Kindergarten - Grade 5

Core Knowledge Language Arts

Alaska English Language Arts Standards Unit Level Standard Alignment



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Kindergarten Overview

Alaska ELA Alignment

READING STANDARDS FOR LITERATURE (RL)

Key Ideas a	nd De	etail	S									
With promption from the text.	_		port	, ask	and	answ	er qu	estic	ns al	out a	a lite	rary text using key details
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
With prompti	ng an	d sup	port	, rete	ell fan	niliar	stori	es, in	ıcludi	ng ke	ey de	tails. [RL.K.2]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
With promption in a story, son	_				itify c	hara	cters	, sett	ings,	and ı	majo	r events, and problem-solution
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Craft and S	truct	ure											
Ask and answ	er qu	iestic	ns al	oout	unkn	own	word	s in a	text.	[RL.	(.4]		
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Recognize co	mmo	n typ	es of	texts	s (e.g	., pic	ture I	oook	s, sto	ries,	poen	ns, so	ongs). [RL.K.5]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
With prompti each in telling	_				ne the	e aut	hor a	nd ill	ustra	itor o	of a st	ory a	nd describe the role of
Skills	1	2	3	4	5	6	7	8	9	10			

Integration of Knowledge and Ideas

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) or use illustrations to tell or retell a story. [RL.K.7]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
(Not applicab	le to	litera	ture)	[RL.K	[8.								
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. [RL.K.9]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Range of Reading and Level of Text Complexity

Actively engage in shared reading activities using literature from a variety of cultures with purpose and understanding, and scaffolding as needed. [RL.K.10]

Skills 1	. 2	3	4	5	6	7	8	9	10			
Knowledge 1	. 2	3	4	5	6	7	8	9	10	11	12	

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

Key Ideas and Details

With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text. [RI.K.1]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

			_									
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Vith prompti	_					the o	conne	ection	n bet	ween	two	individuals, events, ideas, or
Vith prompti	_					the o	conne	ection	n bet	ween	two	individuals, events, ideas, or
	_					the o	conne	ection 8	n bet	ween	two	individuals, events, ideas, or

Craft and St	truct	ure										
With prompti	ng an	d sup	port	, ask	and	answ	er qu	estic	ns al	oout	unkn	own words in a text. [RI.K.4]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Identify the fr	ont c	over,	back	COVE	er, an	d title	e pag	e of a	a boo	k. [RI	.K.5]	
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Name the aut				itor o	f a te	ext an	ıd de:	scrib	e the	role	of ea	ch in presenting the ideas or
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Integration	of Kr	nowl	edge	and	Ide	as						
	_											strations and the text in which
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
	ng an	d sup	port	, iden	tify t	he op	oinior	ıs an	auth	or giv	es to	o support points in a text.
[RI.K.8]												
[RI.K.8] Skills	1	2	3	4	5	6	7	8	9	10		

With prompting and support, identify basic similarities in and differences between information presented in two texts on the same topic (e.g., compare two photos or diagrams, compare two animal babies). [RI.K.9]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Range of Reading and Level of Text Complexity

Actively engage in shared reading activities using a range of topics and texts with purpose and understanding, with scaffolding as needed. [RI.K.10]

Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Conce	nts												
	7. 5												
Demonstrate	unde	rstar	nding	of th	ie org	ganiza	ation	and l	oasic	featı	ıres (of pri	nt. [RF.K.1]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Follow words	from	left t	o rigł	nt, to	p to k	otto	m, ar	nd pa	ge by	page	e. [RF .	.K.1a]	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Recognize tha	nt spc	ken	word	s are	repre	esent	ed in	writt	ten la	ingua	ige b	y spe	cific sequences of letters.
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Understand th	nat w	ords	are s	epar	ated	by sp	aces	in pr	int. [I	RF.K.1	:]		
Skills	1	2	3	4	5	6	7	8	9	10			

Recognize and	d nan	ne all	ирре	er- ar	nd lov	verca	se le	tters	of th	e alp	habe	t. [RF	.K.1d]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Phonologica	al Aw	aren	ess										
Demonstrate	unde	erstar	nding	of sp	ooker	ı wor	ds, sy	/llabl	es, aı	nd so	unds	(pho	onemes). [RF.K.2]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Recognize an	d pro	duce	rhyn	ning	words	S. [RF.	.K.2a]						
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Count, prono	unce,	blen	d, an	d seg	gmen	t syll	ables	in sp	ooker	ı wor	ds. [F	RF.K.2l	2]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Blend and seg	gmen	it ons	ets a	nd ri	mes	of sin	gle-s	yllab	le sp	oken	word	ds. [R I	F.K.2c]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
	owel-										``		mes) in three-phoneme Os ending with /I/, /r/,
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Add or substi [RF.K.2e]	tute i	ndivi	dual	soun	ds (p	hone	mes)) in si	mple	, one	-sylla	able v	vords to make new word
	-	2	3	4	5	6	7	8	9	10			
Skills	1												

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

Fluency													
Read emerge	nt-rea	ader 1	texts	with	purp	ose a	ınd u	nders	stanc	ling. _I	RF.K.	1]	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

WRITING STANDARDS (W)

Text Types and Purposes

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 a topic or part of a book. (e.g., I like dogs better than cats because...; My favorite part of the story is when...; I think it was funny when...). [w.k.1]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. [w.k.2]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Use a combination of drawing, dictating, and writing to narrate a real or imagined event or several loosely linked events, tell about the events in the order in which they occurred, and provide an ending (how the problem was solved) or a reaction (e.g., a feeling) to what happened. [w.k.3]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Production and Distribution of Writing

