

Parsippany-Troy Hills School District

KESL00-1ESL00-2ESL00-3ESL00-4ESL00-5ESL00

English as a Second Language Grades K-5

A Course Outline for ESL

Approved: January 2013  
Revised: June 2016

Approved by the Board of Education  
January 24, 2013

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## STATEMENT OF PURPOSE

The Parsippany-Troy Hills School District is committed to the development of English as a Second Language (ESL) within a sympathetic, non-threatening learning environment in which students are encouraged to participate in school and community activities. The ESL curriculum and methodology emphasizes cognition of vernacular and formal language use, mastery of vocabulary themes, and acquisition of academic content.

A non-English speaking student's attitude toward and motivation for learning English needs to be considered. Such attitudes will be affected by feelings of apprehension, and isolation as a result of the immigration process. The amount of parental involvement is another important factor in this process. The student is encouraged to develop self-esteem and to maintain a sense of pride in his cultural identity.

The mission of the English as a Second Language Program points toward an organized and cooperative effort to expedite second language acquisition. At the same time it emphasizes the importance of acquiring academic language to function adequately in content areas.

The State of New Jersey has joined the World Class Instructional Design and Assessment Consortium. As a member of this organization, we are required to administer the Access test for ELLs each spring and align our curriculum with the WIDA (WORLD-CLASS INSTRUCTIONAL DESIGN AND ASSESSMENT) Standards. The 2010 WIDA Standards are used to guide and align curriculum, instruction, and assessment for English language learners.

In addition, the Common Core Standards for Language Arts are referenced when appropriate.

## **THE LIVING CURRICULUM**

Curriculum guides are designed to be working documents. Teachers are encouraged to make notes in the margins. Written comments can serve as the basis for future revisions. In addition, the teachers and administrators are invited to discuss elements of the guides as implemented in the classroom and to work collaboratively to develop recommendations for curriculum reforms as needed.

## **AFFIRMATIVE ACTION**

During the development of this course of study, particular attention was paid to material, which might discriminate on the basis of sex, race, religion, national origin, or creed. Every effort has been made to uphold both the letter and spirit of affirmative action mandates as applied to the content, the texts and the instruction inherent in this course.

## GENERAL GOALS

The five English language proficiency standards are identical for the classroom and large-scale state assessment frameworks. They reflect the social and academic dimensions of acquiring a second language that are expected of English language learners in grade levels K-12 attending schools in the United States. Each English language proficiency standard addresses a specific context for language acquisition (social and instructional settings as well as language arts, mathematics, science, and social studies) and is divided into four grade level clusters: K-2, 3-5, 6-8, and 9-12. Overall, the language proficiency standards center on the language needed and used by English language learners to succeed in school:

Our goals are as follows:

*English Language learners will:*

*communicate in English for social and instructional purposes within the school setting.*

*communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.*

*communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.*

*communicate information, ideas, and concepts necessary for academic success in the content area of Science.*

*communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.*

**PARSIPPANY-TROY HILLS TOWNSHIP SCHOOLS  
COURSE PROFICIENCIES**

**ENGLISH AS A SECOND LANGUAGE - GRADES K-5**

**IN ACCORDANCE WITH DISTRICT POLICY AS MANDATED BY THE NEW JERSEY ADMINISTRATIVE CODE AND THE NEW JERSEY CORE CURRICULUM CONTENT STANDARDS, THE FOLLOWING ARE PROFICIENCIES REQUIRED FOR THE SUCCESSFUL COMPLETION OF THE ABOVE NAMED COURSE.**

**Kindergarten Proficiencies/Objectives**

**The student will be able to:**

1. differentiate between classroom rules.
2. draw a picture.
3. name objects in a picture.
4. describe objects in a picture.
5. identify pictures by prompts .
6. greet and introduce themselves.
7. answer “Wh” questions.
8. name/label objects in a picture.
9. describe objects in a picture/text.
10. predict, discuss and retell details of text.
11. write correct sentence patterns
12. generate a graphic organizer.
13. utilize prepositions correctly.
14. organize and develop a paragraph.
15. recognize the letters of the alphabet.
16. differentiate between upper case and lower case letters.
17. trace and write letters.
18. correspond each letter with its sound.
19. give examples of objects with the appropriate letter of the week.
20. estimate the quantity of letter of the week objects.

**Kindergarten Proficiencies/Objectives (continued)**

21. identify numbers from 1 to 183.
22. skip count by 5's and 10's .
23. write numbers from 1 to 20.
24. listen, repeat and recite cardinal numbers.
25. identify simple shapes.
26. draw basic shapes.
27. demonstrate comprehension of the five basic food groups.
28. categorize foods of American meals of the day.
29. differentiate between healthy and unhealthy foods.
30. identify seasonal clothing.
31. identify seven basic colors.
32. sequence colors correctly.
33. recalling details in a text.
34. count correctly in order.
35. name members of family and friends.
36. describe characteristics of oneself, families and friends.
37. develop character education traits.

**Grades 1-2 Proficiencies/Objectives****The student will be able to:**

38. establish school and classroom rules.
39. draw, identify and describe a picture in oral and written form.
40. describe likes and dislikes.
41. ask and answer "Wh" questions.
42. report orally in front of the class.
43. predict, discuss and retell details of text.
44. write correct sentence patterns.
45. understand and apply basic math operations.
46. recognize and differentiate between various community workers.

**Grades 1-2 Proficiencies/Objectives (continued)**

47. compare and contrast different types of jobs and careers.
48. construct a friendly letter.
49. generate a graphic organizer.
50. act out an interview.
51. compose a correspondence letter.
52. demonstrate recognition and application of telling time.
53. draw a picture.
54. name/label objects in a picture.
55. describe objects in a picture/text.
56. utilize prepositions correctly.
57. organize and develop a paragraph.
58. identify and interpret inches and centimeters on a ruler.
59. compare and contrast sizes of different objects.
60. produce the sound of each letter of the alphabet.
61. combine consonant sounds into blends/clusters.
62. distinguish between long and short vowel sounds.
63. recognize, select and produce rhyming words.
64. recognize sight words.
65. produce sight words in oral and written form.
66. organize words into ABC order.
67. recognize and identify the different U.S. coins and bills.
68. assign monetary values to each coin and bill.
69. compute money using addition and subtraction.
70. count by ones, fives, tens, and twenty-fives.
71. discriminate between likes and dislikes.
72. differentiate between a fact and an opinion.
73. construct examples of facts and opinions.
74. recognize different types of sequential patterns.
75. complete a pattern.
76. interpret visual information into words.

**Grades 3-5 Proficiencies/Objectives****The student will be able to:**

77. identify good and bad acts of conduct.
78. greet and introduce themselves orally.
79. comprehend and follow directions.
80. write a paragraph.
81. present orally in front of the class.
82. recall details and retell past events.
83. brainstorm and produce vocabulary.
84. use learned vocabulary in sentences.
85. research and gather information to present orally to class.
86. create a bar graph.
87. read a map.
88. compare and contrast.
89. write a descriptive paragraph.
90. write an informational paragraph answering the 5 W + how questions.
91. identify a problem and solution.
92. classify & categorize.
93. read and summarize information.
94. create a timeline.
95. interpret a picture.
96. write a step-by-step sequential process.
97. add and subtract money amounts.
98. sort and categorize according to given criteria.
99. make predictions.
100. debate & justify a position.
101. generate a theme-based brochure.
102. take ownership of and personalize their work area.
103. retell a factual story.
104. share cultural and social traditions.
105. express their opinion.



**Grades 3-5 Proficiencies/Objectives (continued)**

106. self-critique their work.
107. comprehend the definition of an idiom.
108. comprehend various idioms and their uses.
109. create original sentences including learned idioms.
110. recognize and differentiate various genres of literature.
111. comprehend the themes and details of various literature selections.
112. analyze different types of letters that can be written.
113. recognize the correct format of a letter and envelope.
114. match the type of letter to the correct purpose.
115. write the correct type of letter given a real-life scenario.
116. look up zip code for a location.
117. calculate the correct postage for various mailings.
118. comprehend the definition of a hook/lead in writing .
119. differentiate between good and bad hooks/leads.
120. choose the best hook/lead from a given selection from which to choose.
121. generate their own original hooks/leads.
122. elaborate and extend other writer's ideas.

**Thematic Outline - Kindergarten**

- I. THEME ONE: September Connections
  - A. Greetings & Introductions
  - B. Classroom Rules
  - C. Summer Vacation/Memories
  - D. People, Places & Things in School
  - E. Answering “Wh” questions
  
- II. THEME TWO: Fall Connections
  - A. Weather
  - B. Changing of Seasons
  
  - C. Holidays/Symbols – Columbus Day, Halloween, Thanksgiving, Johnny Appleseed
  - D. Fire Safety Week
  - E. Seasonal Vocabulary
  
- III. THEME THREE: Winter Connections
  - A. Seasonal Vocabulary
  - B. Holidays/Symbols – New Year’s Day, Martin Luther King, Jr. Day, Valentine’s Day, President’s Day
  - C. Farm/Zoo Animals
  - D. Animal Habitats
  - E. Feelings/Emotions
  
- IV. THEME FOUR: Spring/Summer Connections
  - A. Seasonal Vocabulary
  - B. Holidays – Dr. Seuss’s birthday, St. Patrick’s Day, Earth Day, Mother’s Day, Father’s Day
  - C. Seeds and Plants
  - D. Insects
  - E. Neighborhood
  - F. Living & Non-Living
  - G. Five Senses & Body Parts
  - H. Travel & Transportation
  - I. Oceans/Beach

**Thematic Outline - ESL Kindergarten (continued)**

- V. THEME FIVE: Annual Ongoing Themes
  - A. Alphabet
  - B. Numbers
  - C. Shapes
  - D. Food
  - E. Clothing
  - F. Colors
  - G. Self/Family/Friends
  - H. Grammar accuracy

**ENGLISH AS A SECOND LANGUAGE – KINDERGARTEN**

| <b>PROFICIENCIES/OBJECTIVES</b>          | <b>STANDARDS</b> | <b>SUGGESTED ACTIVITIES</b>   | <b>EVALUATION/<br/>ASSESSMENT</b> | <b>TEACHER<br/>NOTES</b>  |
|--|------------------|---|-----------------------------------|---|
| <b>SEPTEMBER CONNECTIONS</b>             |                  |   |                                   |   |
| <b>The student will be able to:</b>      |                  | <b>Students will:</b>   |                                   |   |
| 1. differentiate between classroom rules | SL.K.1           | elicit student response to create 5 classroom rules on hand template. | Teacher observation               | Hand templates with rules   |
| 2. draw a picture                        | SL.K.5           |   | Student response                  | <i>Miss Bindergarten Goes to Kindergarten</i> , by Joseph Slate     |
| 3. name objects in a picture             | L.K.4a, SL.K.4   | draw & describe a picture of a summer memory.                         | Self-assessment                   |   |
| 4. describe objects in a picture         | SL.K.4           |   | Completed student work            | <i>Pictures from our Vacation</i> by Lynne Rae Perkins              |
| 5. identify pictures by prompts          | RI.K.6           | take a school tour and locate/identify people, places & things.       |                                   | Graphic Organizers  |
| 6. greet and introduce themselves        | SL.K.1           | complete an “All About Me” poster.                                    |                                   | Venn Diagrams   |
| 7. answer “Wh” questions                 | SL.K.3           | respond to “Wh” questions with yes/no.                                |                                   | Word Webs<br>Posters<br><br>Picture Cards<br><br>Kid Pix Deluxe 3x® |

**ENGLISH AS A SECOND LANGUAGE – KINDERGARTEN**

| PROFICIENCIES/OBJECTIVES   | STANDARDS  | SUGGESTED ACTIVITIES  | EVALUATION/<br>ASSESSMENT  | TEACHER<br>NOTES  |
|--|--|---|--|---|
| <b>FALL CONNECTIONS</b>  |  |   |  |   |
| <b>The student will be able to:</b>  |  | <b>Students will:</b>   |  |   |
| <p>8. name/label objects in a picture.</p> <p>9. describe objects in a picture/text.</p> <p>10. predict, discuss and retell details of text.</p> <p>11. write correct sentence patterns.</p> | <p>L.K.5</p> <p>SL.K.4</p> <p>RL.K.1-2</p> <p>L.K.2</p> <p>8.1.2.A.4</p> | <p>create a fall tree project based on a text.</p> <p>report daily weather and select appropriate clothing for the weather bear.</p> <p>actively listen to a text about American holidays.</p> <p>create and design a thematic craft.</p> <p>estimate the number of seeds in class pumpkin.</p> <p>design a geometric pumpkin book.</p> <p>complete a writing prompt.</p> | <p>Teacher observation</p> <p>Student response</p> <p>Self-assessment</p> <p>Completed student work</p> <p>Quizzes</p> <p>Raz Kids</p> <p>Starfall</p> | <p><i>Fall Leaves</i> by Grace Maccarone<br/>Weather wheel and bear</p> <p><i>From Seed to Pumpkin</i> by Wendy Pfeffer</p> <p><i>Johnny Appleseed</i> by Alik</p> <p><i>Jack-o-Lantern</i> by Charles Reasoner</p> <p><i>Clifford the Firehouse Dog</i> by Norman Bridwell</p> <p>Graphic Organizers</p> <p>Venn Diagrams</p> <p>Word Webs</p> <p>Posters</p> <p>Picture Cards</p> <p>Christopher Columbus video</p> <p>Fire Safety for Kids Video</p> |

**ENGLISH AS A SECOND LANGUAGE – KINDERGARTEN**

| <b>PROFICIENCIES/OBJECTIVES</b>   | <b>STANDARDS</b>                              | <b>SUGGESTED ACTIVITIES</b>  | <b>EVALUATION/<br/>ASSESSMENT</b>  | <b>TEACHER<br/>NOTES</b>   |
|---|---|--|--|--|
| <b>WINTER CONNECTIONS</b>   |   |  |  |  |
| <b>The student will be able to:</b>                                       |   | <b>Students will:</b>  |  |  |
| 11. write correct sentence patterns.<br>12. generate a graphic organizer. | W.K.7<br>SL.K.2, SL.K.5<br>WIDA 1, 2, 3, 4, 5 | reenact three scenes from Peter's day in the snow.<br><br>create a graphic organizer describing the events in Peter's Day.<br><br>make a prediction relating to a text or current event.<br><br>sing songs and chants.<br><br>construct a collage of their own winter scene.<br><br>complete a cloze activity.<br><br>design and compose an original story book. | Teacher observation<br><br>Student response<br><br>Self-assessment<br><br>Completed student work Quizzes<br><br>Rubrics/checklists | <i>Five Little Ducks</i> by Pamela Paparone<br><br><i>Rosie's Walk</i> by Pat Hutchins<br><br><i>Gingerbread Baby</i> by Jan Brett<br><br>Five Little Monkeys by Eileen Christelow<br><br><i>The Snowy Day</i> by Ezra Jack Keats<br><br><i>The Mitten</i> by Jan Brett<br>Wake up Groundhog by Carol Cohen<br><br><i>Groundhog Day</i> by Michelle Becker<br><br>The Spirit of Punxsutawney Groundhog Day |

| <b>PROFICIENCIES/OBJECTIVES</b> | <b>STANDARDS</b> | <b>SUGGESTED ACTIVITIES</b> | <b>EVALUATION/<br/>ASSESSMENT</b> | <b>TEACHER<br/>NOTES</b>   |
|---------------------------------|------------------|-----------------------------|-----------------------------------|--|
| 12. (continued)                 |                  |                             |                                   | The Snowy Day<br>video<br><br>George<br>Washington video<br><br>Abraham Lincoln<br>video<br><br>Rosie's Walk video |

