disciplinary Concepts/ Core Ideas Grades K to 8

Anchor Statements: Language

Language: System and structure, effective use, and vocabulary

The Language anchor statements include the system and structure of English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

(RF) Foundational Skills: Reading Language. By the end of grade 5, develop understanding and conceptual knowledge of, phonics, syllabication patterns, letter-sound correspondences, word analysis, morphology, and other basic conventions of written English.

(WF) Foundational Skills: Writing Language. By the end of grade 5, develop understanding and conceptual knowledge of print, phonological processing, letter formation and handwriting, and other basic conventions of the English writing system.

(SS) System and Structure of Language: By the end of grade 12, demonstrate command of grammar and usage, capitalization, punctuation, and spelling.

(KL) Knowledge of Language: By the end of grade 12, apply knowledge of language and command of vocabulary 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.

(VL) Vocabulary Acquisition, Use and Literal Meaning: By the end of grade 12, determine the meaning of unknown and multiple-meaning words using [[word]] analysis of word parts (morphemes), word solving strategies, and consulting general and specialized reference materials, as appropriate.

(VI) Vocabulary Acquisition, Use and Interpretative Meaning: By the end of grade 12, interpret figurative and connotative word meanings, including shades of meaning based on word relationships and context.

Anchor Statements: Reading

Reading: Text complexity and the growth of comprehension

The Reading anchor statements place equal emphasis on the sophistication of what students read and the skill with which they read. They define a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

(CR) Close Reading of Text: By the end of grade 12, read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

(CI) Central Ideas and Themes of Texts: By the end of grade 12, determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

(IT) Interactions Among Text Elements: By the end of grade 12, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

(TS) Text Structure: By the end of grade 12, 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.

(PP) Perspective and Purpose in Texts: By the end of grade 12, assess how perspective or purpose shapes the content and style of a text.

(MF) Diverse Media and Formats: By the end of grade 12, synthesize content presented in diverse media and formats, including visually and quantitatively, as well as in words.

(AA) Analysis of an Argument: By the end of grade 12, evaluate the argument and specific claims in a text, including the validity of the reasoning, the credibility and accuracy of each source as well as the relevance and sufficiency of the evidence.

(CT) Comparison of Texts: By the end of grade 12, analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Anchor Statements: Writing

Writing: Text types, responding to reading, and research

The Writing anchor statements acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing, other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. They stress the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

(AW) Argumentative Writing: By the end of grade 12, write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

(IW) Informative and Explanatory Writing: By the end of grade 12, write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

(NW) Narrative Writing: By the end of grade 12, write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

(WP) Writing Process: By the end of grade 12, develop and strengthen writing as needed by planning, revising, editing, rewriting, and publishing.

(WR) Writing Research: By the end of grade 12, conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

(SE) Sources of Evidence: By the end of grade 12, gather relevant information and evidence from multiple sources to support analysis, reflection, and research, while assessing the credibility and accuracy of each source, and integrating the information while avoiding plagiarism.

(RW) Range of Writing: By the end of grade 12, 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.

Anchor Statements: Speaking and Listening

Speaking and Listening: Flexible communication and collaboration

Including but not limited to skills necessary for formal presentations, the Speaking and Listening anchor statements require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

(PE) Participate Effectively: By the end of grade 12, 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.

(II) Integrate Information: By the end of grade 12, integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

(ES) Evaluate Speakers: By the end of grade 12, evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

(PI) Present Information: By the end of grade 12, 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.

(UM) Use Media: By the end of grade 12, make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

(AS) Adapt Speech: By the end of grade 12, adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Arts Curriculum