(Begins in Grade 3) [w.k.4]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. [w.k.5]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. [W.K.6]

Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			

Research to Build and Present Knowledge

Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and combine or summarize information/facts learned or express opinions about them).
[W.K.7]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. [w.k.8]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
(Begins in Gra	ide 4) [w.ĸ	.9]										
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Range of Writing

(Begins in Grade 3) [w.k.10]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration

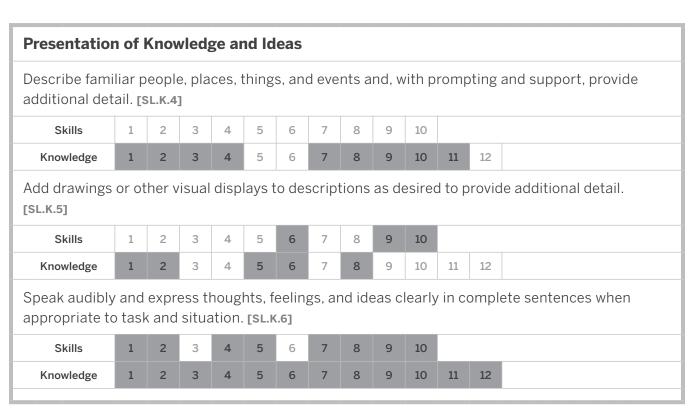
Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. [SL.K.1]

Skills	1	2	3	4	5	6	7	8	9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). [SL.K.1a]

Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Continue a co	nvers	sation	n thro	ough	mult	iple e	xcha	nges	. [SL.ŀ	(.1b]		
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
	ansv	verin								•		d orally or through other media g clarification if something is
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Ask and answ understood. [ns in	orde	er to s	seek	help,	get ir	nforn	nation	n, or	clarify something that is not
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12



LANGUAGE STANDARDS (L)

Conventions	of S	Stan	dard	Eng	lish								
Demonstrate or speaking.		manc	d of th	ne co	nven [.]	tions	of st	anda	rd En	ıglish	grar	nmar	and usage when writing
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Print many up	per-	and I	ower	case	lette	rs. [L	.K.1a]						
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use frequentl	у осс	urrin	ıg noı	uns a	nd ve	erbs.	[L.K.1	b]					
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Form regular	plura	l nou	ns or	ally b	y ad	ding .	/s/ o	r /es.	/ (e.g	g., dog	g, doį	gs; wis	sh, wishes). [L.K.1c]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Understand a	nd us	e que	estior	ı wor	ds (ir	nterro	gativ	es) (e.g., v	vho, v	what,	where	e, when, why, how).
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use the most	frequ	iently	occi	urring	gprep	oositi	ons (e.g.,	to, fro	om, ir	n, out	, on, o	ff, for, of, by, with). [L.K.1e
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Produce and	expar	nd co	mple	te se	nten	ces ir	n sha	red la	angua	age a	ctivit	ies. [L	.K.1f]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Demonstrate spelling when				ne co	nven [.]	tions	of st	anda	rd En	ıglish	capi	taliza [.]	tion, punctuation, and
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

apitalize the K.2a]	e first	word	lina	sente	ence,	the f	irst le	etter	of th	e stu	dent'	s nar	ne, and the pronoun <i>I</i> .
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
ecognize an	d nar	ne en	ıd pu	nctua	ation.	[L.K.	2b]						
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Vrite a letter	or let	ters	for m	ost c	onso	nant	and	short	-vow	el so	unds	(pho	nemes). [L.K.2c]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Spell simple v	words	pho	netic	ally, c	drawi	ng or	n kno	wled	ge of	soun	d-let	ter re	elationships. [L.K.2d]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Knowledge	of La	ngua	age										
(Begins in Gra	ade 2) [L.K.	.3]										
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Vocabulary .	Acqu	isiti	on a	nd U	se							
Determine or Kindergarten		_		_			vn an	d mu	ıltiple	e-mea	aning	g words and phrases based on
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
	2000	:		milia	K 14/0 K	d	. d . n					
and learning t		_				us ar	и ар	ріу ті	nem a	accur	ately	y (e.g., knowing <i>duck</i> is a bird
,		_				us ar	1α ap	8 8	nem a	accur 10	ately	y (e.g., knowing duck is a bird

Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. [L.К.4b] Skills Knowledge With guidance and support from adults, explore word relationships and nuances in word meanings. [L.K.5] Skills Knowledge Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. [L.K.5a] Skills Knowledge Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). [L.K.5b] Skills Knowledge Identify real-life connections between words and their use (e.g., note places at school that are colorful). [L.K.5c] Skills Knowledge 11 12 Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. [L.K.5d] Skills Knowledge Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [L.K.6] Skills Knowledge

Grade 1 Overview

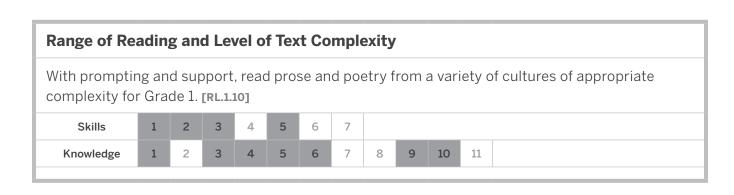
Alaska ELA Alignment

READING STANDARDS FOR LITERATURE (RL)