**ENGLISH AS A SECOND LANGUAGE – KINDERGARTEN**

| <b>PROFICIENCIES/OBJECTIVES</b>  | <b>STANDARDS</b>          | <b>SUGGESTED ACTIVITIES</b>  | <b>EVALUATION/<br/>ASSESSMENT</b>  | <b>TEACHER<br/>NOTES</b>   |
|--|---------------------------|--|--|--|
| <b>SPRING CONNECTIONS</b>  |                           |  |  |  |
| <b>The student will be able to:</b>  |                           | <b>Students will:</b>  |  |  |
| 13. utilize prepositions correctly.<br><br>14. organize and develop a paragraph. | L.K.1<br><br>W.K.5, W.K.6 | <p>categorize picture cards according to initial consonant sound, draw and label three pictures for that letter</p> <p>create a sequential booklet, individually and/or by group</p> <p>generate graphic organizers to classify items into specific groups and correctly count them</p> <p>make a prediction relating to text</p> <p>restate descriptive details of text</p> <p>write a paragraph relating to text</p> | <p>Teacher observation</p> <p>Student response Self-assessment</p> <p>Completed student work Quizzes</p> <p>Rubrics/checklists</p> | <p><i>Rain</i> by Robert Kalan</p> <p><i>Leprechauns Never Lie</i> by Lorna Balian</p> <p><i>Take Care of Our Earth</i> by Gare Thompson</p> <p><i>The Mother's Day Mice</i> by Eve Bunting</p> <p><i>Planting a Rainbow</i> by Lois Ehlert</p> <p><i>The Very Hungry Caterpillar</i> by Eric Carle</p> <p><i>The Sunflower that went Flop</i> by Joy Cowley</p> <p><i>From Butterfly to Caterpillar</i> by Deborah Heiligman</p> <p><i>The Five Senses</i> by Alike</p> <p>Original stories including students' names</p> <p><i>Corduroy Goes to the Beach</i> by Don</p> |



| <b>PROFICIENCIES/OBJECTIVES</b> | <b>STANDARDS</b> | <b>SUGGESTED ACTIVITIES</b> | <b>EVALUATION/<br/>ASSESSMENT</b> | <b>TEACHER<br/>NOTES</b>   |
|---------------------------------|------------------|-----------------------------|-----------------------------------|--|
| 14. (continued)                 |                  |                             |                                   | Freeman and B.G.<br>Hennessy<br><br>Various Dr. Seuss'<br>books & videos<br><br>Magic School Bus<br>Goes to Seed video |

**ENGLISH AS A SECOND LANGUAGE – KINDERGARTEN**

| PROFICIENCIES/OBJECTIVES  | STANDARDS           | SUGGESTED ACTIVITIES   | EVALUATION/<br>ASSESSMENT          | TEACHER<br>NOTES   |
|---|---------------------|--|------------------------------------|--|
| <b>ANNUAL ONGOING THEMES</b>  |                     |  |                                    |  |
| <b>The student will be able to:</b>                                   |                     | <b>Students will:</b>  |                                    |  |
| 15. recognize the letters of the alphabet.                            | RF.K.3              | create a coconut tree and write familiar letters.  | Teacher                            | Coconut Tree template  |
| 16. differentiate between upper case and lower case letters.          | RF.K.1d, RF.K.3     | use weekly Word Book to practice writing words and drawing pictures related to the letter of the week. | observation Student response Self- | <i>Chicka Chicka Boom Boom Book</i> by Bill Martin, Jr.  |
| 17. trace and write letters.  | RF.K.3              |  | assessment                         | Picture Cards  |
| 18. correspond each letter with its sound.                            | RF.K.3a             | sing Jeopardy theme song using the letter sound and vocabulary.  | Completed student work Quizzes     | Phonics<br>Worksheets  |
| 19. give examples of objects with the appropriate letter of the week. | RF.K.2<br>8.1.2.A.4 | Raz Kids   | Rubrics/checklists                 | Letter Books<br>Graphic Organizers   |
| 20. estimate the quantity of letter of the week objects.              |                     |  |                                    | Venn Diagrams<br>Word Webs<br>Posters<br>Picture Cards<br><i>Chicka Chicka Boom Boom</i> video |

**ENGLISH AS A SECOND LANGUAGE – KINDERGARTEN**

| <b>PROFICIENCIES/OBJECTIVES</b>                 | <b>STANDARDS</b> | <b>SUGGESTED ACTIVITIES</b>  | <b>EVALUATION/ ASSESSMENT</b>              | <b>TEACHER NOTES</b>   |
|---|------------------|--|--|--|
| <b>ANNUAL ONGOING THEMES</b>                    |                  |  |  |  |
| <b>The student will be able to:</b>             |                  | <b>Students will:</b>  |  |  |
| 21. identify numbers from 1 to 183.             | K.CC.1           | count the number of days in school each day by ones, fives & tens. | Teacher observation                        | <i>Caps for Sale</i> by Esphyr Slobodkina                      |
| 22. skip count by 5's and 10's.                 | K.CC.3           | state the day and date on the classroom calendar daily.            | Student response Self-assessment Completed | <i>M &amp; M 's Brand Counting</i> by Barbara Barbieri McGrath |
| 23. write numbers from 1 to 20.                 |                  | practice writing numbers within daily lessons.                     | student work Quizzes                       | <i>One Fish, Two Fish</i> by Dr. Seuss                         |
| 24. listen, repeat and recite cardinal numbers. | K.CC.4           | describe characteristics of each shape.                            | Rubrics/checklists                         | <i>The Shape of Me and Other Stuff</i> by Dr. Seuss            |
| 25. identify simple shapes.                     | K.G.2, K.G.3     | sort different common objects according to their shape.            |  |  |
| 26. draw basic shapes.                          | K.G.5            | identify and draw classroom items and tell what shape they are.    |  |  |

**ENGLISH AS A SECOND LANGUAGE – KINDERGARTEN**

| PROFICIENCIES/OBJECTIVES   | STANDARDS  | SUGGESTED ACTIVITIES  | EVALUATION/<br>ASSESSMENT   | TEACHER<br>NOTES   |
|--|--|---|---|--|
| <b>ANNUAL ONGOING THEMES</b>   |  |   |   |  |
| <b>The student will be able to:</b>  |  | <b>Students will:</b>   |   |  |
| 27. demonstrate comprehension of the five basic food groups.<br><br>28. categorize foods of American meals of the day.<br><br>29. differentiate between healthy and unhealthy foods. | RI.K.1-3<br><br>RI.K.8-9<br><br>RI.K.9<br><br>WIDA 1, 2, 4 | as a group, create a Venn Diagram categorizing foods for each meal of the day.<br><br>identify everyday American food using picture cards or pictures from magazines.<br><br>design a collage showing healthy and unhealthy item. | Teacher observation<br><br>Student response Self-assessment Completed<br><br>student work Quizzes<br><br>Rubrics/checklists | <i>The Very Hungry Caterpillar</i> by Eric Carle<br><br><i>Green Eggs and Ham</i> by Dr. Seuss |

**ENGLISH AS A SECOND LANGUAGE – KINDERGARTEN**

| PROFICIENCIES/OBJECTIVES            | STANDARDS  | SUGGESTED ACTIVITIES   | EVALUATION/<br>ASSESSMENT   | TEACHER<br>NOTES                              |
|-------------------------------------|--|--|---|---|
| <b>ANNUAL ONGOING THEMES</b>        |  |  |   |   |
| <b>The student will be able to:</b> |  | <b>Students will:</b>  |   |   |
| 30. identify seasonal clothing.     | W.K.8<br>SL.K.1<br><br>L.K.4<br><br>SL.K.4<br><br>SL.K.5 | sing chants and songs about clothing and getting dressed.<br><br>play various games, including clothing bingo, to emphasize vocabulary.<br><br>describe what clothing they are wearing today.<br><br>match the article of clothing to the appropriate season using charts. | Teacher observation<br><br>Student response Self-assessment Completed<br><br>student work Quizzes<br><br>Rubrics/checklists | <i>Froggy Gets Dressed</i> by Jonathan London |

**ENGLISH AS A SECOND LANGUAGE – KINDERGARTEN**

| <b>PROFICIENCIES/OBJECTIVES</b>     | <b>STANDARDS</b> | <b>SUGGESTED ACTIVITIES</b>   | <b>EVALUATION/ ASSESSMENT</b>              | <b>MATERIALS / RESOURCES</b>                                |
|-------------------------------------|------------------|---|--|---|
| <b>ANNUAL ONGOING THEMES</b>        |                  |   |  |   |
| <b>The student will be able to:</b> |                  | <b>Students will:</b>   |  |   |
| 31. identify seven basic colors.    | L.K.1b, L.K.5a   | create a rainbow book.  | Teacher observation                        | <i>A Rainbow of My Own</i> by Ron Freeman                   |
| 32. sequence colors correctly.      | L.K.5, SL.K.4    | sing the rainbow song as a class.   | Student response Self-assessment Completed | <i>The Rainbow Fish</i> by Marcus Pfister                   |
| 33. recalling details in a text.    | RI.K.2           | trace the rainbow words and numbers (1-7).  | student work Quizzes                       | Brown Bear Brown Bear, what Do You See? By Bill Martin, Jr. |
| 34. count correctly in order.       | SL.K.6           | complete a story starter of ...my favorite color of the rainbow is ....because..... | Rubrics/checklists                         | <i>Planting a Rainbow</i> by Louise Ehlert                  |
|                                     | WIDA 2, 3, 4     | complete a fill-in activity.  |  |   |

**ENGLISH AS A SECOND LANGUAGE – KINDERGARTEN**

| <b>PROFICIENCIES/OBJECTIVES</b>                                | <b>STANDARDS</b>                | <b>SUGGESTED ACTIVITIES</b>  | <b>EVALUATION/<br/>ASSESSMENT</b>              | <b>MATERIALS /<br/>RESOURCES</b>              |
|--|---------------------------------|--|--|---|
| <b>ANNUAL ONGOING THEMES</b>                                   |                                 |  |  |   |
| <b>The student will be able to:</b>                            |                                 | <b>Students will:</b>  |  |   |
| 35. name members of family and friends.                        | SL.K.1                          | create a Family Tree.  | Teacher observation                            | <i>Chrysanthemum</i> by Kevin Henkes          |
| 36. describe characteristics of oneself, families and friends. | SL.K.4                          | make a self-portrait doll.   | Student response Self-assessment Completed     | <i>A Chair for My Mother</i> by Vera Williams |
| 37. develop character education traits.                        | SL.K.1, SL.K,6<br><br>WIDA 1, 5 | discuss in a group and draw and narrate a picture about things we like about ourselves and each other. | student work Quizzes<br><br>Rubrics/checklists | <i>I Like Me</i> by Deborah Connor Coker      |

**Thematic Outline – Grades 1-2**

- I. THEME ONE: September Connection
  - A. Sharing Personal Information
  - B. School and Classroom Rules
  - C. Summer Vacation/Memories
  - D. Feelings and Emotions
  - E. School areas, Personnel and Activities
  - F. Asking and Answering “Wh” questions
  
- II. THEME TWO: Fall Connections
  - A. Weather
  - B. Changing of Seasons
  - C. Holidays/Symbols – Columbus Day, Halloween, Thanksgiving, Johnny Appleseed
  - D. Fire Safety Week
  - E. Community Workers
  - F. Jobs & Careers
  - G. Seasonal Vocabulary
  
- III. THEME THREE: Winter Connections
  - A. Seasonal Vocabulary
  - B. Holidays/Symbols – New Year’s Day, Martin Luther King, Jr. Day, Valentine’s Day, President’s Day
  - C. Animals and Animal Habitats
  - D. Clock and Time
  - E. Historical Figures and Leaders



**Thematic Outline – Grades 1-2 (continued)**

- IV. THEME FOUR: Spring/Summer Connections
  - A. Seasonal Vocabulary
  - B. Holidays – Dr. Seuss’s birthday, St. Patrick’s Day, Earth Day, Mother’s Day, Father’s Day
  - C. Seeds and Plants
  - D. Insects
  - E. Neighborhood
  - F. Living & Non-Living
  - G. Five Senses & Body Parts
  - H. Life Cycles
  - I. Standards and Metric Measurement
  - J. Travel & Transportation
  - K. Oceans/Beach
  
- V. THEME FIVE: Annual Ongoing Themes
  - A. Phonics, Sight Words, Rhyming and Alphabetizing
  - B. Money
  - C. Interests, Opinions & Preferences
  - D. Patterns and Interpretation of Data
  - E. Grammar accuracy

**ENGLISH AS A SECOND LANGUAGE – GRADES 1-2**

| <b>PROFICIENCIES/OBJECTIVES</b>                                     | <b>STANDARDS</b>           | <b>SUGGESTED ACTIVITIES</b>  | <b>EVALUATION/<br/>ASSESSMENT</b>     | <b>TEACHER<br/>NOTES</b>  |
|---|----------------------------|--|---------------------------------------|---|
| <b>SEPTEMBER CONNECTIONS</b>  |                            |  |                                       |   |
| <b>The student will be able to:</b>                                 |                            | <b>Students will:</b>  |                                       |   |
| 38. establish school and classroom rules.                           | SL.1.1                     | discuss, write and agree to a behavioral contract.                                       | Teacher                               | Behavioral Contracts  |
| 39. draw, identify and describe a picture in oral and written form. | SL.1.5<br>SL.2.5           | draw, describe and write about a picture of a summer memory and present it to the class. | observation Student<br>response Self- | <i>Pictures from our Vacation</i> by Lynne Rae Perkins            |
| 40. describe likes and dislikes.                                    | SL.1.2<br>SL.2.2<br>SL.2.3 | write a reflection piece about what they liked and disliked about Kindergarten.          | assessment                            | <i>The First Day of School</i> by Margaret McNamara               |
| 41. ask and answer “Wh” questions.                                  | SL.2.4                     | complete an “All About Me” poster and present to the class.                              | Completed student work                | <i>The Quilt</i> by Ann Jonas                                     |
| 42. report orally in front of the class.                            | WIDA 1<br>WIDA 2           | role play/pretend to ask and answer “Wh” questions with regard to various school areas.  | Rubrics/checklists                    | Graphic Organizers  |
|   |                            | construct a group quilt naming favorite things.  |                                       | Venn Diagrams   |
|   |                            | create a word web to record all the new things about first grade.                        |                                       | Word Webs   |
|   |                            |  |                                       | Posters   |
|   |                            |  |                                       | Picture Cards   |
|   |                            |  |                                       | Overhead projector using transparencies to create classroom rules |

**ENGLISH AS A SECOND LANGUAGE – GRADES 1-2**

| <b>PROFICIENCIES/OBJECTIVES</b>                                    | <b>STANDARDS</b>  | <b>SUGGESTED ACTIVITIES</b>  | <b>EVALUATION/<br/>ASSESSMENT</b> | <b>TEACHER<br/>NOTES</b>                                    |
|--|---|--|-----------------------------------|---|
| <b>FALL CONNECTIONS</b>  |   |  |                                   |   |
| <b>The student will be able to:</b>                                |   | <b>Students will:</b>  |                                   |   |
| 43 predict, discuss and retell details of text.                    | SL.1.5<br>SL.2.5  | create a fall tree project based on a text and complete a story starter on the computer. | Teacher<br>observation Student    | <i>It's Pumpkin Time</i> by Zoe Hall                        |
| 44. write correct sentence patterns.                               | SL.2.2  | report daily weather and write a short weather report of the day.                        | response Self-                    | <i>A Mouse's First Halloween</i> by Lauren Thompson         |
| 45. understand and apply basic math operations.                    | SL.1.6  | actively listen to a text about American holidays and retell main ideas.                 | assessment                        | <i>Johnny Appleseed</i> by Alike                            |
| 46. recognize and differentiate between various community workers. | 1.OA.B.3 (Math)<br>2.LA.A.1 (Math)<br>S.OA.B.2 (Math)                   | create and design a thematic craft   | Completed student work            | <i>Apples</i> by Gail Gibbons                               |
| 47. compare and contrast different types of jobs and careers.      | RI.1.7<br>RI.2.8  | practice addition and subtracting using pumpkin seeds.                                   | Quizzes                           | <i>A Day in the Life of a Firefighter</i> by Linda Hayward  |
| 48. construct a friendly letter.                                   | RI.1.3<br><br>W.2.3<br><br>WIDA 1, 2, 3, 4, 5<br>8.1.2.A.1<br>8.1.2.A.2 | complete a writing prompt.   |                                   | Graphic Organizers<br>Venn Diagrams<br>Word Webs<br>Posters |
|  |   | complete a dictation of categorizing various jobs.                                       |                                   | Picture Cards   |
|  |   | write a thank you letter to the Fire Department.   |                                   | Christopher Columbus video<br>Fire Safety for Kids Video    |