Third Grade

Language Domain

Content Area: English Language Arts	Grade Level: 3	Domain: Language (Foundational Skills: Reading Language)
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		Standard: Fluency
Performance Expectations		
<p>L.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>A. Identify and know the meaning of the most common prefixes and derivational suffixes.</p> <p>B. Decode words with common Latin suffixes.</p> <p>C. Decode multisyllable words.</p> <p>D. Read grade-appropriate irregularly spelled words.</p> <p>E. Analyze the parts of high-frequency words that are regular and the parts that are irregular.</p>		<p>L.RF.3.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>A. Read grade-level text with purpose and understanding.</p> <p>B. Read grade-level text orally with accuracy, appropriate rate, and expression.</p> <p>C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>D. necessary.</p>
Performance Expectations Assessment		
<p>Use the prefixes dis- and in- to explain a new word.</p> <p>Use the suffixes -ly,-ful,and-ness to create a new word.</p> <p>Read and define words that contain the -ate, -able, -ity, and -fy suffixes.</p> <p>Read words with more than one syllable.</p> <p>Break words apart based on their syllables.</p> <p>Tell me which word does not follow phonics patterns or syllable types: cake, what, look.</p> <p>Decode irregular words such as enough, folk, precious.</p>		<p>Read a text multiple times.</p> <p>Answer questions and retell the story to prove comprehension.</p> <p>Read a text multiple times orally to perfect accuracy, rate, and expression.</p> <p>Record your voice reading with fluency and accuracy. Choose the recording that you think best represents your understanding of the text.</p>
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language (Foundational Skills: Writing Language)
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Spelling		
Performance Expectations		
<p>L.WF.3.2. Demonstrate command of the conventions of encoding and spelling.</p> <p>A. Spell single syllable words with less common and complex graphemes (ough, augh; -old, -ind, -ost, -ild families).</p> <p>B. Use digital or print tools such as a dictionary or thesaurus to check spellings of unknown words.</p> <p>C. Identify language of word origin, as noted in dictionaries.</p> <p>D. Spell singular and plural possessives (teacher’s; teachers’)</p> <p>E. Change y to i (cried) in words with suffixes, when required</p> <p>F. Spell regular two- and three-syllable words that:</p> <p>G. Combine all basic syllable types: closed, VCe, open, vowel team, vowel –r, Consonant-le.</p> <p>H. Include common, transparent, prefixes and suffixes (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion</p> <p>I. Spell common words in English, including regular and irregular forms.</p>		
Performance Expectations Assessment		
<p>Use everything you know about syllable types and spelling patterns when writing new words.</p> <p>Use a dictionary or thesaurus (hard copy or online) to verify spelling of unknown words</p> <p>Use a dictionary (hard copy or online) to determine language of word origin</p> <p>Use and form possessive nouns properly</p> <p>Use everything you know about learned words to apply suffixes properly (change y to i)</p> <p>Use everything you know about syllable types and spelling patterns when writing new words.</p> <p>Use everything you know about learned words to apply prefixes and suffixes properly (e.g., re-, pre-, sub-, un-, dis-, mis-; -able, -ness, -ful) and suffix -tion.</p> <p>When speaking and writing, spell and use regular and irregular words properly.</p>		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Language (Foundational Skills: Writing Language)
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Sentence Composition (Grammar, Syntax, and Punctuation)		
Performance Expectations		
<p>L.WF.3.3. Demonstrate command of the conventions of writing including those listed under grade two foundational skills.</p> <p>A. Improve communication of meaning by replacing weak verbs with stronger ones, and common nouns with precise nouns.</p> <p>B. Capitalize appropriate words in titles.</p> <p>C. Choose and maintain consistency of tense, writing nouns and verbs that agree in tense.</p> <p>D. Use common regular and irregular plural forms, writing nouns and verbs that agree in number.</p> <p>E. Use appropriate pronouns with clear referents.</p> <p>F. Use periods, question marks, exclamation points, commas, apostrophes, and quotation marks appropriately. (e.g., commas and quotation marks in dialogue, and commas in addresses).</p> <p>G. Combine simple sentences into compound sentences, using conjunctions and, but, or, yet, and so.</p> <p>H. Paraphrase a main idea or event in order to vary sentence structure and word use.</p> <p>I. Organize ideas into paragraphs with main ideas and supporting details.</p>	<p>L.KL.3.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>A. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases.</p> <p>B. Choose words and phrases for effect.</p> <p>C. Recognize and observe differences between the conventions of spoken and written English.</p>	
Performance Expectations Assessment		
<p>When speaking and listening, replace weak verbs with stronger ones, and common nouns with precise ones.</p> <p>Capitalize the appropriate words in this title: mr. popper’s penguins</p> <p>When speaking and writing, maintain consistency of tense.</p> <p>Write nouns and verbs that agree in numbers</p> <p>When writing and speaking, use appropriate pronouns with clear referents.</p> <p>Use proper punctuation (commas and quotation marks & commas in an address)</p> <p>When speaking or writing, use conjunctions properly. Use both coordinating and subordinating conjunctions.</p> <p>Paraphrase the main idea or event.</p> <p>Write a paragraph with a topic sentence and supporting details.</p>	<p>When speaking and writing, use and apply all learned vocabulary making sure the spatial and temporal relationships are used correctly.</p> <p>When speaking, reading, and writing use words that fit what you are trying to communicate.</p>	

Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 3	Domain: Language (Foundational Skills: Writing Language)
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21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.

Standard: Spelling

Performance Expectations

<p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>B. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</p> <p>C. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</p> <p>D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</p> <p>B. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</p> <p>C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>
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Performance Expectations Assessment

<p>Use words in the sentence to find meaning of a word or phrase.</p> <p>Use what you know about the root word to figure out what a word with an affix means. (e..g. like/dislike, care/careless)</p> <p>Use a glossary or dictionary (hard copy and online) to help figure out what a word or phrase means in the text you are reading.</p>	<p>Use both literal and nonliteral meanings of words correctly (ex drove me up the wall).</p> <p>Think about a person you know, describe them based on their habits and characteristics.</p> <p>When speaking and writing, use a variety of states of mind words.</p>
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Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Reading Domain

Content Area: English Language Arts	Grade Level: 3	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Close Reading of Text		
Performance Expectations		
RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.	RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an informational text, referring explicitly to textual evidence as the basis for the answers.	
Performance Expectations Assessment		
Ask two questions about the text to a partner. Answer two questions using text evidence to support your answer.	Ask two questions about the text to a partner. Answer two questions using text evidence to support your answer.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Central Ideas and Themes of Texts		
Performance Expectations		
RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).	RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.	
Performance Expectations Assessment		
Tell the moral or theme of the text. Tell evidence that supports your claim.	Find the main idea of a text. Retell the key ideas and how they relate to the main idea.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Interactions Among Text Elements		
Performance Expectations		
RL.IT.3.3. Describe the development of individual character’s traits, motivations, or feelings and explain how their actions contribute to the plot within a text.		
Performance Expectations Assessment		
Tell about the main character’s feeling and traits. Tell how his/her actions go along with the plot.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:Text Structure		
Performance Expectations		
RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate information relevant to a given topic efficiently.	
Performance Expectations Assessment		
Tell how each chapter is related to the previous chapter. Tell what would happen if the scene in the beginning of the play was left out.	Answer questions about key events using the words, illustrations, or graphics to support your answer.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:Perspective & Purpose in Texts		
Performance Expectations		
RL.PP.3.5. Distinguish their own point of view from that of the narrator or those of the characters.	RI.PP.3.5. Distinguish their own point of view from that of the author of a text.	
Performance Expectations Assessment		
After reading the text, tell your point of view. Compare and contrast it with the main character’s point of view.	After reading a text, explain how your point of view differs from that of the author.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:Diverse Media and Formats		
Performance Expectations		
RL.MF.3.6. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	RI.MF.3.6. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	
Performance Expectations Assessment		
Tell how the illustrations support the mood, character, or setting of the story.	Answer questions about key events using the words, illustrations, or graphics to support your answer.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:Analysis of an Argument		