Key Ideas ar	nd De	etails	S									
Ask and answ	er qu	estio	ns al	oout	a lite	rary t	ext u	sing	key c	letail	s fror	n the text. [RL.1.1]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
		ding	-								_	g of their message (e.g., teach
a lesson, mak	e you	laug	h, tel	lasc	ary s	story,	tell a	bout	an e	vent)	or le	esson. [RL.1.2]
a lesson, mak	e you 1	laug 2	h, tel	l a sc	ary s	story,	tell a	bout	an e	vent)	or le	esson. [RL.1.2]
	e you 1 1							about 8	an e	vent)	or le	esson. [RL.1.2]
Skills Knowledge	1 1 racter	2 2 S, se	3 ttings	4	5	6	7 7	8	9	10	11	ion in a story, play, or poem,
Skills Knowledge Describe char	1 1 racter	2 2 S, se	3 ttings	4	5	6	7 7	8	9	10	11	

Craft and S	truct	ure														
Identify word senses. [RL.1.4		phra	ses i	n sto	ries,	plays	, or p	oem	s tha	t sug	gest 1	eeling	s or a	ppeal	to the	
Skills	1	2	3	4	5	6	7									
Knowledge	1	2	3	4	5	6	7	8	9	10	11					
Explain major non-fiction, a												_			tion (fic	ctic
Explain major non-fiction, a Skills												_			tion (fic	ctio
non-fiction, a	nd po	etry)	, dra	wing	on a	wide	read					_			tion (fic	ctio
non-fiction, a Skills Knowledge Identify who	nd po	etry) 2 ng th	3 3 ie sto	wing 4 ry at	on a 5 5	wide 6	read 7 7	ing o	f a ra	nge c	of tex	types	i. [RL.1	.5]	,	etic
non-fiction, a	nd po	etry) 2 ng th	3 3 ie sto	wing 4 ry at	on a 5 5	wide 6	read 7 7	ing o	f a ra	nge c	of tex	types	i. [RL.1	.5]	,	etic

Integration of Knowledge and Ideas Use illustrations and details in a story read or read aloud to describe its characters, events, setting, or problem-solution. [RL.1.7] Skills Knowledge (Not applicable to literature) [RL.1.8] Skills Knowledge With prompting and support, compare and contrast the adventures and experiences of characters in stories. [RL.1.9] Skills Knowledge



READING STANDARDS FOR INFORMATIONAL TEXT (RI)

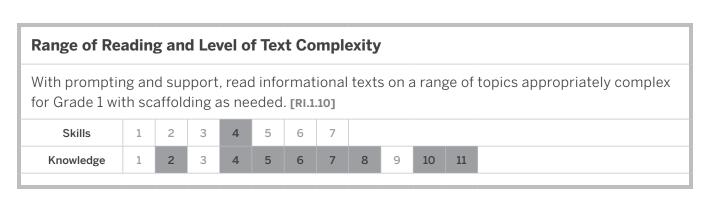
Key Ideas and Details With prompting and support, elicit background/prior knowledge and experience in order to ask and answer questions about an informational text using key details from the text. [RI.1.1] Skills 1 2 3 4 5 6 7 Knowledge 1 2 3 4 5 6 7 **Rowledge** 1 2 3 4 5 6 7 8 9 10 11

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
	conne						idual	s, eve	nts,	ideas	or pieces of information i	n a text
escribe the	conne						iduals	s, eve	nts,	ideas	or pieces of information i	n a text
	conne						idual:	s, eve	ents,	ideas	or pieces of information i	n a text

Craft and St	truct	ure										
Ask and answ	er qu	ıestic	ns to	help	dete	ermin	ie or	clarif	y the	mea	ning	of words and phrases in a text
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
know and use	e varı	DUS TO	ext te	ature	es (e.	g., TII	те та	DOIC 1	MITH (ranr		
arrows, electr Skills					`	_			`			oold print, visual cues such as n a text. [RI.1.5]
	onic	menu	us, ico	ons)	to loc	cate k	key fa		`			•
Skills Knowledge	onic 1 1 etwee	menu 2 2 en inf	3 3 orma	4 4 ation	to loc	ate k	rey fa	cts o	or info	ormat	ion i	•
Skills Knowledge Distinguish be	onic 1 1 etwee	menu 2 2 en inf	3 3 orma	4 4 ation	to loc	ate k	rey fa	cts o	or info	ormat	ion i	n a text. [RI.1.5]

Integration	of Kı	nowl	edge	and	Ide	as						
Use the illustr	ation	ıs and	d deta	ails ir	n a te	xt to	desc	ribe i	ts ke	y ide	eas. [RI.1.7]	
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
dentify basic ame topic (e											•	
3											•	
ame topic (e											•	



READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Print Conce	pts											
emonstrate	unde	rstar	nding	of th	e org	ganiza	ation	and	basic	featı	ures	of print. [RF.1.1]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
ecognize the unctuation)	e dist	ingui:	shing	g feat	ures	of a s	sente					capitalization, endin
	e dist	ingui:										capitalization, endin