**ENGLISH AS A SECOND LANGUAGE – GRADES 1-2**

| PROFICIENCIES/OBJECTIVES   | STANDARDS   | SUGGESTED ACTIVITIES  | EVALUATION/<br>ASSESSMENT  | TEACHER<br>NOTES  |
|--|---|---|--|---|
| <b>WINTER CONNECTIONS</b>  |   |   |  |   |
| <b>The student will be able to:</b>  |   | <b>Students will:</b>   |  |   |
| 49. generate a graphic organizer.<br><br>50. act out an interview.<br><br>51. compose a correspondence letter.<br><br>52. demonstrate recognition and application of telling time. | RI.1.6<br><br>SL.2.3<br><br>W.2.5<br><br>WIDA 3<br><br>WIDA 1, 2, 3, 4, 5<br>8.1.2.A.1<br>8.1.2.A.4 | make a prediction relating to a text or current event.<br><br>sing songs and chants.<br><br>complete a cloze activity.<br><br>design and compose an original story book.<br><br>create and answer questions pertaining to a historical figure.<br><br>write about an American historical figure in a letter to a friend in their native country.<br><br>construct their own paper clocks and work with a partner practicing telling time on the hour and every half hour. | Teacher<br><br>observation Student<br><br>response Self-<br><br>assessment<br><br>Completed student work Quizzes<br><br>Rubrics/checklists | <i>The Tigerskin Rug</i> by Gerald Rose<br><br><i>If the Dinosaurs Came Back</i> by Bernard Most<br><br><i>Little Red Hen</i> by Paul Galdone<br><br><i>Little Red Hen Makes a Pizza</i> by Philemon Sturges<br><br><i>Danny and the Dinosaur</i> by Dayid Hoff<br><i>Corduroy</i> by Don Freeman<br><br><i>Sylvester and the Magic Pebble</i> by William Steig<br><i>Frog &amp; Toad Collection</i> by Arnold Lobel<br><br><i>Wake up Groundhog</i> by Carol Cohen<br>Enchanted Learning booklets of historical figures<br><br><i>The Very Busy Spider</i> by Eric Carle<br><br>The Spirit of Punxsutawney Groundhog Day<br><br>George Washington video<br>Abraham Lincoln video |



**ENGLISH AS A SECOND LANGUAGE – GRADES 1-2**

| <b>PROFICIENCIES/OBJECTIVES</b>                       | <b>STANDARDS</b> | <b>SUGGESTED ACTIVITIES</b>  | <b>EVALUATION/ASSESSMENT</b> | <b>TEACHER NOTES</b>                     |
|---|------------------|--|------------------------------|--|
| <b>ANNUAL ONGOING THEMES</b>                          |                  |  |                              |  |
| <b>The student will be able to:</b>                   |                  | <b>Students will:</b>  |                              |  |
| 60. produce the sound of each letter of the alphabet. | RF.1.3           | use weekly Word Book to practice reading, writing and alphabetizing words.                   | Teacher observation          | Phonics & Picture Cards                  |
| 61. combine consonant sounds into blends/clusters.    | RF.1.3a          | identify letters with its corresponding sound using visual cards.                            | Student response             | Letter Books<br>Writing Journals         |
| 62. distinguish between long and short vowel sounds.  | RF.1.2a          | use games to practice sight words and phonics (Bingo, Concentration, etc.)                   | Self-assessment              | Word Webs<br>Posters                     |
| 63. recognize, select and produce rhyming words.      | RF.1.2a, RF.1.2c | work with a partner and record rhyming words in the writing journals.                        | Completed student work       | <i>Hop on Pop</i> by Dr. Seuss           |
| 64. recognize sight words.                            | WIDA 2           | write the correct letter (upon hearing its sound) or sight word during a dictation activity. | Quizzes                      | Instructional games (e.g. Bingo, Memory) |
| 65. produce sight words in oral and written form.     | WIDA 2           | choose 3-5 pictures exemplifying sound/sight word of the week to write in weekly journal.    | Checklists                   | Color rods                               |
| 66. organize words into ABC order.                    | WIDA 2           |  |                              |  |
| 67. recognize sight words.                            | WIDA 2           |  |                              |  |

**ENGLISH AS A SECOND LANGUAGE – GRADES 1-2**

| PROFICIENCIES/OBJECTIVES  | STANDARDS   | SUGGESTED ACTIVITIES   | EVALUATION/<br>ASSESSMENT  | TEACHER<br>NOTES  |
|---|---|--|--|---|
| <b>ANNUAL ONGOING THEMES</b>  |   |  |  |   |
| <b>The student will be able to:</b>   |   | <b>Students will:</b>  |  |   |
| 68. assign monetary values to each coin and bill.<br><br>69. compute money using addition and subtraction.<br><br>70. count by ones, fives, tens, and twenty-fives. | RF.1.4<br><br>L.1.4<br>L.2.4<br><br>1.OA.B.3<br><br>WIDA 1, 3<br>8.1.2.A.4<br>8.1.2.C.1 | chorally repeat names and values of coins & bills using flashcards.<br><br>use manipulatives to practice basic operations.<br><br>play “money bingo” for reinforcement.<br><br>role play food shopping using real objects and money manipulatives. | Teacher observation<br><br>Student response<br><br>Self-assessment<br><br>Completed student work<br><br>Quizzes<br><br>Checklist | Enchanted Learning activities<br><br>Coin and bill manipulatives<br><br>Real objects for role play shopping<br><br>Flashcards<br><br>Mathgame<br>Websites |

**ENGLISH AS A SECOND LANGUAGE – GRADES 1-2**

| <b>PROFICIENCIES/OBJECTIVES</b>                  | <b>WIDA ELP<br/>Standards (Reference<br/>Appendix B)</b> | <b>SUGGESTED ACTIVITIES</b>  | <b>EVALUATION/<br/>ASSESSMENT</b>         | <b>TEACHER<br/>NOTES</b>                                |
|--|--|--|---|---|
| <b>The student will be able to:</b>              |  | <b>Students will:</b>  |   |   |
| 71. discriminate between likes and dislikes.     | WIDA 1   | chart what they like and dislike viewing picture cards as prompts.                   | Teacher observation                       | <i>I Like Me</i> by Deborah Connor-Coker                |
| 72. differentiate between a fact and an opinion. | W.1.1<br>W.2.1   | read a teacher-constructed narrative text as a model for fact vs. opinion.           | Student response                          | Sentence Strips<br>Picture cards, posters and postcards |
| 73. construct examples of facts and opinions.    | W.1.1<br>W.2.1   | write a narrative text to include at least 3 fact and 3 opinions about themselves.   | Self-assessment<br>Completed student work | Journal books<br>Graphic organizer                      |
|  |  | weekly journal write on Mondays what they liked and didn't like about their weekend. | Quizzes<br>Checklist                      |   |



**ENGLISH AS A SECOND LANGUAGE – GRADES 1-2**

| <b>PROFICIENCIES/OBJECTIVES</b>                       | <b>STANDARDS</b>            | <b>SUGGESTED ACTIVITIES</b>  | <b>EVALUATION/<br/>ASSESSMENT</b> | <b>TEACHER<br/>NOTES</b>  |
|---|-----------------------------|--|-----------------------------------|---|
| <b>ANNUAL ONGOING THEMES</b>                          |                             |  |                                   |   |
| <b>The student will be able to:</b>                   |                             | <b>Students will:</b>  |                                   |   |
| 74. recognize different types of sequential patterns. | 3.OA.D.9 (Math)             | view the teacher making different patterns using manipulatives.                        | Teacher observation               | Assorted manipulatives (color rods, coins, letters, shapes, etc.) |
| 75. complete a pattern.                               | 4.OA.C.5 (Math)             | discuss, explain and predict a given pattern (together as a class).                    | Student response                  | <i>Caps for Sale</i> by Esphyr Slobodkina                         |
| 76. interpret visual information into words.          | SL.1.4, SL.1.6<br>WIDA 2, 3 | work with a partner to give examples of similar patterns using assorted manipulatives. | Self-assessment                   | Writing journals  |
|   |                             | write a concluding explanation of the pattern.   | Completed student work            |   |
|   |                             |  | Quizzes                           |   |
|   |                             |  | Checklist                         |   |

**Thematic Outline – Grades 3-5**

- I. THEME ONE: September Connection
  - A. Greetings & Introductions
  - B. School & Classroom Rules and Procedures
  - C. Summer Vacation/Memories
  - D. Following Directions
  - E. Autobiography
  
- II. THEME TWO: Fall Connections
  - A. Seasonal Vocabulary
  - B. Weather
  - C. Forces of Nature
  - D. Neighborhood/Communities
  - E. Geography & Topography
  - F. Society & Culture
  
- III. THEME THREE: Winter Connections
  - A. Seasonal Vocabulary
  - B. Occupations
  - C. Inventions & Inventors
  - D. Historic events, figures & leaders
  - E. Feelings/Emotions
  - F. Branches of Government
  
- IV. THEME FOUR: Spring Connections
  - A. Seasonal Vocabulary
  - B. Food/Nutrition
  - C. Cost/Money
  - D. Earth history/materials
  - E. Ecology & Environmental Awareness
  - F. Animals

**Thematic Outline – Grades 3-5 (continued)**

- V. THEME FIVE: Annual Ongoing Themes
  - A. Journal Writing
  - B. Idioms
  - C. Various Genres
  - D. Letter Writing
  - E. Writing Hooks & Leads
  - F. Grammar Accuracy

**ENGLISH AS A SECOND LANGUAGE – GRADES 3-5**

| <b>PROFICIENCIES/OBJECTIVES</b>            | <b>STANDARDS</b>                                 | <b>SUGGESTED ACTIVITIES</b>   | <b>EVALUATION/ASSESSMENT</b>                | <b>TEACHER NOTES</b>  |
|--|--|---|---|---|
| <b>SEPTEMBER CONNECTION</b>                |  |   |   |   |
| <b>The student will be able to:</b>        |  | <b>Students will:</b>   |   |   |
| 77. identify good and bad acts of conduct. | WIDA 1, 2<br>SL.3.1, SL.4.1, SL.5.1              | develop and comply with a classroom behavioral contract.  | Teacher observation<br><br>Student response | Teacher /Student Behavioral Contract/Acronym Bulletin Board |
| 78. greet and introduce themselves orally. | SL.3.1, SL.4.1, SL.5.1                           | create an acronym poster set, including examples, to stay on T.R.A.C.K. (tolerance, respect, attitude, cooperation & kindness).     | Self-assessment                             | Graphic Organizers – 4 box                                  |
| 79. comprehend and follow directions.      | SL.3.1, SL.4.1, SL.5.1                           |   | Completed student work                      | Posters   |
| 80. write a paragraph.                     | W.3.2, W.4.1, W.5.1                              |   |   | Following Directions Quiz/Game                              |
| 81. present orally in front of the class.  | SL.3.4, SL.5.4, SL.5.4                           | write an autobiographical paragraph, using the four square method & present to the class on the computer or create a PowerPoint.    |   | <i>The Quilt</i> by Ann Jonas                               |
| 82. recall details and retell past events. | SL.3.1, SL.4.1, SL.5.1<br>8.1.5.A.1<br>8.1.5.A.2 | draw & describe a picture of a summer memory.<br><br>construct an individual puzzle piece responding to autobiographical questions. |   | Teacher created group puzzle – one piece for each student   |

**ENGLISH AS A SECOND LANGUAGE – GRADES 3-5**

| <b>PROFICIENCIES/OBJECTIVES</b>                                 | <b>STANDARDS</b>   | <b>SUGGESTED ACTIVITIES</b>  | <b>EVALUATION/<br/>ASSESSMENT</b>   | <b>TEACHER<br/>NOTES</b>  |
|---|--|--|-------------------------------------|---|
| <b>FALL CONNECTIONS</b>   |  |  |                                     |   |
| <b>The student will be able to:</b>                             |  | <b>Students will:</b>  |                                     |   |
| 83. brainstorm and produce vocabulary.                          | RI.3.4, RI.4.4, RI.5.5                                     | create a chart of autumnal vocabulary to be used later in original sentences.  | Teacher observation                 | Teacher-created story ( <i>Larry the Leaf</i> )                                     |
| 84. use learned vocabulary in sentences.                        | SL.3.6, SL.4.2, SL.5.2<br>W.3.2, W.4.2, W.5.2              | research on <a href="http://www.weather.com">www. weather.com</a> to collect high and low temperatures for 5 major cities to be recorded in a bar graph.   | Student response<br>Self-assessment | Enchanted Learning<br><a href="http://www.weather.com">www.weather.com</a>          |
| 85. research and gather information to present orally to class. | RI.4.9, RI.5.9   | elicit information from weather section of the local newspaper or website and create and present a local weather report.   | Completed student work              | Weather section of local newspaper<br><i>The Meanest Thing to Say</i> by Bill Cosby |
| 86. create a bar graph.   | WIDA 3   |  | Quizzes                             | <i>The Day of Ahmed's Secret</i> by Florence H. Parry                               |
| 87. read a map.   | 6.1.4.B.1  |  |                                     | <i>Twister</i> by Darlene Bailey Beard  |
| 88. compare and contrast.                                       | RI.1.3   |  |                                     | <i>Native Homes</i> by Bibbie Kalman  |
| 89. write a descriptive paragraph.                              | WIDA 2<br><br>WIDA 1, 2, 3, 4, 5<br>8.1.5.A.1<br>8.1.5.A.2 | create a bulletin board of Native American regions/tribes representative of their homes.<br><br>design and draw a neighborhood map and practice directionality (N,S,E,W).<br><br>create a totem pole to tell about their family history and write about the significant events |                                     | Graphic organizer<br><i>Pushing Up the Sky</i> by Joseph Bruchac                    |

**ENGLISH AS A SECOND LANGUAGE – GRADES 3-5**

| <b>PROFICIENCIES/OBJECTIVES</b>   | <b>STANDARDS</b>                                 | <b>SUGGESTED ACTIVITIES</b>   | <b>EVALUATION/ ASSESSMENT</b>  | <b>TEACHER NOTES</b>   |
|---|--|---|--------------------------------|--|
| <b>WINTER CONNECTIONS</b>   |  |   |                                |  |
| <b>The student will be able to:</b>                                     |  | <b>Students will:</b>   |                                |  |
| 90. write an informational paragraph answering the 5 W + how questions. | W.3.2, W.4.1, W.5.1<br>RI.3.7                    | create a brochure of an inventor or historical figure using publisher booklets.   | Teacher observation            | <a href="http://www.bls.gov/k12/">www.bls.gov/k12/</a>           |
| 91. identify a problem and solution.                                    | RI.3.5, SL.3.1, SL.4.1, SL.5.1                   | read about different U.S. inventors and their inventions and summarize information on a chart.  | Student response               | Graphic organizer  |
| 92. classify & categorize.  | RI.3.3, RI.4.3                                   |   | Self-assessment                | Microsoft Publisher®   |
| 93. read and summarize information.                                     | RL.3.2, RL.4.1, RL.5.1<br>SL.3.1, SL.4.1, SL.5.3 | brainstorm, classify & categorize occupations, inventions and levels of government (done separately) by different criteria.             | Completed student work Quizzes | Teacher-created Why and How Chart                                |
| 94. create a timeline.  | W.3.2, W.4.2, W.5.2                              |   | Rubrics/checklists             | K-W-L-H chart (know, want, learn how)                            |
| 95. interpret a picture.  | W.3.2, W.4.2, W.5.2<br>8.1.5.A.1<br>8.1.5.A.2    | research on <a href="http://www.bls.gov/k12/">www.bls.gov/k12/</a> to find a potential occupation, and write a “day in the life” story. |                                | <i>Kidspiration</i> ®  |
|   |  | identify a problem and solve it by creating an original invention.  |                                | Real photographs   |
|   |  |   |                                | <i>If you Grew Up with George Washington</i> by Ruth Belov Gross |
|   |  |   |                                | <a href="http://www.whitehouse.gov">www.whitehouse.gov</a>       |