Performance Expectations
RI.AA.3.7. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.
Performance Expectations Assessment
Tell why the author puts the information in the text in the order he or she does. How does this help you understand the text?
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 3	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comparison of Texts		
Performance Expectations		
RL.CT.3.8. Compare and contrast the elements (theme, settings, and plots) of literary texts written by the same author about similar characters (e.g., in books from a series).	RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.	
Performance Expectations Assessment		
Compare and contrast the elements of 2 books written by the same author. Reflect and cite evidence to support your thoughts about each book.	Compare and contrast the most important details in two texts on the same topic (e.g. Alexander Graham Bell)	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Writing Domain

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Argumentative Writing		
Performance Expectations		
<p>W.AW.3.1. Write opinion texts to present an idea with reasons and information.</p> <ul style="list-style-type: none"> A. Introduce an opinion clearly. B. Support the opinion with facts, definitions, reasons text evidence, or other information and examples related to the topic. C. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, therefore, since, for example) to connect opinion and reasons. D. Provide a conclusion related to the opinion presented. 		
Performance Expectations Assessment		
<p>Write a well constructed introduction paragraph to an opinion piece stating the opinion and reasons for it.</p> <p>Write two paragraphs supporting your opinion by stating your reasons.</p> <p>Write an opinion piece using linking words to connect opinion and reasons.</p> <p>Write a conclusion paragraph restating the opinion and supporting reasons.</p>		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards.		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Informative and Explanatory Writing		
Performance Expectations		
<p>W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> A. Introduce a topic clearly. B. Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic. C. Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension. D. Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore). E. Provide a conclusion related to the information or explanation presented. 		
Performance Expectations Assessment		
<p>Write an introduction paragraph of an informative piece. Write two paragraphs supporting the topic by using facts, definitions ,and details. In the informative writing piece, use linking words and phrases to connect ideas with the categories and within the paragraphs. Write a conclusion paragraph restating the informative topic.</p>		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:Narrative Writing		
Performance Expectations		
<p>W.NW.3.3. Write narratives to develop real or imagined experiences or events with basic story elements.</p> <ul style="list-style-type: none"> A. Orient the reader by establishing a situation and introduce a narrator and/or characters; clearly organize an event sequence. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. C. Use transitional words and phrases to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events. E. Provide a conclusion or sense of closure that follows the narrated experiences or events. 		
Performance Expectations Assessment		
<p>Write an introduction paragraph to a narrative that introduces a narrator and a situation. Write at least two paragraphs in a narrative body piece that show a sequence of events. Write a narrative using dialogue and descriptions to show what characters are thinking or feeling.</p>		

Write a narrative using sequence or temporal words to show how the events in the piece change. Write a closing paragraph to a narrative piece.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:Writing Process		
Performance Expectations		
W.WP.3.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. A. Identify audience, purpose, and intended length of composition before writing. B. Consider writing as a process, including self-evaluation, revision and editing. C. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, find and correct errors and improve word choice.		
Performance Expectations Assessment		
Plan each type of writing in an organized systematic way geared to each specific type of writing. Revise writing with the help of a peer editor and teacher.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:Writing Research		
Performance Expectations		
W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.		
Performance Expectations Assessment		
Research a topic to learn and build knowledge. Research through texts and online.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:Sources of Evidence		
Performance Expectations		
W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.		
Performance Expectations Assessment		
Take notes from different sources, recall and gather information on a topic. Sort information and notes into categories and begin writing a research project.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:Range of Writing		
Performance Expectations		
W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.		
Performance Expectations Assessment		
Write a research project over various sessions, working on writing, revising, and peer editing.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Speaking and Listening Domain

Content Area: English Language Arts	Grade Level: 3	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Participate Effectively		Standard: Integrate Information
Performance Expectations		
<p>SL.PE.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>D. Explain their own ideas and understanding in light of the discussion.</p>	<p>SL.II.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	
Performance Expectations Assessment		
<p>Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>During a discussion, explain to a partner one idea that you understood.</p>	<p>Tell the main idea and the supporting details of the text that was just presented. Express ideas in collaborative groups.</p>	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:Evaluate Speaking	Standard:Present Information	
Performance Expectations		
SL.ES.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.PI.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	
Performance Expectations Assessment		
Ask (and answer) two appropriate questions after a presentation.	Give a report on a topic. Make sure you tell many details, in a clear, understandable way. Retell a story or event from your life. Make sure you use descriptive details and speak clearly.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 3	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:Use Media	Standard:Adapt Speech	
Performance Expectations		
SL.UM.3.5. Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	SL.AS.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	
Performance Expectations Assessment		
Use a google slides or docs to present a topic, adding images or displays to help the audience understand the topic. Before presenting, read aloud your presentation two times to be sure it is understandable and pacing is appropriate.	When asked a question, use complete sentences to answer in detail.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Grade 4 Language Domain

Content Area: English Language Arts	Grade Level: 4	Domain: Language (Foundational Skills: Reading Language)
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		
Performance Expectations		
L.RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		
Performance Expectations Assessment		
Combine your knowledge of letter-sounds, syllables, and roots to read the multisyllabic words in the literature.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language (Foundational Skills: Reading Language)
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Fluency		
Performance Expectations		
L.RF.4.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
Performance Expectations Assessment		
Read a text two times to ensure understanding. Record yourself reading a poem or prose twice orally to make sure you have read accurately and with expression. Listen to the recording and chose the best recording.		