Demonstrate	unde	rstar	nding	of sp	oker	wor	ds, sy	/llabl	es, ar	nd so	unds	(phoneme	s). [RF.1.2	?]
Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	8	9	10	11			
Distinguish Ic	ng fr	om sl	nort \	/owel	sour	nds ir	ı spo	ken s	ingle	-sylla	able v	vords. [RF.1.	2a]	
Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	8	9	10	11			
Skills	1	2	3	4	5	6	7	8	9	10	11			
	1 ronou	2	3	4	5	6	7					mes) in spo	oken sin	gle-s
Knowledge	1 ronou	2	3	4	5	6	7					mes) in spo	oken sin	gle-s
Knowledge Isolate and prowords. [RF.1.20	1 ronou	2 Ince i	3 nitial	, med	5 dial vo	6 owel,	7					mes) in sp	oken sin	gle-s
Knowledge Isolate and properties and properties (RF.1.2c) Skills	1 ronou	2 Ince i	3 nitial 3	4 , med 4 4	5 dial vo 5 5	6 owel, 6	7 and 7 7	final	soun	ds (p	hone			
Knowledge Isolate and provide the second of	1 ronou	2 Ince i	3 nitial 3	4 , med 4 4	5 dial vo 5 5	6 owel, 6	7 and 7 7	final	soun	ds (p	hone			

Phonics and	l Wor	d Re	cogi	nitio	n							
Know and app	ly gra	ade-le	evel p	honi	cs ar	nd wo	rd ar	nalysi	s ski	lls in	deco	ding words. [RF.1.3]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Know the spe	lling-	soun	d cor	respo	onde	nces	for c	omm	on co	onsor	nant (digraphs. [RF.1.3a]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
												I

Decode regula	arly s	pelle	d one	e-syll	able	word	S. [RF	.1.3b]						
Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	8	9	10	11			
Know final -e	and o	comr	non v	owel	tean	n con	venti	ons f	or re	prese	entin	g long vowel sounds. [RF.1.3c]		
Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	8	9	10	11			
Knowledge 1 2 3 4 5 6 7 8 9 10 11 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. [RF.1.3d]														
Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	8	9	10	11			
Decode two-s	yllabl	le wo	rds fo	ollow	ing b	asic _l	oatte	rns b	y bre	aking	g the	words into syllables. [RF.1.3e]		
Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	8	9	10	11			
Read words w	ith in	flecti	ional	endi	ngs. [RF.1.3	f]							
Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	8	9	10	11			
Recognize and	d read	d gra	de-ap	oprop	oriate	eirreg	gular	y spe	elled	word	S. [RF	[1.3g]		
Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	8	9	10	11			

Fluency											
Read with suff	icien	it acc	curac	y and	d flue	ncy t	o sup	port	com	preh	ensio
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11
Read on-level	text	with	purpo	ose a	nd ur	nders	stand	ing. [RF.1.4	a]	
Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.1.4b] Skills 6 Knowledge 5 6 7 11 Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.1.4c] 3 5 7 Skills 1 6 4 7 Knowledge 5 6

WRITING STANDARDS (W)

Text Types and Purposes

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, or preference, supply a fact (e.g., because race cars go faster than...) or reason for the opinion, and end with a sentence that restates their opinion related to a feeling or emotion (e.g., it makes me laugh; that was the scariest part). [w.1.1]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

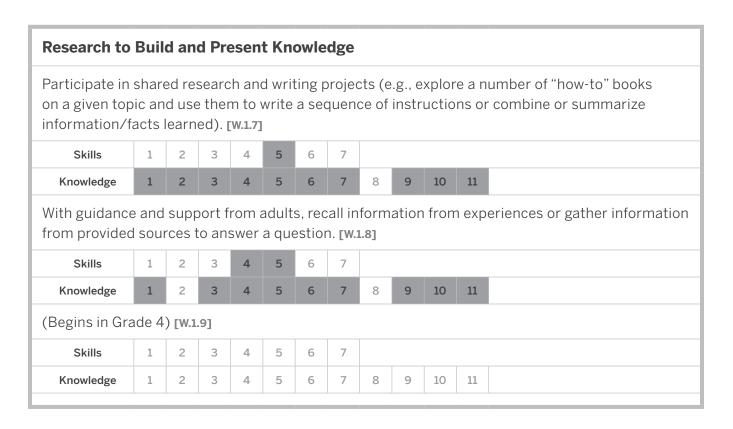
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure (e.g., restate at the end the most interesting fact or the most important idea shared). [w.1.2]

Skills	1	2	3	4	5	6	7								
Knowledge	1	2	3	4	5	6	7	8	9	10	11				

Write narratives in which they recount two or more real or imagined sequenced events, include some details regarding what happened, who was there, use linking words to signal event order (e.g., first, next, then), and provide an ending (e.g., how the problem was solved; how someone felt at the end). [W.1.3]

Skills 1	2	3	4	5	6	7					
Knowledge 1	2	3	4	5	6	7	8	9	10	11	

Begins in Gr	ade 3) [W.1	.4]											
Skills	1	2	3	4	5	6	7							
Knowledge	1	2	3	4	5	6	7	8	9	10	11			
rom peers, a	nd ad	d cor	ncret	e and	sen	sory	detai	Is to	stren	gthe	n wri	question ing as ne		V.1.5]
•						_		ls to	stren	gthe	n wri			V.1.5]
Skills	1	2	3	4	5	6	7							V.1.5]
·						_		ls to	stren 9	gthei	n wri			V.1.5]
Skills	1	2	3	4	5	6	7 7	8	9	10	11	ing as ne	eded. [v	
	1 1 e and	2 2 supp	3 oort fr	4 4 7om a	5 5 adults	6 6 5, use	7 7	8	9	10	11	ing as ne	eded. [v	
Skills Knowledge With guidanc	1 1 e and	2 2 supp	3 oort fr	4 4 7om a	5 5 adults	6 6 5, use	7 7	8	9	10	11	ing as ne	eded. [v	