**ENGLISH AS A SECOND LANGUAGE – GRADES 3-5**

| <b>PROFICIENCIES/OBJECTIVES</b>       | <b>STANDARDS</b> | <b>SUGGESTED ACTIVITIES</b>   | <b>EVALUATION/<br/>ASSESSMENT</b> | <b>TEACHER<br/>NOTES</b> |
|---------------------------------------|------------------|---|-----------------------------------|--------------------------|
| <b>WINTER CONNECTIONS (continued)</b> |                  |   |                                   |                          |
| <b>The student will be able to:</b>   |                  | <b>Students will:</b>   |                                   |                          |
| 95. (continued)                       |                  | <p>draw a timeline of the lives of famous historical figures &amp; leaders.</p> <p>interpret the emotion of a character from a photograph and then write a story about that person.</p> |                                   |                          |

| PROFICIENCIES/OBJECTIVES                             | STANDARDS          |                        | SUGGESTED ACTIVITIES  | EVALUATION/<br>ASSESSMENT  | TEACHER<br>NOTES  |
|--|--------------------|------------------------|---|--|---|
| <b>SPRING CONNECTIONS</b>                            |                    |                        |   |  |   |
| <b>The student will be able to:</b>                  |                    |                        | <b>Students will:</b>   |  |   |
| 96. write a step-by-step sequential process.         | W.1.7              | 8.1                    | read about the food pyramid on the team nutrition website.  | Teacher observation  | <a href="http://www.teamnutrition.usda.gov">www.teamnutrition.usda.gov</a>  |
| 97. add and subtract money amounts.                  | WIDA.3             | 8.1.5.A.1<br>8.1.5.A.2 | group foods into correct categories.<br><br>select a recipe and make a sequential flip book using template from readwritethink.org. | Student response Self-assessment Completed<br><br>student work Quizzes<br><br>Rubrics/checklists | <a href="http://www.readwritethink.org">www.readwritethink.org</a><br><br>kids.nationalgeographic.com/<br><br>Animals/creature features |
| 98. sort and categorize according to given criteria. | WIDA.3             |                        | create a healthy shopping list online from shoprite.com website within a given budget.  |  | www.shoprite.com  |
| 99. make predictions.                                | WIDA.2             |                        | choose and research an animal from national geographic website using an organizer sheet.  |  | Teacher-created Animal Organizer Sheet<br><br>Print Shop  |
| 100. debate and justify a position.                  | SL.3.1a<br>SL.3.1d |                        | construct a spring theme brochure using Print Shop.   |  | <i>Earth Day Hooray</i> by Stuart J. Murphy<br><br><i>Where Does the Garbage Go</i> by Paul Showers                                     |



| PROFICIENCIES/OBJECTIVES              | STANDARDS                                    | SUGGESTED ACTIVITIES  | EVALUATION/<br>ASSESSMENT | TEACHER<br>NOTES |
|---------------------------------------|--|---|---------------------------|------------------|
| <b>SPRING CONNECTIONS (continued)</b> |  |   |                           |                  |
| <b>The student will be able to:</b>   |  | <b>Students will:</b>   |                           |                  |
| 101. generate a theme-based brochure. | W.3.4, W.3.7<br>W.4.4, W.4.7<br>W.5.4, W.5.7 | make predictions about different scenarios with regard to ecology & the earth.<br><br>participate in a mock debate about ecology. |                           |                  |

**ENGLISH AS A SECOND LANGUAGE – GRADES 3-5**

| <b>PROFICIENCIES/OBJECTIVES</b>                         | <b>STANDARDS</b>              | <b>SUGGESTED ACTIVITIES</b>  | <b>EVALUATION/<br/>ASSESSMENT</b> | <b>TEACHER<br/>NOTES</b> |
|---|-------------------------------|--|-----------------------------------|--------------------------|
| <b>ANNUAL ONGOING THEMES</b>                            |                               |  |                                   |                          |
| <b>The student will be able to:</b>                     |                               | <b>Students will:</b>  |                                   |                          |
| 102. take ownership of and personalize their work area. | WIDA 1                        | choose and decorate their writing journal which they will have for the entire school year.   | Teacher observation               | Writing Journals         |
| 103. retell a factual story.                            | SL.3.1, SL.4.2, SL.5.2        |  | Self-assessment                   | Rebus story templates    |
| 104. share cultural and social traditions.              | RI.3.2<br>SL.3.3              | create a rebus story and key using graphics, drawings and/or photos to express given words/ ideas within a story.  | Completed student work in journal |                          |
| 105. express their opinion.                             | W.3.1, W.4.1, W.5.1<br>SL.5.4 |  |                                   |                          |
| 106. self-critique their work.                          | W.3.3, W.4.3, W.5.3<br>WIDA 2 | utilize their journal for various writing to be done during designated journal writing time (assignments will vary from free writes, self-critiques, expressing opinions on a given topic, reflection pieces from a past time, etc.) |                                   |                          |

**ENGLISH AS A SECOND LANGUAGE – GRADES 3-5**

| <b>PROFICIENCIES/OBJECTIVES</b>                           | <b>STANDARDS</b>  | <b>SUGGESTED ACTIVITIES</b>  | <b>EVALUATION/<br/>ASSESSMENT</b>          | <b>MATERIALS /<br/>RESOURCES</b>  |
|---|---|--|--|---|
| <b>ANNUAL ONGOING THEMES</b>                              |   |  |  |   |
| <b>The student will be able to:</b>                       |   | <b>Students will:</b>  |  |   |
| 107. comprehend the definition of an idiom.               | RL.3.5  | listen to various examples of idioms.  | Teacher observation                        | <i>In a Pickle and Other Funny Idioms</i> by Marvin Terban  |
| 108. comprehend various idioms and their uses.            | RI.3.1<br>RL.4.1, RL.4.5, RL.5.5                                      | brainstorm collaboratively to make educated guesses from context clues as to the meanings of given idioms.   | Student response Self-assessment Completed | <i>Raining Cats and Dogs: A Collection of Irresistible Idioms and Illustrations to Tickle the Funny Bones of Young People</i> by Will Moses |
| 109. create original sentences including learned idioms . | L.3.1.<br>SL.3.1, SL.4.1, SL.5.1<br>W.3.1, W.4.1, W.5.1<br><br>WIDA 2 | work with a partner to create original sentences including learned idioms.<br><br>work with a partner to write a short dialogue using idioms and present it orally to the class. | student work Quizzes                       |   |

**ENGLISH AS A SECOND LANGUAGE – GRADES 3-5**

| <b>PROFICIENCIES/OBJECTIVES</b>  | <b>STANDARDS</b>  | <b>SUGGESTED ACTIVITIES</b>   | <b>EVALUATION/<br/>ASSESSMENT</b>  | <b>TEACHER<br/>NOTES</b>                               |
|--|---|---|--|--|
| <b>ANNUAL ONGOING THEMES</b>   |   |   |  |  |
| <b>The student will be able to:</b>                                      |   | <b>Students will:</b>   |  |  |
| 110. recognize and differentiate various genres of literature.           | RL.3.2, RL.3.10   | utilize <a href="http://www.raz-kids.com">www.raz-kids.com</a> to read various genres of literature (fiction, biography, poems, etc.) | Teacher observation  | <a href="http://www.raz-kids.com">www.raz-kids.com</a> |
| 111. comprehend the themes and details of various literature selections. | RL.4.5, RL.5.7<br>RL.4.2, RL.5.2,<br>RL.5.9<br>WIDA 2<br>8.1.5.A.1<br>8.1.5.A.2 | answer comprehension questions about the selected readings.   | Teacher-generated progress reports from teacher area of Raz-kids website |  |

**ENGLISH AS A SECOND LANGUAGE – GRADES 3-5**

| <b>PROFICIENCIES/OBJECTIVES</b>                                   | <b>STANDARDS</b>        | <b>SUGGESTED ACTIVITIES</b>  | <b>EVALUATION/<br/>ASSESSMENT</b>          | <b>TEACHER<br/>NOTES</b>  |
|---|-------------------------|--|--|---|
| <b>ANNUAL ONGOING THEMES</b>                                      |                         |  |  |   |
| <b>The student will be able to:</b>                               |                         | <b>Students will:</b>  |  |   |
| 112. analyze different types of letters that can be written.      | W.3.4<br>W.4.4<br>W.5.4 | compare different types of letters supplied by the teacher.  | Teacher observation                        | <a href="http://www.usps.gov">www.usps.gov</a>  |
| 113. recognize the correct format of a letter and envelope.       | WIDA 2                  | participate in a group discussion regarding what type of letters are appropriate for what purpose.   | Student response Self-assessment Completed | How to Write Letters and Email by Celia Warren<br>Original letters written by the teacher |
| 114. match the type of letter to the correct purpose.             | WIDA 2                  | write a letter with a partner satisfying a given goal (requesting information about a vacation spot, a thank you letter, a complaint letter, etc.) | student work                               | Writing Letters – R E Media Publications  |
| 115. write the correct type of letter given a real-life scenario. | WIDA 2                  |  |  |   |
| 116. look up zip code for a location.                             | WIDA 2, 5               | will locate and/or check the zip code by utilizing <a href="http://www.usps.gov">www.usps.gov</a> .  |  |   |
| 117. calculate the correct postage for various mailings.          | WIDA 3<br>8.1.5.A.2     | weigh their letter and calculate the postage using <a href="http://www.usps.gov">www.usps.gov</a> .  |  |   |

**ENGLISH AS A SECOND LANGUAGE – GRADES 3-5**

| <b>PROFICIENCIES/OBJECTIVES</b>   | <b>STANDARDS</b>   | <b>SUGGESTED ACTIVITIES</b>  | <b>EVALUATION/ASSESSMENT</b>               | <b>TEACHER NOTES</b>  |
|---|--|--|--|---|
| <b>ANNUAL ONGOING THEMES</b>  |  |  |  |   |
| <b>The student will be able to:</b>   |  | <b>Students will:</b>  |  |   |
| 118. comprehend the definition of a hook/lead in writing.                   | RI.3.8, RI.4.6, RI.5.8   | listen to different story beginnings and locate the ones they think “grab” the reader’s attention best.  | Teacher observation                        | Teacher-generated examples via group discussions with class |
| 119. differentiate between good and bad hooks/leads.                        | WIDA 2   |  | Student response Self-assessment Completed | Student-generated work                                      |
| 120. choose the best hook/lead from a given selection from which to choose. | WIDA 2   | work on various writing assignments throughout the year and examine if they are using good hooks/leads in their writing  | student work                               |   |
| 121. generate their own original hooks/leads.                               | W.3.2, W.4.2, W.5.2  |  |  |   |
| 122. elaborate and extend other writer’s ideas.                             | SL.3.1, SL.4.1, W.5.1<br>W.3.2, W.4.2, W.5.2<br>8.1.5.A.1<br>8.1.5.A.2 | write throughout the year use the “roundtable” method (students start by writing a hook/lead and then using a timer, their story goes around the table and is continued by other students. Every 3 minutes, students switch stories until they get their own back at which time they read it and we have class discussions with regard to the completed works. |  |   |

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**APPENDIX A**

**SAMPLE AUTHENTIC ASSESSMENT 1  
GRADES 3, 4 AND 5**

Autobiography**TASK:**

It's International Day. Your principal has asked all students to write a brief autobiography to share with other students. After students read short autobiographical accounts of famous Americans, they now get a chance to write about themselves! Students will include as many things as they can think of about themselves. Examples may include information about their physical appearance, age, nationality, a favorite family member, a favorite vacation, their best friend, a pet, or a favorite hobby. Visuals, drawings, or photos may be included.

## Standards:

- Write in complete sentences
- Compose organized, coherent writing
- Follow instructions accurately
- Use proper punctuation, spelling and grammar

## Criteria:

- Writing should make sense
- Writing should be organized
- Information included should be appropriate for the task
- Teacher instructions were followed
- Spelling, punctuation and grammar are correct
- Autobiography contains at least seven pieces of relevant information

**AUTHENTIC ASSESSMENT RUBRIC**

| <b>Response Level</b> | <b>Levels of Performance</b>   |
|-----------------------|--|
| <b>Expert</b>         | <p><b>Generally accurate, complete and clear</b></p> <p>All or most parts of the task are successfully completed; the intents of all parts of the task are addressed with appropriate strategies and procedures.</p> <p>There is evidence that the student has a clear understanding of key concepts and procedures.</p> <p>Student work and explanations are clear.</p> <p>Additional illustrations or information, if present, enhance communication.</p> <p>Answers for all parts are correct or reasonable.</p>  |
| <b>Practitioner</b>   | <p><b>Partially accurate, complete, and clear</b></p> <p>Some parts of the task are successfully completed; other parts are attempted and their intents addressed, but they are not successfully completed.</p> <p>There is evidence that the student has partial understanding of key concepts and procedures.</p> <p>Some student work and explanations are clear, but it is necessary to make inferences to understand the response.</p> <p>Additional illustrations or information, if present, may not enhance communication significantly.</p> <p>Answers for some parts are correct, but partially correct or incorrect for others.</p> |
| <b>Emerging</b>       | <p><b>Minimally accurate, complete, and clear</b></p> <p>A part (or parts) of the task is (are) addressed with minimal success, while other parts are omitted or incorrect.</p> <p>There is minimal or limited evidence that the student understands concepts and procedures.</p> <p>Student work and explanations may be difficult to follow, and it is necessary to fill in the gaps to understand the response.</p> <p>Additional illustrations or information, if present, do not enhance communication and may be irrelevant.</p> <p>Answers to most parts are incorrect</p>  |
| <b>Novice</b>         | <p><b>Not accurate, complete, and clear</b></p> <p>No part of the task is completed with any success.</p> <p>There is little, if any, evidence that the student understands key concepts and procedures.</p> <p>Student work and explanations are very difficult to follow and may be incomprehensible.</p> <p>Any additional illustrations, if present, do not enhance communication and are irrelevant.</p> <p>Answers to all parts are incorrect.</p>   |

**APPENDIX B**

**SAMPLE AUTHENTIC ASSESSMENT2  
GRADES 3 AND 4**

### **A Friendly Letter to Becky**

#### **TASK:**

After listening to a read-aloud book, you need to write a letter to Becky about your native country. Students will listen to a read-aloud of a book titled *My New York* by Kathy Jakobsen which is about a girl named Becky who writes a letter to her friend, telling her about all the favorite places in her community. Discuss with the children that they are going to write a letter to Becky about all their favorite places in their community. This task involves writing a letter to Becky inviting her to visit your native country. The letter should be written in proper letter form, with a greeting (salutation), body of letter, and closing. The body of the letter should contain at least 5 to 6 sentences, describing why a fellow student should visit this country. Such things as places to go, things to do, food to eat, and people they will meet should be included.

#### Standards for Content:

- Use correct grammar.
- Use proper spelling.
- Use beginning capitals.
- Use proper letter (friendly) format.
- Compose coherent and organized writing.
- Communicate ideas in writing.

#### Criteria:

- Letter must be in proper friendly letter form.
- Spelling should be correct.
- Sentences should begin with a capital letter.
- Letter should make sense.
- Grammar should be appropriate for this type of writing.

**AUTHENTIC ASSESSMENT RUBRIC**

| <b>Response Level</b> | <b>Levels of Performance</b>   |
|-----------------------|--|
| <b>Expert</b>         | <p><b>Generally accurate, complete and clear</b></p> <p>All or most parts of the task are successfully completed; the intents of all parts of the task are addressed with appropriate strategies and procedures.</p> <p>There is evidence that the student has a clear understanding of key concepts and procedures.</p> <p>Student work and explanations are clear.</p> <p>Additional illustrations or information, if present, enhance communication.</p> <p>Answers for all parts are correct or reasonable.</p>  |
| <b>Practitioner</b>   | <p><b>Partially accurate, complete, and clear</b></p> <p>Some parts of the task are successfully completed; other parts are attempted and their intents addressed, but they are not successfully completed.</p> <p>There is evidence that the student has partial understanding of key concepts and procedures.</p> <p>Some student work and explanations are clear, but it is necessary to make inferences to understand the response.</p> <p>Additional illustrations or information, if present, may not enhance communication significantly.</p> <p>Answers for some parts are correct, but partially correct or incorrect for others.</p> |
| <b>Emerging</b>       | <p><b>Minimally accurate, complete, and clear</b></p> <p>A part (or parts) of the task is (are) addressed with minimal success, while other parts are omitted or incorrect.</p> <p>There is minimal or limited evidence that the student understands concepts and procedures.</p> <p>Student work and explanations may be difficult to follow, and it is necessary to fill in the gaps to understand the response.</p> <p>Additional illustrations or information, if present, do not enhance communication and may be irrelevant.</p> <p>Answers to most parts are incorrect</p>  |
| <b>Novice</b>         | <p><b>Not accurate, complete, and clear</b></p> <p>No part of the task is completed with any success.</p> <p>There is little, if any, evidence that the student understands key concepts and procedures.</p> <p>Student work and explanations are very difficult to follow and may be incomprehensible.</p> <p>Any additional illustrations, if present, do not enhance communication and are irrelevant.</p> <p>Answers to all parts are incorrect.</p>   |

**APPENDIX C**

**SAMPLE AUTHENTIC ASSESSMENT3  
GRADES 1 AND 2**



Four-Square Paragraph about Johnny Appleseed**TASK:**

It's D.E.A.R Week! Your class has just listened to the story of Johnny Appleseed and your principal has asked you to summarize and share the book you read with other classes. Students will listen to a read-aloud book of Johnny Appleseed by Alik. It is the story of John Chapman whose devotion to planting apple trees made him a legendary figure in American history. Your task now is to recall learned information from the text to be written in a four square graphic organizer. The first three squares will contain two facts in each box. The information should be listed in sequential order from the story. Responses can be simple words or phrases that the children remember about the text. The last square is for the feeling sentence. The feeling sentence can be *I think Johnny Appleseed was a good man because*\_\_\_\_\_. Once all the information is filled in, the students can now begin to write in sentence form beginning with square one and so on. When complete, the student will have a grammatically correct paragraph and tell the story.