Read a text twice to ensure you have read and understood all words.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 4	Domain: Language (Foundational Skills: Writing Language)
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Spelling		
Performance Expectations		
L.WF.4.2 Demonstrate command of the conventions of encoding and spelling. A. Analyze and spell multi-syllable words with the most common Latin roots, prefixes, and suffixes. B. Write affixed words that involve a sound or spelling change in the base word. C. Spell grade-appropriate words correctly, consulting references as needed. D. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		
Performance Expectations Assessment		
Use and apply all learned spelling words and patterns in writing paragraph. Use a dictionary or glossary to self edit your work.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Language (Foundational Skills: Writing Language)
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Sentence Composition (Grammar, Syntax, and Punctuation)		
Performance Expectations		
L.WF.4.3. Demonstrate command of the conventions of writing, including those listed under grade three foundational skills:	L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and	

<p>A. Use basic paragraphing, including using paragraph indentations and using paragraphs in dialogue.</p> <p>B. Place adjectives and adverbs and form comparative and superlative adjectives and adverbs.</p> <p>C. Use independent clauses and coordinating conjunctions.</p> <p>D. Form irregular verbs; form and use progressive tenses.</p> <p>E. Form and use possessive nouns and pronouns.</p> <p>F. Capitalize the first word in quotations as appropriate, capitalize other important words (e.g., section headings).</p> <p>G. Use underlining, quotation marks, or italics for titles; use quotation marks for direct speech; use comma before a coordinating conjunction in a compound sentence.</p> <p>H. Use apostrophes for possession.</p>	<p>phrases.</p> <p>B. Choose words and phrases to convey ideas precisely.</p> <p>C. Choose punctuation for effect.</p> <p>D. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</p>
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Performance Expectations Assessment

<p>Indent paragraphs and dialogue properly.</p> <p>Using correct spelling, decide which adverb or adjective needs to be used depending on what you are describing. Ex taller, tallest.</p> <p>When speaking or writing, use conjunctions properly.</p> <p>When speaking and writing, spell and use regular and irregular verbs properly.</p> <p>Use and form possessive nouns & pronouns properly.</p> <p>Capitalize appropriate words correctly.</p>	<p>Proofread writing to ensure you've chosen the best words and phrases to explain what you mean.</p> <p>Decide on the best punctuation to make an effect when writing.</p> <p>Use formal English in a presentation.</p> <p>Use informal language when working in collaborative groups.</p>
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Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<p>Content Area: English Language Arts</p>	<p>Grade Level: 4</p>	<p>Domain: Language (Foundational Skills: Writing Language)</p>
<p>21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.</p>		
<p>Standard: Spelling</p>		
<p style="text-align: center;">Performance Expectations</p>		

<p>L.VL.4.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital.</p>	<p>L.VI.4.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.</p> <p>B. Determine the meaning of words and phrases that allude to significant characters found in literature.</p> <p>C. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>D. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>
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Performance Expectations Assessment

<p>Use context clues and phrases to figure out new and/or difficult words.</p> <p>Find two words with the word part “trans”. Tell what each of these words means.</p> <p>Find two words with the word part “graph”. Tell what each of these words means. Use online and hard copies of dictionaries, glossaries, and thesauruses to ensure you’ve used the proper words and phrases.</p> <p>Find the pronunciation of a word using reference materials.</p>	<p>Write two sentences each containing a simile. Explain the meaning of each.</p> <p>Write two sentences each containing a metaphor. Explain the meaning of each.</p> <p>Explain to a partner the meaning of the following idioms and proverbs: The quarterback was <u>running out of steam</u> at the end of the game. <u>Don’t put all your eggs in one basket</u>. <u>The early bird catches the worm</u>.</p> <p>Write two different sentences with an antonym pair.</p> <p>Write a list of four different synonym pairs and use them in a sentence.</p>
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Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Reading Domain

Content Area: English Language Arts	Grade Level: 4	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Close Reading		
Performance Expectations		
RL.CR.4.1. Refer to details and examples as textual evidence when explaining what a literary text says explicitly and make relevant connections when drawing inferences from the text.	RI.CR.4.1. Refer to details and examples as textual evidence when explaining what an informational text says explicitly and make relevant connections when drawing inferences from the text.	
Performance Expectations Assessment		
After reading a text, go back and find details and examples that help make connections when using inferencing.	After reading an informational text, use details to tell one connection you made from what the text says to an inference you made.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Central Ideas and Themes of Texts		
Performance Expectations		
RL.CI.4.2. Summarize a literary text and interpret the author’s theme citing key details from the text.	RI.CI.4.2. Summarize an informational text and interpret the author’s purpose or main idea citing key details from the text.	
Performance Expectations Assessment		
Tell the theme of the text (poem, story, or drama) after reading or listening Give a summary of the text.	Tell the main idea of the text you just read. Tell how the key details support the main idea. Give a summary of the text.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Interactions Among Text Elements		
Performance Expectations		
RL.IT.4.3. Describe the impact of individuals and events throughout the course of a text, using an in-depth analysis of the character, setting, or event that draws on textual evidence.	RI.IT.4.3. Describe the impact of individuals and events throughout the course of a text, explaining events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on evidence in the text.	
Performance Expectations Assessment		
Working with a partner, describe the main character in the story using as many details from the text as possible. Describe, with as many details from the text as possible, the setting of key event in the story.	Explain an event from the text (what happened and why)citing evidence from the text.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Structure		
Performance Expectations		
RL.TS.4.4. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	RI.TS.4.4. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	
Performance Expectations Assessment		
When writing or speaking about a text, explain the main differences among different types of literature through structural elements.	After reading a text, tell what type of structure the author used to move the reader from the beginning to the end Cite examples of chronology, cause/effect, problem/solution, and or comparison.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Perspective and Purpose in Texts		
Performance Expectations		
RL.PP.4.5. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RI.PP.4.5. Compare and contrast multiple accounts of the same event or topic; noting important similarities and differences in the point of view they represent.	
Performance Expectations Assessment		
Using two different stories, compare and contrast the point of view from which they are told. Explain how first and third person narratives are different.	Tell the difference in focus after reading firsthand and secondhand accounts of an event. Compare and contrast a first and secondhand account of the same topic.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Diverse Media and Formats		
Performance Expectations		
RL.MF.4.6. Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.	RI.MF.4.6. Use evidence to show how graphics and visuals (e.g., illustrations, charts, graphs, diagrams, timelines, animations) support central ideas.	
Performance Expectations Assessment		
Read a text and then watch or listen to the same text. Make connections between the two.	While reading an informational text, tell how the graphs and diagrams help the reader better understand what they've read.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Analysis of an Argument		
Performance Expectations		
RI.AA.4.7. Analyze how an author uses facts, details and explanations to develop ideas or to support their reasoning.		
Performance Expectations Assessment		
After reading a text, find two places where the author gives reasons and evidence. Why does the author do this?		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comparison of Texts		
Performance Expectations		
RL.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in literary texts from authors of different cultures.*	RI.CT.4.8. Compare and contrast the treatment of similar themes, topics and patterns of events in informational texts from authors of different cultures.	
Performance Expectations Assessment		
Compare, contrast, and reflect on stories within the same genre. Tell about how the themes are similar and different.	Use information from two texts on the same topic to be able to talk or write about the subject.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Writing Domain