W.1.10]									
2 3	4	5	6	7					
2 3	4	5	6	7	8	9	10	11	
	2 3	2 3 4	2 3 4 5	2 3 4 5 6	2 3 4 5 6 7	2 3 4 5 6 7	2 3 4 5 6 7	2 3 4 5 6 7	2 3 4 5 6 7

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and large groups. [SL.1.1] 1 2 3 4 5 6 Skills 7 10 11 Knowledge 2 3 4 5 6 Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.1.1a] Skills 3 9 10 Knowledge 3 5 6 7 Build on others' talk in conversations by responding to the comments of others through multiple exchanges. [SL.1.1b] Skills 6 7 5 6 Knowledge Ask questions to clear up any confusion about the topics and texts under discussion. [SL.1.1c] Skills 2 3 4 5 6 Knowledge 4 5 6 7 11 Ask and answer questions about key details in a text read aloud or information presented orally or through other media. [SL.1.2] Skills Knowledge

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. [SL.1.3]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Presentation of Knowledge and Ideas

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [SL.1.4]

Skills	1	2	3	4	5	6	7				
Knowledge	1	2	3	4	5	6	7	8	9	10	11

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. [SL.1.5]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standards 1 and 3 here for specific expectations.) [SL.1.6]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

LANGUAGE STANDARDS (L)

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.1.1]

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Print all upper- and lowercase letters. **[L.1.1a]**

' '							-						
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

Skills	1	2	3	4	5	6	7		I			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Use singular a	and pl	ural ı	noun	s with	n mat	ching	g verl	os in	basic	sent	ence	s (e.g., He hops; We hop). [L.1.1
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Use personal everything). [essiv	/e, an	d ind	efini	te pro	onoui	ns (e.	g., <i>I,</i>	me, n	ny; th	ney, them, their; anyone,
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Use verbs to walk home; To		_						d futi	ure (e	e.g., }	'estei	rday I walked home; Today I
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Use frequent	ly осс	urrin	g adj	ectiv	es. [L	.1.1f]						
Use frequent	ly occ	urrin 2	g adj 3	ectiv 4	es. [L 5	1.1f] 6	7					
•	1						7	8	9	10	11	
Skills Knowledge	1	2	3	4	5	6	7					e). [L.1.1g]
Skills	1	2	3	4	5	6	7					e). [L.1.1g]
Skills Knowledge Use frequent	1 1 ly occ	2 2 urrin	3 3 g cor	4 1 1 junc	5 tions	6 6 (e.g.	7 ., and					e). [L.1.1g]
Skills Knowledge Use frequent Skills	1 1 1 1 1 1 1 1 1 1 1	2 2 urrin 2	3 3 g cor 3 3	4 4 njunc 4	5 5 tions 5	6 6 (e.g.	7 , and 7	, but,	or, s	o, bed	cause	e). [L.1.1g]
Skills Knowledge Use frequent Skills Knowledge	1 1 1 1 1 1 1 1 1 1 1	2 2 urrin 2	3 3 g cor 3 3	4 4 njunc 4	5 5 tions 5	6 6 (e.g.	7 , and 7	, but,	or, s	o, bed	cause	e). [L.1.1g]
Skills Knowledge Use frequent Skills Knowledge Use determin	1 1 1 1 1 ners (e	2 urrin 2 2	3 g cor 3 article	4 4 4 4 es, de	5 tions 5 5 emon	6 6 (e.g. 6 6 strat	7 7 7 7 ives)	, but,	or, s	o, bed	cause	e). [L.1.1g]
Skills Knowledge Use frequent Skills Knowledge Use determin Skills Knowledge	1 1 1 1 1 ners (e	2 urrin 2 2 e.g., a 2	3 g cor 3 article 3	4 4 4 es, de	5 tions 5 emon 5	6 6 (e.g. 6 6 strat	7 , and 7 7 ives) 7	8 . [L.1.1	or, s 9 h]	o, bed	11	
Skills Knowledge Use frequent Skills Knowledge Use determin	1 1 1 1 1 ners (e	2 urrin 2 2 e.g., a 2	3 g cor 3 article 3	4 4 4 es, de	5 tions 5 emon 5	6 6 (e.g. 6 6 strat	7 , and 7 7 ives) 7	8 . [L.1.1	or, s 9 h]	o, bed	11	

Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Demonstrate spelling wher				ne co	nvent	tions	of st	anda	rd En	ıglish	capit	alization, punc	tuation, and
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Capitalize da [.]	tes ar	nd na	mes	of pe	ople.	[L.1.2	a]						
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Use end pund	tuati	on fo	r sen	tence	es. [L.	1.2b]							
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Use commas	in dat	es an	d to s	separ	ate si	ngle	words	s in a	serie	S. [L.1	2c]		
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Use convention irregular word			g for	words	s with	ı com	ımon	spell	ing pa	atterr	ns and	for frequently	occurring
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Spell untaugh	it wor	ds ph	onet	ically	, drav	ving	on ph	onen	nic av	varer	iess ai	nd spelling con	ventions. [L.1.
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		

Knowledge o	of La	ngua	age									
(Begins in Gra	ade 2) [L.1.	3]									
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