## Standards for Content:

- Use correct grammar.
- Use proper spelling.
- Use beginning capitals.
- Use proper end marks.
- Compose coherent and organized writing.
- Communicate ideas in writing.

## Criteria:

- Paragraph should contain at least six facts about Johnny Appleseed.
- Spelling should be correct.
- Sentences should begin with a capital letter.
- Sentences should end with correct punctuation.
- Grammar should be appropriate for this type of writing.

**JOHNNY APPLESEED RUBRIC**

| <b>Response Level</b> | <b>Levels of Performance</b>   |
|-----------------------|--|
| <b>Expanding</b>      | <p>All four sentences support writing topic.<br/>           Each sentence has a supporting detail.<br/>           Include an appropriate feeling sentence.<br/>           Correct application of punctuation and capitalization throughout paragraph.<br/>           Correct spelling throughout paragraph.</p>        |
| <b>Developing</b>     | <p>All four sentences support writing topic.<br/>           Each sentence has a supporting detail.<br/>           Include a feeling sentence.<br/>           Some inaccurate application of punctuation and capitalization throughout paragraph.<br/>           Correct spelling throughout most of the paragraph.</p> |
| <b>Beginning</b>      | <p>Most sentences support-writing topic.<br/>           most sentences have a supporting detail.<br/>           May or may not have included feeling sentence.<br/>           Little application of punctuation and capitalization.<br/>           Correct spelling throughout most of paragraph.</p>                  |
| <b>Entering</b>       | <p>Some sentences support-writing topic.<br/>           Some sentences have a supporting detail.<br/>           May or may not have included a feeling sentence.<br/>           Lacks application of punctuation and capitalization.<br/>           Lacks correct spelling.</p>  |

**APPENDIX D**

**COMMON CORE LANGUAGE ARTS STANDARDS**

**SPEAKING AND LISTENING GRADES K-5**

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**Comprehension and Collaboration**

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- **CCSS.ELA-Literacy.SL.K.1** Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-Literacy.SL.K.1a** Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- **CCSS.ELA-Literacy.SL.K.1b** Continue a conversation through multiple exchanges.
- **CCSS.ELA-Literacy.SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- **CCSS.ELA-Literacy.SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- **CCSS.ELA-Literacy.SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- **CCSS.ELA-Literacy.SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
- **CCSS.ELA-Literacy.SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.

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**Comprehension and Collaboration**

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- **CCSS.ELA-Literacy.SL.1.1** Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-Literacy.SL.1.1a** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-Literacy.SL.1.1b** Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- **CCSS.ELA-Literacy.SL.1.1c** Ask questions to clear up any confusion about the topics and texts under discussion.
- **CCSS.ELA-Literacy.SL.1.2** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **CCSS.ELA-Literacy.SL.1.3** Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

**Presentation of Knowledge and Ideas**

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- **CCSS.ELA-Literacy.SL.1.4** Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- **CCSS.ELA-Literacy.SL.1.5** Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- **CCSS.ELA-Literacy.SL.1.6** Produce complete sentences when appropriate to task and situation

### Comprehension and Collaboration

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- **CCSS.ELA-Literacy.SL.2.1** Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.
- **CCSS.ELA-Literacy.SL.2.1a** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-Literacy.SL.2.1b** Build on others' talk in conversations by linking their comments to the remarks of others.
- **CCSS.ELA-Literacy.SL.2.1c** Ask for clarification and further explanation as needed about the topics and texts under discussion.
- **CCSS.ELA-Literacy.SL.2.2** Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- **CCSS.ELA-Literacy.SL.2.3** Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

### Presentation of Knowledge and Ideas

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- **CCSS.ELA-Literacy.SL.2.4** Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- **CCSS.ELA-Literacy.SL.2.5** Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.
- **CCSS.ELA-Literacy.SL.2.6** Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Comprehension and Collaboration

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- **CCSS.ELA-Literacy.SL.3.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-Literacy.SL.3.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **CCSS.ELA-Literacy.SL.3.1b** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **CCSS.ELA-Literacy.SL.3.1c** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **CCSS.ELA-Literacy.SL.3.1d** Explain their own ideas and understanding in light of the discussion.
- **CCSS.ELA-Literacy.SL.3.2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **CCSS.ELA-Literacy.SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
- **CCSS.ELA-Literacy.SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- **CCSS.ELA-Literacy.SL.3.5** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- **CCSS.ELA-Literacy.SL.3.6** Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

### Comprehension and Collaboration

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- **CCSS.ELA-Literacy.SL.4.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-Literacy.SL.4.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **CCSS.ELA-Literacy.SL.4.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **CCSS.ELA-Literacy.SL.4.1c** Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
- **CCSS.ELA-Literacy.SL.4.1d** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **CCSS.ELA-Literacy.SL.4.2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **CCSS.ELA-Literacy.SL.4.3** Identify the reasons and evidence a speaker provides to support particular points.

### Presentation of Knowledge and Ideas

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- **CCSS.ELA-Literacy.SL.4.4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **CCSS.ELA-Literacy.SL.4.5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- **CCSS.ELA-Literacy.SL.4.6** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation



### Comprehension and Collaboration

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- **CCSS.ELA-Literacy.SL.5.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-Literacy.SL.5.1a** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **CCSS.ELA-Literacy.SL.5.1b** Follow agreed-upon rules for discussions and carry out assigned roles.
- **CCSS.ELA-Literacy.SL.5.1c** Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- **CCSS.ELA-Literacy.SL.5.1d** Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- **CCSS.ELA-Literacy.SL.5.2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **CCSS.ELA-Literacy.SL.5.3** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### Presentation of Knowledge and Ideas

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- **CCSS.ELA-Literacy.SL.5.4** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- **CCSS.ELA-Literacy.SL.5.5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- **CCSS.ELA-Literacy.SL.5.6** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

**APPENDIX D**

**COMMON CORE LANGUAGE ARTS STANDARDS**

**LANGUAGE GRADES K-5**

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### Conventions of Standard English

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- **CCSS.ELA-Literacy.L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **CCSS.ELA-Literacy.L.K.1a** Print many upper- and lowercase letters.
- **CCSS.ELA-Literacy.L.K.1b** Use frequently occurring nouns and verbs.
- **CCSS.ELA-Literacy.L.K.1c** Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- **CCSS.ELA-Literacy.L.K.1d** Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- **CCSS.ELA-Literacy.L.K.1e** Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- **CCSS.ELA-Literacy.L.K.1f** Produce and expand complete sentences in shared language activities.
- **CCSS.ELA-Literacy.L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **CCSS.ELA-Literacy.L.K.2a** Capitalize the first word in a sentence and the pronoun *I*
- **CCSS.ELA-Literacy.L.K.2b** Recognize and name end punctuation.
- **CCSS.ELA-Literacy.L.K.2c** Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- **CCSS.ELA-Literacy.L.K.2d** Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Knowledge of Language

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- (L.K.3 begins in grade 2)

### Vocabulary Acquisition and Use

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- **CCSS.ELA-Literacy.L.K.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
- **CCSS.ELA-Literacy.L.K.4a** Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- **CCSS.ELA-Literacy.L.K.4b** Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
- **CCSS.ELA-Literacy.L.K.5** With guidance and support from adults, explore word relationships and nuances in word meanings.
- **CCSS.ELA-Literacy.L.K.5a** Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- **CCSS.ELA-Literacy.L.K.5b** Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- **CCSS.ELA-Literacy.L.K.5c** Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- **CCSS.ELA-Literacy.L.K.5d** Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- **CCSS.ELA-Literacy.L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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### Conventions of Standard English

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- **CCSS.ELA-Literacy.L.1.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - **CCSS.ELA-Literacy.L.1.1a** Print all upper- and lowercase letters.
  - **CCSS.ELA-Literacy.L.1.1b** Use common, proper, and possessive nouns.
  - **CCSS.ELA-Literacy.L.1.1c** Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).
  - **CCSS.ELA-Literacy.L.1.1d** Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
  - **CCSS.ELA-Literacy.L.1.1e** Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
  - **CCSS.ELA-Literacy.L.1.1f** Use frequently occurring adjectives.
  - **CCSS.ELA-Literacy.L.1.1g** Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
  - **CCSS.ELA-Literacy.L.1.1h** Use determiners (e.g., articles, demonstratives).
  - **CCSS.ELA-Literacy.L.1.1i** Use frequently occurring prepositions (e.g., *during, beyond, toward*).
  - **CCSS.ELA-Literacy.L.1.1j** Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts
- **CCSS.ELA-Literacy.L.1.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - **CCSS.ELA-Literacy.L.1.2a** Capitalize dates and names of people.
  - **CCSS.ELA-Literacy.L.1.2b** Use end punctuation for sentences.
  - **CCSS.ELA-Literacy.L.1.2c** Use commas in dates and to separate single words in a series.
  - **CCSS.ELA-Literacy.L.1.2d** Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
  - **CCSS.ELA-Literacy.L.1.2e** Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

### Knowledge of Language

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- (L.1.3 begins in grade 2)

### Vocabulary Acquisition and Use

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- **CCSS.ELA-Literacy.L.1.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
  - **CCSS.ELA-Literacy.L.1.4a** Use sentence-level context as a clue to the meaning of a word or phrase.
  - **CCSS.ELA-Literacy.L.1.4b** Use frequently occurring affixes as a clue to the meaning of a word.
  - **CCSS.ELA-Literacy.L.1.4c** Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).
- **CCSS.ELA-Literacy.L.1.5** With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - **CCSS.ELA-Literacy.L.1.5a** Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - **CCSS.ELA-Literacy.L.1.5b** Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

- **CCSS.ELA-Literacy.L.1.5c** Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
- **CCSS.ELA-Literacy.L.1.5d** Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
- **CCSS.ELA-Literacy.L.1.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*).

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### Conventions of Standard English

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- **CCSS.ELA-Literacy.L.2.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - **CCSS.ELA-Literacy.L.2.1a** Use collective nouns (e.g., *group*).
  - **CCSS.ELA-Literacy.L.2.1b** Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - **CCSS.ELA-Literacy.L.2.1c** Use reflexive pronouns (e.g., *myself, ourselves*).
  - **CCSS.ELA-Literacy.L.2.1d** Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - **CCSS.ELA-Literacy.L.2.1e** Use adjectives and adverbs, and choose between them depending on what is to be modified.
  - **CCSS.ELA-Literacy.L.2.1f** Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).
- **CCSS.ELA-Literacy.L.2.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - **CCSS.ELA-Literacy.L.2.2a** Capitalize holidays, product names, and geographic names.
  - **CCSS.ELA-Literacy.L.2.2b** Use commas in greetings and closings of letters.
  - **CCSS.ELA-Literacy.L.2.2c** Use an apostrophe to form contractions and frequently occurring possessives.
  - **CCSS.ELA-Literacy.L.2.2d** Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).
  - **CCSS.ELA-Literacy.L.2.2e** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

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- **CCSS.ELA-Literacy.L.2.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - **CCSS.ELA-Literacy.L.2.3a** Compare formal and informal uses of English

### Vocabulary Acquisition and Use

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- **CCSS.ELA-Literacy.L.2.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - **CCSS.ELA-Literacy.L.2.4a** Use sentence-level context as a clue to the meaning of a word or phrase.
  - **CCSS.ELA-Literacy.L.2.4b** Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*).
  - **CCSS.ELA-Literacy.L.2.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).
  - **CCSS.ELA-Literacy.L.2.4d** Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).
  - **CCSS.ELA-Literacy.L.2.4e** Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- **CCSS.ELA-Literacy.L.2.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
  - **CCSS.ELA-Literacy.L.2.5a** Identify real-life connections between words and their use (e.g., *describe foods that are spicy or juicy*).
  - **CCSS.ELA-Literacy.L.2.5b** Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

- **CCSS.ELA-Literacy.L.2.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

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### Conventions of Standard English

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- **CCSS.ELA-Literacy.L.3** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - **CCSS.ELA-Literacy.L.3.1a** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
  - **CCSS.ELA-Literacy.L.3.1b** Form and use regular and irregular plural nouns.
  - **CCSS.ELA-Literacy.L.3.1c** Use abstract nouns (e.g., *childhood*).
  - **CCSS.ELA-Literacy.L.3.1d** Form and use regular and irregular verbs.
  - **CCSS.ELA-Literacy.L.3.1e** Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
  - **CCSS.ELA-Literacy.L.3.1f** Ensure subject-verb and pronoun-antecedent agreement.\*
  - **CCSS.ELA-Literacy.L.3.1g** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
  - **CCSS.ELA-Literacy.L.3.1h** Use coordinating and subordinating conjunctions.
  - **CCSS.ELA-Literacy.L.3.1i** Produce simple, compound, and complex sentences.
- **CCSS.ELA-Literacy.L.3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - **CCSS.ELA-Literacy.L.3.2a** Capitalize appropriate words in titles.
  - **CCSS.ELA-Literacy.L.3.2b** Use commas in addresses.
  - **CCSS.ELA-Literacy.L.3.2c** Use commas and quotation marks in dialogue.
  - **CCSS.ELA-Literacy.L.3.2d** Form and use possessives.
  - **CCSS.ELA-Literacy.L.3.2e** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).
  - **CCSS.ELA-Literacy.L.3.2f** Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word parts*) in writing words.
  - **CCSS.ELA-Literacy.L.3.2g** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

### Knowledge of Language

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- **CCSS.ELA-Literacy.L.3.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - **CCSS.ELA-Literacy.L.3.3a** Choose words and phrases for effect.\*
  - **CCSS.ELA-Literacy.L.3.3b** Recognize and observe differences between the conventions of spoken and written standard English.

### Vocabulary Acquisition and Use

---

- **CCSS.ELA-Literacy.L.3.4** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - **CCSS.ELA-Literacy.L.3.4a** Use sentence-level context as a clue to the meaning of a word or phrase.
  - **CCSS.ELA-Literacy.L.3.4b** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).
  - **CCSS.ELA-Literacy.L.3.4c** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).



- **CCSS.ELA-Literacy.L.3.4d** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- **CCSS.ELA-Literacy.L.3.5** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **CCSS.ELA-Literacy.L.3.5a** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).
- **CCSS.ELA-Literacy.L.3.5b** Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- **CCSS.ELA-Literacy.L.3.5c** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- **CCSS.ELA-Literacy.L.3.6** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

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### Conventions of Standard English

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- **CCSS.ELA-Literacy.L.4.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - **CCSS.ELA-Literacy.L.4.1a** Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).
  - **CCSS.ELA-Literacy.L.4.1b** Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.
  - **CCSS.ELA-Literacy.L.4.1c** Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.
  - **CCSS.ELA-Literacy.L.4.1d** Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
  - **CCSS.ELA-Literacy.L.4.1e** Form and use prepositional phrases.
  - **CCSS.ELA-Literacy.L.4.1f** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.\*
  - **CCSS.ELA-Literacy.L.4.1g** Correctly use frequently confused words (e.g., *to, too, two; there, their*).\*
- **CCSS.ELA-Literacy.L.4.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - **CCSS.ELA-Literacy.L.4.2a** Use correct capitalization.
  - **CCSS.ELA-Literacy.L.4.2b** Use commas and quotation marks to mark direct speech and quotations from a text.
  - **CCSS.ELA-Literacy.L.4.2c** Use a comma before a coordinating conjunction in a compound sentence.
  - **CCSS.ELA-Literacy.L.4.2d** Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language

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- **CCSS.ELA-Literacy.L.4.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - **CCSS.ELA-Literacy.L.4.3a** Choose words and phrases to convey ideas precisely.\*
  - **CCSS.ELA-Literacy.L.4.3b** Choose punctuation for effect.\*
  - **CCSS.ELA-Literacy.L.4.3c** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

### Vocabulary Acquisition and Use

---

- **CCSS.ELA-Literacy.L.4.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
  - **CCSS.ELA-Literacy.L.4.4a** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
  - **CCSS.ELA-Literacy.L.4.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).
  - **CCSS.ELA-Literacy.L.4.4c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **CCSS.ELA-Literacy.L.4.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
  - **CCSS.ELA-Literacy.L.4.5a** Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.
  - **CCSS.ELA-Literacy.L.4.5b** Recognize and explain the meaning of common idioms, adages, and proverbs.