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:Argumentative Writing		
Performance Expectations		
<p>W.AW.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*</p> <p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>B. Provide reasons that are supported by facts from texts and/or other sources.</p> <p>C. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>D. Provide a conclusion related to the opinion presented.</p>		
Performance Expectations Assessment		
<p>Write an introduction paragraph to a topic, clearly stating an opinion. Organize related ideas to support your topic.</p> <p>Write three paragraphs giving reasons to support your opinion.</p> <p>Use facts from other texts to help support your reason.</p> <p>In the supporting paragraphs of the opinion piece, link opinion and reasons with appropriate words and phrases.</p> <p>Write a conclusion paragraph to restate the opinion.</p>		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard:Informative and Explanatory Writing		
Performance Expectations		
<p>W. IW.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), text features (e.g., illustrations, diagrams, captions) and multimedia when useful to aid in comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).</p>		

D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information or explanation presented.
Performance Expectations Assessment
Write an introduction paragraph to clearly state the informational or explanatory topic. Write at least 3 body paragraphs or sections using headings. Use other information, facts, definitions, or text evidence when writing informative/ explanatory paragraphs. In the supporting paragraphs or sections, link ideas and sections with appropriate words and phrases. Throughout the informative/explanatory writing, use specific vocabulary based on the topic. Write a conclusion paragraph to restate the information or explanation in the writing piece.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Narrative Writing		
Performance Expectations		
W.NW.4.3. Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use dialogue and description to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words and phrases to manage the sequence of events. D. Use concrete words, phrases, and sensory details and explore using figurative language to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.		
Performance Expectations Assessment		
Write a narrative (personal or imagined). Introduce the narrative and characters, and assure the events are told in a way that makes sense. Use dialogue in narrative writing. Use description when writing to describe the characters and events. Use transition words and phrases to move your narrative writing through the events. Use sensory details and concrete words to describe events with as much detail as possible. Write a conclusion paragraph that follows from the narrative writing piece.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Writing Process		
Performance Expectations		
<p>W.WP.4.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>A. Identify audience, purpose, and intended length of composition before writing.</p> <p>B. Use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>C. Consider writing as a process, including self-evaluation, revision and editing.</p> <p>D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.</p> <p>E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.</p>		
Performance Expectations Assessment		
<p>Plan each type of writing in an organized, systematic way geared to each specific type of writing.</p> <p>Revise writing with the help of a peer editor and teacher.</p> <p>Publish your writing using an inline document or slide.</p> <p>Type one page of writing in a single sitting.</p>		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Writing Research		Standard: Sources of Evidence
Performance Expectations		
<p>W.WR.4.5. Conduct short research projects that use multiple reference sources (print and non-print) and build knowledge through investigation of different aspects of a topic.</p>		<p>W.SE.4.6. Gather relevant information from multiple print and digital sources; take notes, prioritize and categorize information; provide a list of sources.</p>
Performance Expectations Assessment		
<p>Research a topic to learn more about it and build knowledge.</p>		<p>Take notes from different sources in an organized way.</p> <p>Recall and gather information on a topic.</p> <p>Sort information and notes into categories and begin writing a research project.</p>
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 4	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Writing		
Performance Expectations		
W.RW.4.7. Write routinely over extended time frames (with time for research and revision) and shorter time frames (a single sitting) for a range of tasks, purposes, and audiences.		
Performance Expectations Assessment		
Maintain writing stamina for longer and shorter periods of time depending upon the type of writing.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Speaking and Listening Domain

Content Area: English Language Arts	Grade Level: 4	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Participate Effectively		Standard: Integrate Information
Performance Expectations		
<p>SL.PE.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>D. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>		<p>SL.II.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p>
Performance Expectations Assessment		
<p>Use background knowledge and presented information to ask questions during a discussion.</p> <p>Work collaboratively in a discussion using appropriate interactions and assigned roles.</p> <p>Ask a question on the information presented.</p> <p>Make a comment that adds to the discussion based off of what another classmate has stated.</p> <p>In your own words, tell the key ideas from a collaborative discussion.</p> <p>Explain your own ideas and how they relate to the discussion.</p>		<p>Tell in your own words, what happened in a part of text that has been read aloud.</p> <p>Restate in your own words part of the information given in a presentation.</p>
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Evaluate Speaker	Standard: Present Information	
Performance Expectations		
SL.ES.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.PI.4.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.*	
Performance Expectations Assessment		
Restate the reason and evidence a speaker gives to support his/her ideas.	Give a report on a topic. In a clear, understandable way, tell as many details as possible. Retell a story or event from your life. Use descriptive details, tell most events, and speak clearly.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Use Media	Standard: Adapt Speech	
Performance Expectations		
SL.UM.4.5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SL.AS.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	
Performance Expectations Assessment		
Use online slides or documents to present a topic, including images or displays to increase understanding for the audience. When preparing to present, practice two times to make sure the presentation is clear.	Decide when it is appropriate to use formal English or informal discourse. Use formal English when appropriate.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Grade 5