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

Identify real-life connections between words and their use (e.g., note places at home that are cozy). [L.1.5c] Skills Knowledge Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. [L.1.5d] Skills Knowledge 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., I name my hamster Nibblet because she nibbles too much because she likes that). [L.1.6] Skills Knowledge

Grade 2 Overview

Alaska ELA Alignment

READING STANDARDS FOR LITERATURE (RL)

Key Ideas and Details

Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of a literary text using key details from the text. [RL.2.1]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Retell stories, including fables and folktales from diverse cultures, and determine the author's purpose (e.g., teach a lesson, make you laugh, tell a scary story, describe an imaginary place), lesson or moral. [RL.2.2]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Describe how characters in a story, play or poem respond to major events, problems, and challenges. [RL.2.3]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Craft and Structure

Identify words and phrases that supply rhythm or sensory images and meaning in a story, poem, or song (e.g., regular beats, alliteration, rhymes, repeated lines) and describe how they make a reader feel or what a reader might see in his or her mind. [RL.2.4]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Describe the overall structure of a story, including describing how the beginning introduces the story (who, what, why, where), the middle describes the problem (how characters react or feel and what they do), and the ending concludes the action or tells how the problem was solved. [RL.2.5]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. [RL.2.6] Skills Knowledge

Integration	of Kı	nowl	edge	and	Ilde	as							
	_									•		_	l text to demonstrate ronology). [RL.2.7]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
(Not applicab	le to	litera	ture)	[RL.2	2.8]								
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Compare and authors or fro							s of th	ne sa	me st	tory (e.g.,	Cinde	erella stories) by different
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
-	band	appr	opria	te to	Grac	de 2 (from	_					variety of cultures, within 3), with scaffolding as
Skills	1		~										

READING STANDARDS FOR INFORMATIONAL TEXT (RI)

Key Ideas ar	nd De	etails	S									
Ask and answ understandin										-		how to demonstrate
Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Identify the m	nain t	onic (of a n	nultir	narag	ranh	tevt	2C W/	ءد الد	the f	OCUS	of specific paragraphs within
the text. [RI.2.		орю	J1 4 11	10111	, a a a a a a a a a a a a a a a a a a a	парп	toxt	as we	JII 43			or specific paragraphs within
-		2	3	4	5	6		as we	ZII 43			or specific paragraphs within
the text. [RI.2.	2]		_			_	7	8 8	9	10	11	12
the text. [RI.2 Skills Knowledge	1 1 conne	2 2 ection	3 3 n betv	4 4 ween	5 5 a se	6 6 ries c	7 of hist	8	9	10	11	
Skills Knowledge Describe the	1 1 conne	2 2 ection	3 3 n betv	4 4 ween	5 5 a se	6 6 ries c	7 of hist	8	9	10	11	12

Craft and St	truct	ure													
Determine th	e mea	aning	of w	ords	and p	ohras	es in	a tex	t rele	evant	to a	Grad	e 2 topic or	subject ar	ea.
Skills	1	2	3	4	5	6									
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
numbered list						_						_			
numbered list						_						_			
Know and use numbered list [RI.2.5] Skills Knowledge	ts, ele	ectror	nic m	enus	s, icor	ns) to						_			
numbered list [RI.2.5] Skills	ts, ele	ectror 2 2	a s	enus 4 4	s, icor	6 6	location 7	te ke	y fac	ts or	infori 11	matio	on in a text e	fficiently.	
numbered list [RI.2.5] Skills Knowledge	ts, ele	ectror 2 2	a s	enus 4 4	s, icor	6 6	location 7	te ke	y fac	ts or	infori 11	matio	on in a text e	fficiently.	

Integration	of Kı	owl	edge	and	Ide	as						
Explain how s			ages	(e.g.,	, a dia	agrar	n sho	wing	how	a ma	chin	e works) contribute to and
Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Describe how	reas	ons s	uppo	rt sp	ecific	opii	nions	the a	autho	r ma	kes i	n a text. [RI.2.8]
Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Compare and book about p										-	two	texts or related topics (e.g., a
Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12

Range of Reading and Level of Text Complexity By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, within a complexity band appropriate to Grade 2 (from upper Grade 1 to Grade 3), with scaffolding as needed at the high end of the range. [RI.2.10] Skills 1 2 3 4 5 6 Knowledge 1 2 3 4 5 6 7 8 9 10 11 12

READING STANDARDS FOR FOUNDATIONAL SKILLS (RF)

Phonics and	l Wor	d Re	cogi	nitio	n								
Know and app	ly gra	ide-le	evel p	honic	s and	l wor	d ana	lysis	skills	in de	codir	ng wo	ords. [RF.2.3]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
(now spelling	g-soul	nd co	rresp	ond	ences	s for	addit	ional	com	mon	vowe	l tear	ทร. [RF.2.3b]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Decode regul	arly s	pelle	d two	s-syll	able	word	s with	n long	g vow	els. [RF.2.3	c]	
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
												12	
Decode word	s with						uffixe					12	
Decode word	s with						uffixe				and and	12	
		n com	ımon	pref	ixes a	and s	uffixe				11	12	
Skills Knowledge	1	2 2	3 3	pref	5 5	and s 6	7	es. [RI	F.2.3d]	10	11	12	ences. [RF.2.3e]
Skills Knowledge	1	2 2	3 3	pref	5 5	and s 6	7	es. [RI	F.2.3d]	10	11	12	ences. [RF.2.3e]
Skills Knowledge Identify word	1 1 s with	com 2 2 n inco	amon 3 3 onsist	pref	sout co	and s 6 6	7	es. [RI	F.2.3d]	10	11	12	ences. [RF.2.3e]
Skills Knowledge Identify word Skills	1 1 s with 1	com 2 2 n inco 2	amon 3 3 onsist 3 3	pref 4 4 ent b	sixes a solution of the soluti	6 6 6	7 on sp	es. [RI	9 g-sou	10 nd co	11 orres	12 pond	ences. [RF.2.3e]
Skills Knowledge Identify word Skills Knowledge	1 1 s with 1	com 2 2 n inco 2	amon 3 3 onsist 3 3	pref 4 4 ent b	sixes a solution of the soluti	6 6 6	7 on sp	es. [RI	9 g-sou	10 nd co	11 orres	12 pond	ences. [RF.2.3e]