- **CCSS.ELA-Literacy.L.4.5c** Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- **CCSS.ELA-Literacy.L.4.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., *wildlife*, *conservation*, and *endangered* when discussing animal preservation).

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### Conventions of Standard English

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- **CCSS.ELA-Literacy.L.5.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **CCSS.ELA-Literacy.L.5.1a** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- **CCSS.ELA-Literacy.L.5.1b** Form and use the perfect (e.g., *I had walked*; *I have walked*; *I will have walked*) verb tenses.
- **CCSS.ELA-Literacy.L.5.1c** Use verb tense to convey various times, sequences, states, and conditions.
- **CCSS.ELA-Literacy.L.5.1d** Recognize and correct inappropriate shifts in verb tense.\*
- **CCSS.ELA-Literacy.L.5.1e** Use correlative conjunctions (e.g., *either/or*, *neither/nor*).
- **CCSS.ELA-Literacy.L.5.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **CCSS.ELA-Literacy.L.5.2a** Use punctuation to separate items in a series.\*
- **CCSS.ELA-Literacy.L.5.2b** Use a comma to separate an introductory element from the rest of the sentence.
- **CCSS.ELA-Literacy.L.5.2c** Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
- **CCSS.ELA-Literacy.L.5.2d** Use underlining, quotation marks, or italics to indicate titles of works.
- **CCSS.ELA-Literacy.L.5.2e** Spell grade-appropriate words correctly, consulting references as needed.

### Knowledge of Language

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- **CCSS.ELA-Literacy.L.5.3** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **CCSS.ELA-Literacy.L.5.3a** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **CCSS.ELA-Literacy.L.5.3b** Compare and contrast the varieties of English (e.g., *dialects*, *registers*) used in stories, dramas, or poems.

### Vocabulary Acquisition and Use

---

- **CCSS.ELA-Literacy.L.5.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- **CCSS.ELA-Literacy.L.5.4a** Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- **CCSS.ELA-Literacy.L.5.4b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
- **CCSS.ELA-Literacy.L.5.4c** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **CCSS.ELA-Literacy.L.5.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- **CCSS.ELA-Literacy.L.5.5a** Interpret figurative language, including similes and metaphors, in context.

- **CCSS.ELA-Literacy.L.5.5b** Recognize and explain the meaning of common idioms, adages, and proverbs.
- **CCSS.ELA-Literacy.L.5.5c** Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- **CCSS.ELA-Literacy.L.5.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

**APPENDIX E**

**COMMON CORE LANGUAGE ARTS STANDARDS**

**READING: INFORMATIONAL TEXT GRADES K-5**

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**Key Ideas and Details**

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- **CCSS.ELA-Literacy.RI.K.1** With prompting and support, ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
- **CCSS.ELA-Literacy.RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure**

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- **CCSS.ELA-Literacy.RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.
- **CCSS.ELA-Literacy.RI.K.5** Identify the front cover, back cover, and title page of a book.
- **CCSS.ELA-Literacy.RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

**Integration of Knowledge and Ideas**

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- **CCSS.ELA-Literacy.RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
- **CCSS.ELA-Literacy.RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.
- **CCSS.ELA-Literacy.RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity**

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- **CCSS.ELA-Literacy.RI.K.10** Actively engage in group reading activities with purpose and understanding

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**Key Ideas and Details**

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- **CCSS.ELA-Literacy.RI.1.1** Ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RI.1.2** Identify the main topic and retell key details of a text.
- **CCSS.ELA-Literacy.RI.1.3** Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure**

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- **CCSS.ELA-Literacy.RI.1.4** Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- **CCSS.ELA-Literacy.RI.1.5** Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- **CCSS.ELA-Literacy.RI.1.6** Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Integration of Knowledge and Ideas**

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- **CCSS.ELA-Literacy.RI.1.7** Use the illustrations and details in a text to describe its key ideas.
- **CCSS.ELA-Literacy.RI.1.8** Identify the reasons an author gives to support points in a text.
- **CCSS.ELA-Literacy.RI.1.9** Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity**

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- **CCSS.ELA-Literacy.RI.1.10** With prompting and support, read informational texts appropriately complex for grade 1



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**Key Ideas and Details**

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- **CCSS.ELA-Literacy.RI.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **CCSS.ELA-Literacy.RI.2.2** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **CCSS.ELA-Literacy.RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**Craft and Structure**

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- **CCSS.ELA-Literacy.RI.2.4** Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area*.
- **CCSS.ELA-Literacy.RI.2.5** Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
- **CCSS.ELA-Literacy.RI.2.6** Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Integration of Knowledge and Ideas**

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- **CCSS.ELA-Literacy.RI.2.7** Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
- **CCSS.ELA-Literacy.RI.2.8** Describe how reasons support specific points the author makes in a text.
- **CCSS.ELA-Literacy.RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.

**Range of Reading and Level of Text Complexity**

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- **CCSS.ELA-Literacy.RI.2.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range

### Key Ideas and Details

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- **CCSS.ELA-Literacy.RI.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-Literacy.RI.3.2** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **CCSS.ELA-Literacy.RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

### Craft and Structure

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- **CCSS.ELA-Literacy.RI.3.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- **CCSS.ELA-Literacy.RI.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- **CCSS.ELA-Literacy.RI.3.6** Distinguish their own point of view from that of the author of a text.

### Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
- **CCSS.ELA-Literacy.RI.3.8** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
- **CCSS.ELA-Literacy.RI.3.9** Compare and contrast the most important points and key details presented in two texts on the same topic.

### Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.RI.3.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

### Key Ideas and Details

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- **CCSS.ELA-Literacy.RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **CCSS.ELA-Literacy.RI.4.3** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

### Craft and Structure

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- **CCSS.ELA-Literacy.RI.4.4** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- **CCSS.ELA-Literacy.RI.4.5** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **CCSS.ELA-Literacy.RI.4.6** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

### Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.RI.4.7** Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- **CCSS.ELA-Literacy.RI.4.8** Explain how an author uses reasons and evidence to support particular points in a text.
- **CCSS.ELA-Literacy.RI.4.9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

### Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.RI.4.10** By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Key Ideas and Details

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- **CCSS.ELA-Literacy.RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RI.5.2** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **CCSS.ELA-Literacy.RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### Craft and Structure

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- **CCSS.ELA-Literacy.RI.5.4** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- **CCSS.ELA-Literacy.RI.5.5** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **CCSS.ELA-Literacy.RI.5.6** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

### Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.RI.5.7** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **CCSS.ELA-Literacy.RI.5.8** Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- **CCSS.ELA-Literacy.RI.5.9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

### Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.RI.5.10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently

**APPENDIX E**

**COMMON CORE LANGUAGE ARTS STANDARDS**

**READING: LITERATURE GRADES K-5**

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**Key Ideas and Details**

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- **CCSS.ELA-Literacy.RL.K.1** With prompting and support, ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RL.K.2** With prompting and support, retell familiar stories, including key details.
- **CCSS.ELA-Literacy.RL.K.3** With prompting and support, identify characters, settings, and major events in a story.

**Craft and Structure**

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- **CCSS.ELA-Literacy.RL.K.4** Ask and answer questions about unknown words in a text.
- **CCSS.ELA-Literacy.RL.K.5** Recognize common types of texts (e.g., storybooks, poems).
- **CCSS.ELA-Literacy.RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

**Integration of Knowledge and Ideas**

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- **CCSS.ELA-Literacy.RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
- (RL.K.8 not applicable to literature)
- **CCSS.ELA-Literacy.RL.K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

**Range of Reading and Level of Text Complexity**

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- **CCSS.ELA-Literacy.RL.K.10** Actively engage in group reading activities with purpose and understanding.

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### Key Ideas and Details

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- **CCSS.ELA-Literacy.RL.1.1** Ask and answer questions about key details in a text.
- **CCSS.ELA-Literacy.RL.1.2** Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- **CCSS.ELA-Literacy.RL.1.3** Describe characters, settings, and major events in a story, using key details.

### Craft and Structure

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- **CCSS.ELA-Literacy.RL.1.4** Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- **CCSS.ELA-Literacy.RL.1.5** Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- **CCSS.ELA-Literacy.RL.1.6** Identify who is telling the story at various points in a text.

### Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.RL.1.7** Use illustrations and details in a story to describe its characters, setting, or events.
- (RL.1.8 not applicable to literature)
- **CCSS.ELA-Literacy.RL.1.9** Compare and contrast the adventures and experiences of characters in stories.

### Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.RL.1.10** With prompting and support, read prose and poetry of appropriate complexity for grade 1.

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### Key Ideas and Details

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- **CCSS.ELA-Literacy.RL.2.1** Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.
- **CCSS.ELA-Literacy.RL.2.2** Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.
- **CCSS.ELA-Literacy.RL.2.3** Describe how characters in a story respond to major events and challenges.

### Craft and Structure

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- **CCSS.ELA-Literacy.RL.2.4** Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.
- **CCSS.ELA-Literacy.RL.2.5** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.
- **CCSS.ELA-Literacy.RL.2.6** Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

### Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.RL.2.7** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
- (RL.2.8 not applicable to literature)
- **CCSS.ELA-Literacy.RL.2.9** Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

### Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.RL.2.10** By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range



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### Key Ideas and Details

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- **CCSS.ELA-Literacy.RL.3.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-Literacy.RL.3.2** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **CCSS.ELA-Literacy.RL.3.3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events

### Craft and Structure

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- **CCSS.ELA-Literacy.RL.3.4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **CCSS.ELA-Literacy.RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **CCSS.ELA-Literacy.RL.3.6** Distinguish their own point of view from that of the narrator or those of the characters.

### Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.RL.3.7** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)
- (RL.3.8 not applicable to literature)
- **CCSS.ELA-Literacy.RL.3.9** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)

### Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.RL.3.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently

### Key Ideas and Details

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- **CCSS.ELA-Literacy.RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RL.4.2** Determine a theme of a story, drama, or poem from details in the text; summarize the text.
- **CCSS.ELA-Literacy.RL.4.3** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

### Craft and Structure

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- **CCSS.ELA-Literacy.RL.4.4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **CCSS.ELA-Literacy.RL.4.5** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **CCSS.ELA-Literacy.RL.4.6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

### Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.RL.4.7** Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
- (RL.4.8 not applicable to literature)
- **CCSS.ELA-Literacy.RL.4.9** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

### Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.RL.4.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

### Key Ideas and Details

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- **CCSS.ELA-Literacy.RL.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RL.5.2** Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **CCSS.ELA-Literacy.RL.5.3** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

### Craft and Structure

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- **CCSS.ELA-Literacy.RL.5.4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- **CCSS.ELA-Literacy.RL.5.5** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **CCSS.ELA-Literacy.RL.5.6** Describe how a narrator's or speaker's point of view influences how events are described.

### Integration of Knowledge and Ideas

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- **CCSS.ELA-Literacy.RL.5.7** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- (RL.5.8 not applicable to literature)
- **CCSS.ELA-Literacy.RL.5.9** Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

### Range of Reading and Level of Text Complexity

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- **CCSS.ELA-Literacy.RL.5.10** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

**APPENDIX F**

**COMMON CORE LANGUAGE ARTS STANDARDS**

**WRITING GRADES K-5**

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### Text Types and Purposes

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- **CCSS.ELA-Literacy.W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).
- **CCSS.ELA-Literacy.W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- **CCSS.ELA-Literacy.W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

### Production and Distribution of Writing

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- (W.K.4 begins in grade 3)
- **CCSS.ELA-Literacy.W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- **CCSS.ELA-Literacy.W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge

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- **CCSS.ELA-Literacy.W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- **CCSS.ELA-Literacy.W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- (W.K.9 begins in grade 4)

### Range of Writing

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- (W.K.10 begins in grade 3)

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### Text Types and Purposes

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- **CCSS.ELA-Literacy.W.1.1** Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- **CCSS.ELA-Literacy.W.1.2** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **CCSS.ELA-Literacy.W.1.3** Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

### Production and Distribution of Writing

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- (W.1.4 begins in grade 3)
- **CCSS.ELA-Literacy.W.1.5** With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- **CCSS.ELA-Literacy.W.1.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge

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- **CCSS.ELA-Literacy.W.1.7** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- **CCSS.ELA-Literacy.W.1.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- (W.1.9 begins in grade 4)

### Range of Writing

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- (W.1.10 begins in grade 3)

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### Text Types and Purposes

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- **CCSS.ELA-Literacy.W.2.1** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.
- **CCSS.ELA-Literacy.W.2.2** Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- **CCSS.ELA-Literacy.W.2.3** Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

### Production and Distribution of Writing

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- (W.2.4 begins in grade 3)
- **CCSS.ELA-Literacy.W.2.5** With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- **CCSS.ELA-Literacy.W.2.6** With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge

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- **CCSS.ELA-Literacy.W.2.7** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **CCSS.ELA-Literacy.W.2.8** Recall information from experiences or gather information from provided sources to answer a question.
- (W.2.9 begins in grade 4)

### Range of Writing

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- (W.2.10 begins in grade 3)

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### Text Types and Purposes

- **CCSS.ELA-Literacy.W.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.
  - **CCSS.ELA-Literacy.W.3.1a** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  - **CCSS.ELA-Literacy.W.3.1b** Provide reasons that support the opinion.
  - **CCSS.ELA-Literacy.W.3.1c** Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
  - **CCSS.ELA-Literacy.W.3.1d** Provide a concluding statement or section.
- **CCSS.ELA-Literacy.W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - **CCSS.ELA-Literacy.W.3.2a** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  - **CCSS.ELA-Literacy.W.3.2b** Develop the topic with facts, definitions, and details.
  - **CCSS.ELA-Literacy.W.3.2c** Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
  - **CCSS.ELA-Literacy.W.3.2d** Provide a concluding statement or section.
- **CCSS.ELA-Literacy.W.3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - **CCSS.ELA-Literacy.W.3.3a** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  - **CCSS.ELA-Literacy.W.3.3b** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
  - **CCSS.ELA-Literacy.W.3.3c** Use temporal words and phrases to signal event order.
  - **CCSS.ELA-Literacy.W.3.3d** Provide a sense of closure.

### Production and Distribution of Writing

- **CCSS.ELA-Literacy.W.3.4** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **CCSS.ELA-Literacy.W.3.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **CCSS.ELA-Literacy.W.3.6** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

### Research to Build and Present Knowledge

- **CCSS.ELA-Literacy.W.3.7** Conduct short research projects that build knowledge about a topic.
- **CCSS.ELA-Literacy.W.3.8** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- (W.3.9 begins in grade 4)

### Range of Writing

- **CCSS.ELA-Literacy.W.3.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.



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### Text Types and Purposes

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- **CCSS.ELA-Literacy.W.4.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-Literacy.W.4.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- **CCSS.ELA-Literacy.W.4.1b** Provide reasons that are supported by facts and details.
- **CCSS.ELA-Literacy.W.4.1c** Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
- **CCSS.ELA-Literacy.W.4.1d** Provide a concluding statement or section related to the opinion presented.
- **CCSS.ELA-Literacy.W.4.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CCSS.ELA-Literacy.W.4.2a** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **CCSS.ELA-Literacy.W.4.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **CCSS.ELA-Literacy.W.4.2c** Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- **CCSS.ELA-Literacy.W.4.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **CCSS.ELA-Literacy.W.4.2e** Provide a concluding statement or section related to the information or explanation presented.
- **CCSS.ELA-Literacy.W.4.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **CCSS.ELA-Literacy.W.4.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **CCSS.ELA-Literacy.W.4.3b** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **CCSS.ELA-Literacy.W.4.3c** Use a variety of transitional words and phrases to manage the sequence of events.
- **CCSS.ELA-Literacy.W.4.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **CCSS.ELA-Literacy.W.4.3e** Provide a conclusion that follows from the narrated experiences or events.