Language Domain

Content Area: English Language Arts	Grade Level: 5	Domain: Language (Foundational Skills: Reading Language)
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Phonics and Word Recognition		Standard: Fluency
Performance Expectations		
L.RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words; use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.		L.RF.5.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level text orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Performance Expectations Assessment		
Use and apply all learned spelling and decoding skills to help read and spell unfamiliar words		Read a text two times to ensure understanding. Record yourself reading a poem or prose twice orally to make sure you read accurately and with expression. Listen to the recording and choose the best recording. Reread a text two times to ensure you have read and understood all words.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Language (Foundational Skills: Writing)
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Foundational Skills: Writing Language		Standard: Knowledge of Language
Performance Expectations		
L.WF.5.2. Demonstrate command of the conventions of writing, including those listed under grade four foundational skills. A. Avoid fragments, run-ons and rambling sentences, and comma splices.		L.KL.5.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening. A. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

<p>B. Maintain consistency in verb tense; place phrases and clauses; choose between adjectives and adverbs.</p> <p>C. Ensure agreement between subject and verb and between pronoun and antecedent.</p> <p>D. Distinguish between frequently confused words.</p> <p>E. Use idiomatic language and choose words for effect; use punctuation for meaning and effect.</p> <p>F. Use punctuation to separate items in a series; use commas in a series of phrases or clauses.</p> <p>G. Use a comma to separate an introductory element from the rest of the sentence; use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Emma?).</p> <p>H. Spell grade appropriate words correctly, consulting references as needed.</p>	<p>B. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>C. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>
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Performance Expectations Assessment

<p>Fix fragments, run-ons, and comma splices.</p> <p>When speaking and writing, recognize and correct inappropriate changes in verb tense.</p> <p>Write three different sentences, each one should contain a form of the word to (to, too, or two).</p> <p>When speaking, reading, and writing use words that fit what you are trying to communicate.</p> <p>Input commas in the correct place: <i>I ate a taco a drink and 2 desserts.</i></p> <p>Place the comma: <i>After the ball Cinderella's clothes turned to rags.</i></p> <p>Place the comma: <i>Yes I would like another sandwich.</i></p> <p>Spell grade appropriate words correctly.</p>	<p>Proofread writing to ensure you've chosen the best words and phrases to explain what you mean.</p> <p>Use a multitude of sentence types and lengths to keep the reader's interest</p> <p>Using different text types, compare and contrast the varieties of English.</p> <p>How is written English different in a text written 80 years ago, compared to a text written in the present day?</p>
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Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

<p>Content Area: English Language Arts</p>	<p>Grade Level: 5</p>	<p>Domain: Language (Foundational Skills: Reading Language)</p>
<p>21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.</p>		
<p>Standard: Phonics and Word Recognition</p>	<p>Standard: Fluency</p>	
<p align="center">Performance Expectations</p>		

<p>L.VL.5.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p>A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>L.VI.5.3. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>A. Interpret figurative language, including similes and metaphors, in context.</p> <p>B. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
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Performance Expectations Assessment

<p>Use context clues and phrases to figure out new and/or difficult words, reread the text as necessary.</p> <p>Use context clues and phrases to figure out new and/or difficult words, reread the text as necessary.</p> <p>Find two words with the word part “spec”. Tell what each of these words means.</p> <p>Find two words with the word part “struct”. Tell what each of these words means.</p> <p>Use online and hard copies of dictionaries, glossaries, and thesauruses to ensure proper use of words and phrases</p>	<p>Write two different sentences each containing a simile. Explain the meaning of each.</p> <p>Write two different sentences each containing a metaphor. Explain the meaning of each.</p> <p>Explain to a partner the meaning of the following idioms and proverbs:</p> <p>The quarterback was <u>running out of steam</u> at the end of the game.</p> <p><u>Don't put all your eggs in one basket.</u></p> <p><u>The early bird catches the worm.</u></p>
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Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Reading Domain