Fluency													
Read with suf	ficien	ıt acc	curac	y and	d flue	ncy t	o sup	port	com	preh	ensio	n. [RF	7.2.4]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Read on-level	text	with _l	purpo	ose a	nd ur	nders	tand	ing. [RF.2.4	a]			
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. [RF.2.4b] Skills Knowledge Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [RF.2.4c] Skills Knowledge

WRITING STANDARDS (W)

Text Types and Purposes

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 one or more concluding sentences that restate or paraphrase their opinion. [w.2.1]



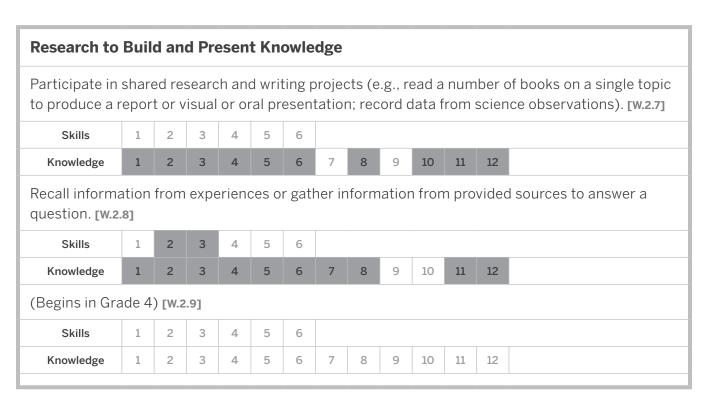
Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or one or more concluding sentences that emphasize their most important point or focus. [w.2.2]



Use narrative writing to retell a well-elaborated event or short sequence of real or imagined events, include details to describe actions, thoughts, and feelings, use linking words to signal event order, and provide one or more concluding sentences that restate or emphasize a feeling or lesson learned. **[W.2.3]**

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

(Begins in Gra	ade 3)	[W.2.	4]													
Skills	1	2	3	4	5	6										
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
		_				-	detail	ls; ela	abora	ating	on h	ow th	e deta	nils ch	osen sı	uppor
		_				-	detail	ls; ela	abora	ating	on h	ow th	e deta	nils ch	osen sı	uppor
the focus) by	revisi	ing ar	nd ed	liting 4	. [W.2.	5]							e deta	nils ch	osen sı	uppor
the focus) by	revisi	ing ar	nd ed	liting	. [W.2.	5]	detail	ls; ela	abora 9	ating 10	on h	ow th	e deta	nils ch	osen sı	uppor
the focus) by Skills Knowledge With guidance	revisi 1 1 e and	2 2 supp	3 3 ort fr	4 4 fom a	5 5 adults	6 6 6, use	7	8	9	10	11	12				
the focus) by	revisi 1 1 e and	2 2 supp	3 3 ort fr	4 4 fom a	5 5 adults	6 6 6, use	7	8	9	10	11	12				
the focus) by Skills Knowledge With guidance	revisi 1 1 e and	2 2 supp	3 3 ort fr	4 4 fom a	5 5 adults	6 6 6, use	7	8	9	10	11	12				



Range of Wr	itin	g											
(Begins in Gra	ade 3	3) [v	V.2.10)]									
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

SPEAKING AND LISTENING STANDARDS (SL)

Comprehension and Collaboration Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups. [SL.2.1] Skills Knowledge Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.2.1a] Skills 11 12 Knowledge Build on others' talk in conversations by linking their comments to the remarks of others. [SL.2.1b] Skills Knowledge Ask for clarification and further explanation as needed about the topics and texts under discussion. [SL.2.1c] Skills Knowledge Recount or describe key ideas or details from a text read aloud or information presented orally or through other media. [SL.2.2] Skills Knowledge

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue. [SL.2.3]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Presentation of Knowledge and Ideas

Tell a story or retell an experience with relevant facts and relevant, descriptive details, speaking audibly in coherent sentences. [SL.2.4]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings. [SL.2.5]

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language Standards 1 and 3 for specific expectations.) [SL.2.6]

Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

LANGUAGE STANDARDS (L)

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.2.1]

speaking. [L.2.	1]											
Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Use collective	noui	ns (e.	g., gr	oup)	. [L.2.	1a]						
Skills	1	2	3	4	5	6						