### Production and Distribution of Writing

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- **CCSS.ELA-Literacy.W.4.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **CCSS.ELA-Literacy.W.4.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **CCSS.ELA-Literacy.W.4.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

### Research to Build and Present Knowledge

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- **CCSS.ELA-Literacy.W.4.7** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **CCSS.ELA-Literacy.W.4.8** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **CCSS.ELA-Literacy.W.4.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-Literacy.W.4.9a** Apply *grade 4 Reading standards* to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
- **CCSS.ELA-Literacy.W.4.9b** Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").

### Range of Writing

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- **CCSS.ELA-Literacy.W.4.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences

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### Text Types and Purposes

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- **CCSS.ELA-Literacy.W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- **CCSS.ELA-Literacy.W.5.1a** Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- **CCSS.ELA-Literacy.W.5.1b** Provide logically ordered reasons that are supported by facts and details.
- **CCSS.ELA-Literacy.W.5.1c** Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
- **CCSS.ELA-Literacy.W.5.1d** Provide a concluding statement or section related to the opinion presented.
- **CCSS.ELA-Literacy.W.5.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CCSS.ELA-Literacy.W.5.2a** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **CCSS.ELA-Literacy.W.5.2b** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **CCSS.ELA-Literacy.W.5.2c** Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
- **CCSS.ELA-Literacy.W.5.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **CCSS.ELA-Literacy.W.5.2e** Provide a concluding statement or section related to the information or explanation presented.
- **CCSS.ELA-Literacy.W.5.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **CCSS.ELA-Literacy.W.5.3a** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **CCSS.ELA-Literacy.W.5.3b** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **CCSS.ELA-Literacy.W.5.3c** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- **CCSS.ELA-Literacy.W.5.3d** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **CCSS.ELA-Literacy.W.5.3e** Provide a conclusion that follows from the narrated experiences or events.

### Production and Distribution of Writing

---

- **CCSS.ELA-Literacy.W.5.4** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **CCSS.ELA-Literacy.W.5.5** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **CCSS.ELA-Literacy.W.5.6** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

### Research to Build and Present Knowledge

---

- **CCSS.ELA-Literacy.W.5.7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **CCSS.ELA-Literacy.W.5.8** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
- **CCSS.ELA-Literacy.W.5.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **CCSS.ELA-Literacy.W.5.9a** Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
- **CCSS.ELA-Literacy.W.5.9b** Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

### **Range of Writing**

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- **CCSS.ELA-Literacy.W.5.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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### Print Concepts

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- **CCSS.ELA-Literacy.RF.K.1** Demonstrate understanding of the organization and basic features of print.
- **CCSS.ELA-Literacy.RF.K.1a** Follow words from left to right, top to bottom, and page by page.
- **CCSS.ELA-Literacy.RF.K.1b** Recognize that spoken words are represented in written language by specific sequences of letters.
- **CCSS.ELA-Literacy.RF.K.1c** Understand that words are separated by spaces in print.
- **CCSS.ELA-Literacy.RF.K.1d** Recognize and name all upper- and lowercase letters of the alphabet.

### Phonological Awareness

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- **CCSS.ELA-Literacy.RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **CCSS.ELA-Literacy.RF.K.2a** Recognize and produce rhyming words.
- **CCSS.ELA-Literacy.RF.K.2b** Count, pronounce, blend, and segment syllables in spoken words.
- **CCSS.ELA-Literacy.RF.K.2c** Blend and segment onsets and rimes of single-syllable spoken words.
- **CCSS.ELA-Literacy.RF.K.2d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)
- **CCSS.ELA-Literacy.RF.K.2e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

### Phonics and Word Recognition

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- **CCSS.ELA-Literacy.RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **CCSS.ELA-Literacy.RF.K.3a** Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- **CCSS.ELA-Literacy.RF.K.3b** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- **CCSS.ELA-Literacy.RF.K.3c** Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- **CCSS.ELA-Literacy.RF.K.3d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### Fluency

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- **CCSS.ELA-Literacy.RF.K.4** Read emergent-reader texts with purpose and understanding.

<sup>1</sup>Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

### Print Concepts

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- **CCSS.ELA-Literacy.RF.1.1** Demonstrate understanding of the organization and basic features of print.
- **CCSS.ELA-Literacy.RF.1.1a** Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).

### Phonological Awareness

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- **CCSS.ELA-Literacy.RF.1.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- **CCSS.ELA-Literacy.RF.1.2a** Distinguish long from short vowel sounds in spoken single-syllable words.
- **CCSS.ELA-Literacy.RF.1.2b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- **CCSS.ELA-Literacy.RF.1.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- **CCSS.ELA-Literacy.RF.1.2d** Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

### Phonics and Word Recognition

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- **CCSS.ELA-Literacy.RF.1.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **CCSS.ELA-Literacy.RF.1.3a** Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound).
- **CCSS.ELA-Literacy.RF.1.3b** Decode regularly spelled one-syllable words.
- **CCSS.ELA-Literacy.RF.1.3c** Know final -e and common vowel team conventions for representing long vowel sounds.
- **CCSS.ELA-Literacy.RF.1.3d** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- **CCSS.ELA-Literacy.RF.1.3e** Decode two-syllable words following basic patterns by breaking the words into syllables.
- **CCSS.ELA-Literacy.RF.1.3f** Read words with inflectional endings.
- **CCSS.ELA-Literacy.RF.1.3g** Recognize and read grade-appropriate irregularly spelled words.

### Fluency

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- **CCSS.ELA-Literacy.RF.1.4** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-Literacy.RF.1.4a** Read grade-level text with purpose and understanding.
- **CCSS.ELA-Literacy.RF.1.4b** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **CCSS.ELA-Literacy.RF.1.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Phonics and Word Recognition

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- **CCSS.ELA-Literacy.RF.2.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **CCSS.ELA-Literacy.RF.2.3a** Distinguish long and short vowels when reading regularly spelled one-syllable words.
- **CCSS.ELA-Literacy.RF.2.3b** Know spelling-sound correspondences for additional common vowel teams.
- **CCSS.ELA-Literacy.RF.2.3c** Decode regularly spelled two-syllable words with long vowels.
- **CCSS.ELA-Literacy.RF.2.3d** Decode words with common prefixes and suffixes.
- **CCSS.ELA-Literacy.RF.2.3e** Identify words with inconsistent but common spelling-sound correspondences.
- **CCSS.ELA-Literacy.RF.2.3f** Recognize and read grade-appropriate irregularly spelled words.

### Fluency

---

- **CCSS.ELA-Literacy.RF.2.4** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-Literacy.RF.2.4a** Read grade-level text with purpose and understanding.
- **CCSS.ELA-Literacy.RF.2.4b** Read grade-level text orally with accuracy, appropriate rate, and expression.
- **CCSS.ELA-Literacy.RF.2.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Phonics and Word Recognition

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- **CCSS.ELA-Literacy.RF.3.3** Know and apply grade-level phonics and word analysis skills in decoding words.
- **CCSS.ELA-Literacy.RF.3.3a** Identify and know the meaning of the most common prefixes and derivational suffixes.
- **CCSS.ELA-Literacy.RF.3.3b** Decode words with common Latin suffixes.
- **CCSS.ELA-Literacy.RF.3.3c** Decode multisyllable words.
- **CCSS.ELA-Literacy.RF.3.3d** Read grade-appropriate irregularly spelled words.

### Fluency

---

- **CCSS.ELA-Literacy.RF.3.4** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-Literacy.RF.3.4a** Read grade-level text with purpose and understanding.
- **CCSS.ELA-Literacy.RF.3.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **CCSS.ELA-Literacy.RF.3.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.



### Phonics and Word Recognition

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

### Fluency

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- **CCSS.ELA-Literacy.RF.4.4** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-Literacy.RF.4.4a** Read grade-level text with purpose and understanding.
- **CCSS.ELA-Literacy.RF.4.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **CCSS.ELA-Literacy.RF.4.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**Phonics and Word Recognition**

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

**Fluency**

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- **CCSS.ELA-Literacy.RF.5.4** Read with sufficient accuracy and fluency to support comprehension.
- **CCSS.ELA-Literacy.RF.5.4a** Read grade-level text with purpose and understanding.
- **CCSS.ELA-Literacy.RF.5.4b** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
- **CCSS.ELA-Literacy.RF.5.4c** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## **APPENDIX G**

### **2014 NEW JERSEY CORE CURRICULUM CONTENT STANDARDS**

#### **TECHNOLOGY**

## 2014 New Jersey Core Curriculum Content Standards - Technology

| Content Area      |   | Technology  |  |
|-------------------|---|---|--|
| Standard          |   | <b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b> |  |
| Strand            |   | <b>A. Technology Operations and Concepts:</b> <i>Students demonstrate a sound understanding of technology concepts, systems and operations.</i>   |  |
| Grade Level bands | Content Statement Students will:                          | Indicator   | Indicator  |
| <b>P</b>          | Understand and use technology systems.                    | 8.1.P.A.1   | Use an input device to select an item and navigate the screen  |
|                   |   | 8.1.P.A.2   | Navigate the basic functions of a browser.   |
|                   | Select and use applications effectively and productively. | 8.1.P.A.3   | Use digital devices to create stories with pictures, numbers, letters and words.   |
|                   |   | 8.1.P.A.4   | Use basic technology terms in the proper context in conversation with peers and teachers (e.g., camera, tablet, Internet, mouse, keyboard, and printer). |
|                   |   | 8.1.P.A.5   | Demonstrate the ability to access and use resources on a computing device.   |
| <b>K-2</b>        | Understand and use technology systems.                    | 8.1.2.A.1   | Identify the basic features of a digital device and explain its purpose.   |
|                   |   | 8.1.2.A.2   | Create a document using a word processing application.   |
|                   | Select and use applications effectively and productively. | 8.1.2.A.3   | Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.                      |
|                   |   | 8.1.2.A.4   | Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).   |
|                   |   | 8.1.2.A.5   | Enter information into a spreadsheet and sort the information.   |
|                   |   | 8.1.2.A.6   | Identify the structure and components of a database.   |
|                   |   | 8.1.2.A.7   | Enter information into a database or spreadsheet and filter the information.   |
| <b>3-5</b>        | Understand and use technology systems.                    | 8.1.5.A.1   | Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.                                  |
|                   |   | 8.1.5.A.2   | Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.                                    |
|                   | Select and use applications effectively and productively. | 8.1.5.A.3   | Use a graphic organizer to organize information about problem or issue.  |
|                   |   | 8.1.5.A.4   | Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.   |
|                   |   | 8.1.5.A.5   | Create and use a database to answer basic questions.   |
|                   |   | 8.1.5.A.6   | Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.                                     |
| <b>6-8</b>        | Understand and use technology systems.                    | 8.1.8.A.1   | Demonstrate knowledge of a real world problem using digital tools.   |

|                     |   |            |  |
|---------------------|---|------------|--|
|                     | Select and use applications effectively and productively.   | 8.1.8.A.2  | Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.                        |
|                     |   | 8.1.8.A.3  | Use and/or develop a simulation that provides an environment to solve a real world problem or theory.  |
|                     |   | 8.1.8.A.4  | Graph and calculate data within a spreadsheet and present a summary of the results   |
|                     |   | 8.1.8.A.5  | Create a database query, sort and create a report and describe the process, and explain the report results.  |
| 9-12                | Understand and use technology systems.  | 8.1.12.A.1 | Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.  |
|                     | Select and use applications effectively and productively.   | 8.1.12.A.2 | Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.   |
|                     |   | 8.1.12.A.3 | Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.  |
|                     |   | 8.1.12.A.4 | Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results. |
|                     |   | 8.1.12.A.5 | Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.   |
| <b>Content Area</b> | <b>Technology</b>   |            |  |
| <b>Standard</b>     | <b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b> |            |  |
| <b>Strand</b>       | <b>B. Creativity and Innovation:</b> <i>Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</i>   |            |  |
| Grade Level bands   | Content Statement<br>Students will:   | Indicator  | Indicator  |
| P                   | Apply existing knowledge to generate new ideas, products, or processes.<br><br>Create original works as a means of personal or group expression.  | 8.1.P.B.1  | Create a story about a picture taken by the student on a digital camera or mobile device.  |
| K-2                 |   | 8.1.2.B.1  | Illustrate and communicate original ideas and stories using multiple digital tools and resources.  |
| 3-5                 |   | 8.1.5.B.1  | Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.  |
| 6-8                 |   | 8.1.8.B.1  | Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).   |
| 9-12                |   | 8.1.12.B.2 | Apply previous content knowledge by creating and piloting a digital learning game or tutorial.   |
| <b>Content Area</b> | <b>Technology</b>   |            |  |

|                          |  |  |   |
|--------------------------|--|--|---|
| <b>Standard</b>          |  | <b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b>          |   |
| <b>Strand</b>            |  | <b>C. Communication and Collaboration:</b> <i>Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</i> |   |
| <b>Grade Level bands</b> | <b>Content Statement</b>   | <b>Indicator</b>   | <b>Indicator</b>  |
| <b>P</b>                 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.<br><br>Communicate information and ideas to multiple audiences using a variety of media and formats.<br><br>Develop cultural understanding and global awareness by engaging with learners of other cultures.<br><br>Contribute to project teams to produce original works or solve problems. | 8.1.P.C.1  | Collaborate with peers by participating in interactive digital games or activities.   |
| <b>K-2</b>               |  | 8.1.2.C.1  | Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.                                  |
| <b>3-5</b>               |  | 8.1.5.C.1  | Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps. |
| <b>6-8</b>               |  | 8.1.8.C.1  | Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.  |
| <b>9-12</b>              |  | 8.1.12.C.1   | Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.   |
| <b>Content Area</b>      |  | <b>Technology</b>  |   |
| <b>Standard</b>          |  | <b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b>          |   |
| <b>Strand</b>            |  | <b>D. Digital Citizenship:</b> <i>Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</i>  |   |
| <b>Grade Level bands</b> | <b>Content Statement</b>   | <b>Indicator</b>   | <b>Indicator</b>  |
| <b>K-2</b>               | Advocate and practice safe, legal, and responsible use of information and technology.  | 8.1.2.D.1  | Develop an understanding of ownership of print and nonprint information.  |
| <b>3-5</b>               | Advocate and practice safe, legal, and responsible use of information and technology.  | 8.1.5.D.1  | Understand the need for and use of copyrights.  |
|                          |  | 8.1.5.D.2  | Analyze the resource citations in online materials for proper use.  |
|                          | Demonstrate personal responsibility for lifelong learning.   | 8.1.5.D.3  | Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.   |

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|                          | Exhibit leadership for digital citizenship.   | 8.1.5.D.4   | Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.                      |
| <b>6-8</b>               | Advocate and practice safe, legal, and responsible use of information and technology.                               | 8.1.8.D.1   | Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media. |
|                          | Demonstrate personal responsibility for lifelong learning.  | 8.1.8.D.2   | Demonstrate the application of appropriate citations to digital content.   |
|                          |   | 8.1.8.D.3   | Demonstrate an understanding of fair use and Creative Commons to intellectual property.  |
|                          | Exhibit leadership for digital citizenship.   | 8.1.8.D.4   | Assess the credibility and accuracy of digital content.  |
| 8.1.8.D.5                |   | Understand appropriate uses for social media and the negative consequences of misuse.   |  |
| <b>9-12</b>              | Advocate and practice safe, legal, and responsible use of information and technology.                               | 8.1.12.D.1  | Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.  |
|                          | Demonstrate personal responsibility for lifelong learning.  | 8.1.12.D.2  | Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.                                  |
|                          |   | 8.1.12.D.3  | Compare and contrast policies on filtering and censorship both locally and globally.   |
|                          | Exhibit leadership for digital citizenship.   | 8.1.12.D.4  | Research and understand the positive and negative impact of one’s digital footprint.   |
| 8.1.12.D.5               |   | Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.  |  |
| <b>Content Area</b>      |   | <b>Technology</b>   |  |
| <b>Standard</b>          |   | <b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b> |  |
| <b>Strand</b>            |   | <b>E: Research and Information Fluency: <i>Students apply digital tools to gather, evaluate, and use information.</i></b>   |  |
| <b>Grade Level bands</b> | <b>Content Statement</b>  | <b>Indicator</b>  | <b>Indicator</b>   |
|                          | <b>Students will:</b>   |   |  |
| <b>P</b>                 | Plan strategies to guide inquiry.   | 8.1.P.E.1   | Use the Internet to explore and investigate questions with a teacher’s support.  |
| <b>K-2</b>               | Plan strategies to guide inquiry  | 8.1.2.E.1   | Use digital tools and online resources to explore a problem or issue.  |
|                          | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. |   |  |