Content Area: English Language Arts	Grade Level: 5	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Close Reading of Text		
Performance Expectations		
RL.CR.5.1. Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.	RI.CR.5.1. Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.	
Performance Expectations Assessment		
Quote from the text and make connections with what the text says explicitly. Use quotes from the text to make connections when inferencing.	Quote from the text and make a relevant connection when explaining explicitly and again when drawing inferences.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Central Idea and Themes of Texts		
Performance Expectations		
RL.CI.5.2. Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.	RI.CI.5.2. Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.	
Performance Expectations Assessment		
After finding the key details in text, use them to identify the theme. Use the key details to give a summary of the text.	After finding the two or more main ideas, explain how they are supported by the key details. Use the key details to give a summary of the text.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Interactions Among Text Elements		
Performance Expectations		
RL.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).	RI.IT.5.3. Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.	
Performance Expectations Assessment		
Compare and contrast two elements in the story. Use specific details from the story to support your answers.	Compare and contrast the interactions between two or more events or ideas in the historical text. Use specific details and information from the text to support your answers. Compare and contrast in science and technical texts.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Text Structure		
Performance Expectations		
RL.TS.5.4. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RI.TS.5.4. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	
Performance Expectations Assessment		
Tell why the author uses the structure of the chapters or scenes in the text. Tell how it helps the structure of the piece.	Give 3 comparisons of the overall structure of events, ideas, or information in two or more texts. Give 3 ways the texts contrast in their overall structure.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Perspective and Purpose in Texts		
Performance Expectations		
RL.PP.5.5. Describe how a narrator’s or speaker’s point of view influences how events are described, and how that may influence the reader’s interpretation.	RI.PP.5.5. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent and how that may influence the reader’s interpretation.	
Performance Expectations Assessment		
Tell why the author chose the particular point of view to write the text. Tell how the point of view from the narrator or speaker influences the events.	Analyze different accounts of the same topic or event. Discuss how these accounts are the same and different in their points of view.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Diverse Media and Formats		
Performance Expectations		
RL.MF.5.6. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	RI.MF.5.6. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on web pages) and explain how the information contributes to an understanding of the text in which it appears.	
Performance Expectations Assessment		
Watch, listen to, or read two different versions (with different multimedia elements) of the same text. . Explain how the tone changes in the different versions.	While reading an informational text, tell how the graphs and diagrams help the reader better understand what they’ve read.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Analysis of an Argument		
Performance Expectations		
RI.AA.5.7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).		
Performance Expectations Assessment		
Use evidence and specific details from informational text to help support writing with reasons and evidence.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Reading
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Comparison of Texts		
Performance Expectations		
RL.CT.5.8. Compare and contrast the authors' approaches across two or more literary texts within the same genre or about the same or similar topics.	RI.CT.5.8. Compare and contrast the authors' approaches across two or more informational texts within the same genre or about texts on the same or similar topics.*	
Performance Expectations Assessment		
Compare and contrast the themes and the pattern of events after reading two versions of the same text from different culture (address knowledge, themes, topics, and events).	Analyze different accounts of the same topic or event. Discuss how these accounts are the same and different in their points of view.	
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Writing Domain

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Argumentative Writing		
Performance Expectations		
<p>W.AW.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.*</p> <p>A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</p> <p>C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>D. Provide a conclusion related to the opinion presented.</p>		
Performance Expectations Assessment		
<p>Write an introduction paragraph to a topic, clearly stating an opinion.</p> <p>Create an outline for the purpose of the writing task.</p> <p>Write three paragraphs giving reasons to support your opinion.</p> <p>Use facts from other texts to help support your reason, with direct quotes when appropriate.</p> <p>In the supporting paragraphs, link opinion and reasons with appropriate grade level appropriate words and phrases.</p> <p>Write a conclusion paragraph to restate the opinion.</p>		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Informative and Explanatory Writing		
Performance Expectations		
<p>W.IW.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aid in comprehension.</p> <p>B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>D. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>		

E. Provide a conclusion related to the information of explanation presented.
Performance Expectations Assessment
In an introduction paragraph, clearly state the informational or explanatory topic. Write at least 3 body paragraphs or sections. Use headings, illustrations and other text features to aid in clear writing. Use other information, facts, definitions, or text evidence to add to your writing on a topic. In the supporting paragraphs or sections, link ideas and sections with appropriate words and phrases. Throughout the informative/explanatory writing, use specific vocabulary based on the topic. Write a conclusion to the informative writing. Write a conclusion paragraph to restate the information or explanation in the writing piece.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Narrative Writing		
Performance Expectations		
W.NW.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.		
Performance Expectations Assessment		
When writing a narrative (personal or imagined), introduce the narrative and characters, assure the events are told in an orderly fashion. Use dialogue in a narrative writing. Use description when writing to describe the characters and events. Use transition words and phrases to move your narrative writing through the events. Use sensory details and concrete words to describe events with as much detail as possible. Write a conclusion paragraph to the narrative writing piece.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Writing Process		
Performance Expectations		
<p>W.WP.5.4. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>A. Consider audience, purpose, and intent before writing.</p> <p>B. Plan appropriately to use specialized, topic-specific language appropriate for the audience, purpose and subject matter.</p> <p>C. Consider writing as a process, including self-evaluation, revision and editing.</p> <p>D. With adult and peer feedback, and digital or print tools such as a dictionary, thesaurus, and/or spell checker, evaluate whether the writing achieved its goal and make changes in content or form as necessary.</p> <p>E. After initial drafting, expand, combine, and reduce sentences for meaning, audience, and style.</p>		
Performance Expectations Assessment		
<p>Plan each type of writing in an organized, systematic way geared to each specific type of writing.</p> <p>Revise writing with the help of a peer editor and teacher.</p>		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Writing Research		
Performance Expectations		
<p>W.WR.5.5. Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.</p>		
Performance Expectations Assessment		
<p>Research a topic to learn more about it and build knowledge using multiple sources.</p>		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Sources of Evidence		
Performance Expectations		
W.SE.5.6. Gather relevant information from multiple valid and reliable print and digital sources; summarize or paraphrase information in notes and finished work, making note of any similarities and differences among ideas presented; and provide a list of sources.		
Performance Expectations Assessment		
Take notes from different sources, recall and gather information on a topic. Sort information and notes into categories and begin writing a research project.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Writing
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Range of Evidence		
Performance Expectations		
W.RW.5.7. Write routinely over extended time frames (time for research and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.		
Performance Expectations Assessment		
Maintain writing stamina for longer and shorter periods, from a single sitting to 2 days, of time depending upon the type of writing.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Speaking and Listening Domain

Content Area: English Language Arts	Grade Level: 5	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Participate Effectively		
Performance Expectations		
<p>SL.PE.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.</p> <p>B. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions</p>		
Performance Expectations Assessment		
<p>Use background knowledge and presented information to ask questions during a discussion.</p> <p>Listen to classmates during discussions and ask questions one at a time.</p> <p>Fulfill assigned roles.</p> <p>Ask a question on the information presented.</p> <p>Make a comment based off of what another classmate has asked.</p> <p>Tell in your own words the key ideas from the discussion.</p> <p>Explain your own ideas and how you understand them from the discussion.</p>		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Integrate Information		

Performance Expectations
SL.II.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
Performance Expectations Assessment
Tell in your own words, what happened in a text that has been read aloud. Restate in your own words the information given in a presentation.
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 5	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Evaluate Speakers		
Performance Expectations		
SL.ES.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		
Performance Expectations Assessment		
Summarize the reasons and evidence a speaker gives to support his/her ideas.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Present Information		
Performance Expectations		
SL.PI.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.*		
Performance Expectations Assessment		
Give a report on a topic. Make sure you tell many details, in a clear, understandable way. Retell a story or event from your life. Use descriptive details, tell most events, and speak clearly.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		

Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.