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|                     | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.   |            |   |
| <b>3-5</b>          | Plan strategies to guide inquiry.<br><br>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.<br><br>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.   | 8.1.5.E.1  | Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks. |
| <b>6-8</b>          | Plan strategies to guide inquiry.<br><br>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.<br><br>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.<br><br>Process data and report results. | 8.1.8.E.1  | Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.   |
| <b>9-12</b>         | Plan strategies to guide inquiry.<br><br>Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.<br><br>Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.<br><br>Process data and report results. | 8.1.12.E.1 | Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.           |
|                     |  | 8.1.12.E.2 | Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.   |
| <b>Content Area</b> | <b>Technology</b>  |            |   |
| <b>Standard</b>     | <b>8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.</b>  |            |   |
| <b>Strand</b>       | <b>F: Critical thinking, problem solving, and decision making:</b> <i>Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</i>  |            |   |



| <b>Grade Level bands</b> | <b>Content Statement Students will:</b>  | <b>Indicator</b> | <b>Indicator</b>  |
|--------------------------|--|------------------|---|
| <b>K-2</b>               | <p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions.</p> | 8.1.2.F.1        | Use geographic mapping tools to plan and solve problems.  |
| <b>3-5</b>               | <p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions</p>  | 8.1.5.F.1        | Apply digital tools to collect, organize, and analyze data that support a scientific finding.                                   |
| <b>6-8</b>               | <p>Identify and define authentic problems and significant questions for investigation.</p> <p>Plan and manage activities to develop a solution or complete a project.</p> <p>Collect and analyze data to identify solutions and/or make informed decisions.</p> <p>Use multiple processes and diverse perspectives to explore alternative solutions.</p> | 8.1.8.F.1        | Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision. |

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| <b>9-12</b> | Identify and define authentic problems and significant questions for investigation.<br><br>Plan and manage activities to develop a solution or complete a project.<br><br>Collect and analyze data to identify solutions and/or make informed decisions.<br><br>Use multiple processes and diverse perspectives to explore alternative solutions. | 8.1.12.F.1 | Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs. |
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## 2014 New Jersey Core Curriculum Content Standards - Technology

| Content Area      |  | Technology   |  |
|-------------------|--|--|--|
| Standard          |  | <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b><br><b>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</b> |  |
| Strand            |  | <b>A. The Nature of Technology: Creativity and Innovation</b> <i>Technology systems impact every aspect of the world in which we live.</i>   |  |
| Grade Level bands | Content Statement Students will be able to understand:   | Indicator  | Indicator  |
| <b>K-2</b>        | The characteristics and scope of technology.   | <b>8.2.2.A.1</b>   | Define products produced as a result of technology or of nature.   |
|                   |  | <b>8.2.2.A.2</b>   | Describe how designed products and systems are useful at school, home and work.  |
|                   | The core concepts of technology.   | <b>8.2.2.A.3</b>   | Identify a system and the components that work together to accomplish its purpose.   |
|                   |  | <b>8.2.2.A.4</b>   | Choose a product to make and plan the tools and materials needed.  |
|                   | The relationships among technologies and the connections between technology and other fields of study. | <b>8.2.2.A.5</b>   | Collaborate to design a solution to a problem affecting the community.   |
| <b>3-5</b>        | The characteristics and scope of technology.   | <b>8.2.5.A.1</b>   | Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.   |
|                   |  | <b>8.2.5.A.2</b>   | Investigate and present factors that influence the development and function of a product and a system.   |
|                   | The core concepts of technology.   | <b>8.2.5.A.3</b>   | Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.  |
|                   |  | <b>8.2.5.A.4</b>   | Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.  |
|                   | The relationships among technologies and the connections between technology and other fields of study. | <b>8.2.5.A.5</b>   | Identify how improvement in the understanding of materials science impacts technologies.   |
| <b>6-8</b>        | The characteristics and scope of technology.   | <b>8.2.8.A.1</b>   | Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs). |

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|                          | The core concepts of technology.   | <b>8.2.8.A.2</b>  | Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.   |
|                          |  | <b>8.2.8.A.3</b>  | Investigate a malfunction in any part of a system and identify its impacts.  |
|                          | The relationships among technologies and the connections between technology and other fields of study.   | <b>8.2.8.A.4</b>  | Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.  |
|                          |  | <b>8.2.8.A.5</b>  | Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.                          |
| <b>9-12</b>              | The characteristics and scope of technology.   | <b>8.2.12.A.1</b> | Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation. |
|                          | The core concepts of technology.   | <b>8.2.12.A.2</b> | Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.                                  |
|                          | The relationships among technologies and the connections between technology and other fields of study.   | <b>8.2.12.A.3</b> | Research and present information on an existing technological product that has been repurposed for a different function.   |
| <b>Content Area</b>      | <b>Technology</b>  |                   |  |
| <b>Standard</b>          | <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b><br><b>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.</b> |                   |  |
| <b>Strand</b>            | <b>B. Technology and Society:</b> <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>   |                   |  |
| <b>Grade Level bands</b> | <b>Content Statement</b><br>Students will be able to understand:   | <b>Indicator</b>  | <b>Indicator</b>   |
| <b>K-2</b>               | The cultural, social, economic and political effects of technology.  | <b>8.2.2.B.1</b>  | Identify how technology impacts or improves life.  |
|                          | The effects of technology on the environment.  | <b>8.2.2.B.2</b>  | Demonstrate how reusing a product affects the local and global environment.  |
|                          | The role of society in the development and use of technology.  | <b>8.2.2.B.3</b>  | Identify products or systems that are designed to meet human needs.  |
|                          | The influence of technology on history.  | <b>8.2.2.B.4</b>  | Identify how the ways people live and work has changed because of technology.  |
| <b>3-5</b>               | The cultural, social, economic and political effects of technology.  | <b>8.2.5.B.1</b>  | Examine ethical considerations in the development and production of a product through its life cycle.  |

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|             | The effects of technology on the environment.                       | <b>8.2.5.B.2</b>                        | Examine systems used for recycling and recommend simplification of the systems and share with product developers.   |
|             |   | <b>8.2.5.B.3</b>                        | Investigate ways that various technologies are being developed and used to reduce improper use of resources.  |
|             | The role of society in the development and use of technology.       | <b>8.2.5.B.4</b>                        | Research technologies that have changed due to society's changing needs and wants.  |
|             |   | <b>8.2.5.B.5</b>                        | Explain the purpose of intellectual property law.   |
|             | The influence of technology on history.                             | <b>8.2.5.B.6</b>                        | Compare and discuss how technologies have influenced history in the past century.   |
| <b>6-8</b>  | The cultural, social, economic and political effects of technology. | <b>8.2.8.B.1</b>                        | Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.  |
|             |   | <b>8.2.8.B.2</b>                        | Identify the desired and undesired consequences from the use of a product or system.  |
|             | The effects of technology on the environment.                       | <b>8.2.8.B.3</b>                        | Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.  |
|             |   | <b>8.2.8.B.4</b>                        | Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.  |
|             | The role of society in the development and use of technology.       | <b>8.2.8.B.5</b>                        | Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.   |
|             |   | <b>8.2.8.B.6</b>                        | Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.   |
|             |   | The influence of technology on history. | <b>8.2.8.B.7</b>  |
| <b>9-12</b> | The cultural, social, economic and political effects of technology. | <b>8.2.12.B.1</b>                       | Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.            |
|             | The effects of technology on the environment.                       | <b>8.2.12.B.2</b>                       | Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.   |
|             | The role of society in the development and use of technology.       | <b>8.2.12.B.3</b>                       | Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.  |
|             | The influence of technology on history.                             | <b>8.2.12.B.4</b>                       | Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants. |

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|                          |   | <b>8.2.12.B.5</b> | Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review. |
| <b>Content Area</b>      | <b>Technology</b>   |                   |  |
| <b>Standard</b>          | <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b><br>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |                   |  |
| <b>Strand</b>            | <b>C. Design:</b> <i>The design process is a systematic approach to solving problems.</i>   |                   |  |
| <b>Grade Level bands</b> | <b>Content Statement</b>  | <b>Indicator</b>  | <b>Indicator</b>   |
| <b>K-2</b>               | The attributes of design.   | <b>8.2.2.C.1</b>  | Brainstorm ideas on how to solve a problem or build a product.   |
|                          |   | <b>8.2.2.C.2</b>  | Create a drawing of a product or device that communicates its function to peers and discuss.   |
|                          |   | <b>8.2.2.C.3</b>  | Explain why we need to make new products.  |
|                          | The application of engineering design.  | <b>8.2.2.C.4</b>  | Identify designed products and brainstorm how to improve one used in the classroom.  |
|                          |   | <b>8.2.2.C.5</b>  | Describe how the parts of a common toy or tool interact and work as part of a system.  |
|                          | The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.   | <b>8.2.2.C.6</b>  | Investigate a product that has stopped working and brainstorm ideas to correct the problem.  |
| <b>3-5</b>               | The attributes of design.   | <b>8.2.5.C.1</b>  | Collaborate with peers to illustrate components of a designed system.  |
|                          |   | <b>8.2.5.C.2</b>  | Explain how specifications and limitations can be used to direct a product's development.  |
|                          |   | <b>8.2.5.C.3</b>  | Research how design modifications have lead to new products.   |
|                          | The application of engineering design.  | <b>8.2.5.C.4</b>  | Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.  |
|                          |   | <b>8.2.5.C.5</b>  | Explain the functions of a system and subsystems.  |
|                          | The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.   | <b>8.2.5.C.6</b>  | Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.   |
|                          |   | <b>8.2.5.C.7</b>  | Work with peers to redesign an existing product for a different purpose.   |

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| 6-8                 | The attributes of design.   | 8.2.8.C.1   | Explain how different teams/groups can contribute to the overall design of a product.   |
|                     |   | 8.2.8.C.2   | Explain the need for optimization in a design process.  |
|                     |   | 8.2.8.C.3   | Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.   |
|                     | The application of engineering design.  | 8.2.8.C.4   | Identify the steps in the design process that would be used to solve a designated problem.  |
|                     |   | 8.2.8.C.5   | Explain the interdependence of a subsystem that operates as part of a system.   |
|                     |   | 8.2.8.C.5.a   | Create a technical sketch of a product with materials and measurements labeled.   |
|                     | The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. | 8.2.8.C.6   | Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.   |
|                     |   | 8.2.8.C.7   | Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.          |
| 8.2.8.C.8           |   | Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.  |   |
| 9-12                | The attributes of design.   | 8.2.12.C.1  | Explain how open source technologies follow the design process.   |
|                     |   | 8.2.12.C.2  | Analyze a product and how it has changed or might change over time to meet human needs and wants.   |
|                     | The application of engineering design.  | 8.2.12.C.3  | Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).       |
|                     |   | 8.2.12.C.4  | Explain and identify interdependent systems and their functions.  |
|                     |   | 8.2.12.C.5  | Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.   |
|                     | The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving. | 8.2.12.C.6  | Research an existing product, reverse engineer and redesign it to improve form and function.  |
|                     |   | 8.2.12.C.7  | Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials. |
| <b>Content Area</b> |   | <b>Technology</b>   |   |
| <b>Standard</b>     |   | <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b><br>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |   |
| <b>Strand</b>       |   | <b>D. Abilities for a Technological World:</b> <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>   |   |
| <b>Grade</b>        | <b>Content Statement</b>  | <b>Indicator</b>  | <b>Indicator</b>  |

| Level bands | Students will understand how to:                     |                  |   |
|-------------|--|------------------|---|
| <b>K-2</b>  | Apply the design process.                            | <b>8.2.2.D.1</b> | Collaborate and apply a design process to solve a simple problem from everyday experiences.   |
|             | Use and maintain technological products and systems. | <b>8.2.2.D.2</b> | Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.   |
|             |  | <b>8.2.2.D.3</b> | Identify the strengths and weaknesses in a product or system.   |
|             |  | <b>8.2.2.D.4</b> | Identify the resources needed to create technological products or systems.  |
|             | Assess the impact of products and systems.           | <b>8.2.2.D.5</b> | Identify how using a tool (such as a bucket or wagon) aids in reducing work.  |
| <b>3-5</b>  | Apply the design process.                            | <b>8.2.5.D.1</b> | Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.   |
|             |  | <b>8.2.5.D.2</b> | Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.   |
|             | Use and maintain technological products and systems. | <b>8.2.5.D.3</b> | Follow step by step directions to assemble a product or solve a problem.  |
|             |  | <b>8.2.5.D.4</b> | Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.   |
|             |  | <b>8.2.5.D.5</b> | Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.  |
|             | Assess the impact of products and systems.           | <b>8.2.5.D.6</b> | Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.   |
|             |  | <b>8.2.5.D.7</b> | Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.   |
| <b>6-8</b>  | Apply the design process.                            | <b>8.2.8.D.1</b> | Design and create a product that addresses a real world problem using a design process under specific constraints.  |
|             |  | <b>8.2.8.D.2</b> | Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook. |
|             |  | <b>8.2.8.D.3</b> | Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.  |
|             | Use and maintain technological products and systems. | <b>8.2.8.D.4</b> | Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.   |



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|                          | Assess the impact of products and systems.  | <b>8.2.8.D.5</b>  | Explain the impact of resource selection and the production process in the development of a common or technological product or system.   |
|                          |   | <b>8.2.8.D.6</b>  | Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.  |
| <b>9-12</b>              | Apply the design process.   | <b>8.2.12.D.1</b> | Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review. |
|                          |   | <b>8.2.12.D.2</b> | Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.   |
|                          | Use and maintain technological products and systems.  | <b>8.2.12.D.3</b> | Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.                      |
|                          | Assess the impact of products and systems.  | <b>8.2.12.D.4</b> | Assess the impacts of emerging technologies on developing countries.   |
|                          |   | <b>8.2.12.D.5</b> | Explain how material processing impacts the quality of engineered and fabricated products.   |
|                          |   | <b>8.2.12.D.6</b> | Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.  |
| <b>Content Area</b>      | <b>Technology</b>   |                   |  |
| <b>Standard</b>          | <b>8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming:</b><br>All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment. |                   |  |
| <b>Strand</b>            | <b>E. Computational Thinking: Programming:</b> <i>Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</i>   |                   |  |
| <b>Grade Level bands</b> | <b>Content Statement</b><br>Students will be able to understand:  | <b>Indicator</b>  | <b>Indicator</b>   |
| <b>K-2</b>               | <b>Computational thinking and computer programming as tools used in design and engineering.</b>   | <b>8.2.2.E.1</b>  | List and demonstrate the steps to an everyday task.  |
|                          |   | <b>8.2.2.E.2</b>  | Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.  |
|                          |   | <b>8.2.2.E.3</b>  | Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).  |
|                          |   | <b>8.2.2.E.4</b>  | Debug an algorithm (i.e., correct an error).   |

|             |   |                   |  |
|-------------|---|-------------------|--|
|             |   | <b>8.2.2.E.5</b>  | Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).                                       |
| <b>3-5</b>  | <b>Computational thinking and computer programming as tools used in design and engineering.</b> | <b>8.2.5.E.1</b>  | Identify how computer programming impacts our everyday lives.  |
|             |   | <b>8.2.5.E.2</b>  | Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.               |
|             |   | <b>8.2.5.E.3</b>  | Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.  |
|             |   | <b>8.2.5.E.4</b>  | Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data). |
| <b>6-8</b>  | <b>Computational thinking and computer programming as tools used in design and engineering.</b> | <b>8.2.8.E.1</b>  | Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.                          |
|             |   | <b>8.2.8.E.2</b>  | Demonstrate an understanding of the relationship between hardware and software.  |
|             |   | <b>8.2.8.E.3</b>  | Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.                                      |
|             |   | <b>8.2.8.E.4</b>  | Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).  |
| <b>9-12</b> | <b>Computational thinking and computer programming as tools used in design and engineering.</b> | <b>8.2.12.E.1</b> | Demonstrate an understanding of the problem-solving capacity of computers in our world.  |
|             |   | <b>8.2.12.E.2</b> | Analyze the relationships between internal and external computer components.   |
|             |   | <b>8.2.12.E.3</b> | Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).                                 |
|             |   | <b>8.2.12.E.4</b> | Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).   |