Content Area: English Language Arts	Grade Level: 5	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Use Media		
Performance Expectations		
SL.UM.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
Performance Expectations Assessment		
Use an online format to present a topic, adding images or displays to help the audience understand the topic.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

Content Area: English Language Arts	Grade Level: 5	Domain: Speaking and Listening
21st Century Theme: Students apply 21st Century skills as they work toward perfecting strategies such as collaboration, communication, information literacy, and media literacy.		
Standard: Adapt Speech		
Performance Expectations		
SL.AS.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.		
Performance Expectations Assessment		
Use formal English during presentations. Use informal language in discussions.		
Utilize Reading and Writing Anchor Standards as appropriate with the curriculum standards..		
Assessment - Students will be assessed on a regular basis using summative and formative assessments to help guide instruction.		

RESOURCES

Grades 3-5 Pacing, Materials, CLKS., Modifications, ELL, Strategies, Differentiation, Assessments- **(Included in curriculum shared with staff)**

Wonders 2024 Curriculum Information

[English Language Arts 2023 NJSL](#)

[ELA Scope and Sequence](#)

[NJ Model Curriculum ELA](#)

[SEL Competencies](#)

[NJDOE SEL](#)

[Amistad](#)

[Holocaust](#)

[Italian American Heritage](#)

[Asian American /Pacific Islander Commission](#)

[Climate Change Standards Support](#)

 **ELA Climate Change Companion Guide.pdf**

REFERENCES

ELL, Instructional Strategies, Differentiation, Students at Risk, Modifications - Included at each grade level

[Bilingual/ESL Education](#): This website provides resources to help educators understand and implement effective instructional strategies for bilingual/ESL students.

[Gifted & Talented](#): This website provides resources to help educators understand and implement effective instructional strategies for Gifted and Talented students.

[Special Education](#): This website provides resources to help educators understand and implement effective instructional strategies for students with high frequency learning challenges.

APPENDIX

[New Jersey Statutes and Regulations](#)

[Ogdensburg Borough School District Policies and Regulations](#) (Type “Curriculum” in the search bar)

[OBSD Policy and Regulations Synopsis](#)

Administrative Code¹

New Jersey Administrative Code Summary and Statutes Curriculum Development: Integration of 21st Century Skills and Themes and Interdisciplinary Connections

- District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1.
- District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills [\(N.J.A.C. 6A:8-3.1\(c\)2\)](#).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

[From NJDOE](#): Please note that Administrative Code requires that the local curriculum include, but is not limited to:

1. A pacing guide;
2. A list of core instructional materials, including various levels of texts at each grade level;
3. Benchmark assessments; and
4. Modifications for special education students, for ELLs in accordance with N.J.A.C. 6A:15, for students at risk of school failure, and for gifted students.

¹ <https://www.nj.gov/education/cccs/2020/NJSLS-Science.pdf>

Dissection Law

[N.J.S.A. 18A:35-4.25](#) and [N.J.S.A. 18A:35-4.24](#) authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: [N.J.S.A. 18A 52:16A-88](#)

Every board of education shall incorporate the information regarding the contributions of AfricanAmericans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: [N.J.S.A. 18A:35-28](#)

Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

African American History [N.J.S.A. 18A:35-1](#) Requires 2 years of US History in high schools including history of New Jersey and of African-Americans

Asian American Pacific Islander :

S3764 that will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

S4021 will create an AAPI curriculum requirement for schools and S3764 will establish the Commission for Asian American Heritage within the Department of Education.

Deaf Students Bill of Rights [N.J.S.A. 46-2.7](#)

Digital Citizenship/ Social Media [N.J.S.A. 35-4.27](#) [Digital Citizenship](#) [Social Media](#)

[Climate Change](#)

Standards in Action: Climate Change

By its very nature, art has the power to inform or draw attention to a specific topic. It is always about something. In fact, the increasing prevalence of activist art in the past decade evidences the power of the arts to communicate big ideas. The aim of activist art is to change the world by inspiring people to take action against societal problems (Nurmis, 2016) – including global climate change. For example, when students engage in the creation and presentation of media artwork, or when devising a theatrical work exploring the social and economic implications of climate change (e.g., impacts on human health, agriculture, food security, water supply, transportation, energy systems, ecosystems), one might expect to see students working collaboratively to research the complex impacts of global climate change on the economy and quality of daily living for people throughout the world. Ultimately, by being culturally engaging, and tapping into the creative potential

of the arts to shape perception, students can New Jersey Department of Education June 2020 4 contribute to imagining a new and better future for humankind (Curtis, Reid, & Ballard, 2012; Hulme, 2009; Marks, Chandler, & Baldwin, 2014; Nurmis, 2016) through their artwork. This holds true for students now, and as adults in the workplace. It is not inconceivable that learning to leverage the capacity of the arts to raise awareness about the effects of climate change could yield employment opportunities focused on combating the negative effects of climate change and other societal global issues.

[2020 CLKS New Jersey Student Learning Standards Kindergarten through Grade 12](#)