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Skills	1	2	3	4	5	6										
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
Jse reflexive	prono	ouns	(e.g.,	myse	elf, οι	ırselv	/es).	[L.2.1c	:]	ı		1				
Skills	1	2	3	4	5	6										
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
Form and use	the p	ast t	ense	of fre	eque	ntly c	ccur	ring i	rregu	ılar v	erbs	(e.g.,	sat, hi	d, tol	d). [L.2	.1d]
Skills	1	2	3	4	5	6										
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12				
Use adjective	s and	adve	erbs,	and c	hoos	se bet	weer	n ther	n de	oendi	ng o	n wha	nt is to	be m	odified	l. [L.2.
Skills	1	2	3	4	5	6										
Manuel a days	-		_	4	_	-				10	4.4	10				
watched the i				_						•					-	little
Produce, exp	and, a	ind re	earra	nge c	omp	lete s	impl	e anc	l com	pour	nd se	nten			-	little
Produce, exp watched the i	and, a	ind re	earra little	nge c	omp watcl	lete s	impl	e anc	l com	pour	nd se	nten			-	little
Produce, exp watched the r boy). [L.2.1f] Skills	and, a movie	nnd re; The	earra little 3 3	nge o	omp watch	lete s ned ti	simpl he mo	e and ovie;	I com The a	npour action	nd sen mov	ntenovie wa	s watc	hed b	by the I	
Produce, exp watched the r boy). [L.2.1f] Skills Knowledge	and, a movie	nnd re; The	earra little 3 3	nge o	omp watch	lete s ned ti	simpl he mo	e and ovie;	I com The a	npour action	nd sen mov	ntenovie wa	s watc	hed b	by the I	
Produce, exp watched the i boy). [L.2.1f] Skills Knowledge Demonstrate spelling wher	and, a movie	nnd re; The	earra little 3 3 l of th	nge co	somp watch 5 5 nven	lete s ned ti 6 6	simpl he mo	e and ovie;	I com The a	npour action	nd sen mov	ntenovie wa	s watc	hed b	by the I	
Produce, exp watched the i boy). [L.2.1f] Skills Knowledge Demonstrate spelling wher Skills Knowledge	and, a movie 1 1 common writi 1	nnd re; The 2 mand ng. [L	arra little 3 3 l of th	nge oby	somp watch	lete shed the	simple he mo	e andovie;	l com The a	npour action 10 aglish	nd sen mov	ntenovie wa	s watc	hed b	by the I	
Produce, exp watched the i boy). [L.2.1f] Skills Knowledge Demonstrate spelling wher Skills Knowledge	and, a movie 1 1 common writi 1	nnd re; The 2 mand ng. [L	arra little 3 3 l of th	nge oby	somp watch	lete shed the	simple he mo	e andovie;	l com The a	npour action 10 aglish	nd sen mov	ntenovie wa	s watc	hed b	by the I	
Produce, exp watched the r boy). [L.2.1f] Skills Knowledge Demonstrate spelling wher Skills Knowledge Capitalize ho	and, a movie 1 1 common writi 1 1 lidays	mand regions, The	aarra little 3 3 l of th 2.2] 3	nge con boy 1 4 4 4 ne con 4 4 name	somp watch 5 5 nvent	lete shed the factor of the fa	simple he mo	e andovie;	l com The a	npour action 10 aglish	nd sen mov	ntenovie wa	s watc	hed b	by the I	
Produce, exp watched the in boy). [L.2.1f] Skills Knowledge Demonstrate spelling wher Skills Knowledge Capitalize ho Skills Knowledge	and, a movie 1 1 1 common writi 1 1 lidays 1	mand re; The 2 manding. [L 2 , proc	arrallittle 3 3 l of th2.2] 3 duct 3	nge of boy in a decomposition of the contract	somp watch 5 5 nvent 5 es, ar 5	lete shed the factor of the fa	simple he mo	e andovie; 8 anda 8 ohic r	I com The a 9 rd En 9 name	10 glish	nd sen mov	ntenovie wa	s watc	hed b	by the I	
Produce, exp watched the i boy). [L.2.1f] Skills Knowledge Demonstrate spelling wher Skills Knowledge Capitalize ho	and, a movie 1 1 1 common writi 1 1 lidays 1	mand re; The 2 manding. [L 2 , proc	arrallittle 3 3 l of th2.2] 3 duct 3	nge of boy in a decomposition of the contract	somp watch 5 5 nvent 5 es, ar 5	lete shed the factor of the fa	simple he mo	e andovie; 8 anda 8 ohic r	I com The a 9 rd En 9 name	10 glish	nd sen mov	ntenovie wa	s watc	hed b	by the I	

Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Generalize le	arned	spel	ling p	atter	ns w	hen v	writin	ig wo	rds (e.g., (cage ·	→ ba	dge; boy \rightarrow boil). [L.2.2d]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Consult refer		mate	rials,	inclu	ıding	begi	nning	g dict	ionar	ies, a	as ne	eded	to check and correct
ppenings. [Liz				_	_	6							
Skills	1	2	3	4	5	6							

Knowledge	of La	ngu	age										
Use knowledg [L.2.3]	ge of I	angu	iage a	and it	ts cor	nvent	ions	when	ı writ	ing, s	peak	ing, reading, or l	istening.
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Compare forr	nal ar	nd inf	forma	al use	es of l	Englis	sh. [L	.2.3a]					
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Vocabulary A	Acqu	iisiti	on a	nd U	se								
Determine or Grade 2 readi		_		_							_		ds and phrases based on s. [L.2.4]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use sentence	-leve	l cont	text a	s a c	lue to	o the	mea	ning (of a w	vord (or ph	rase.	[L.2.4a]
Skills	1	2	3	4	5	6							
	1	2	3	4	5	6	7	8	9	10	11	12	

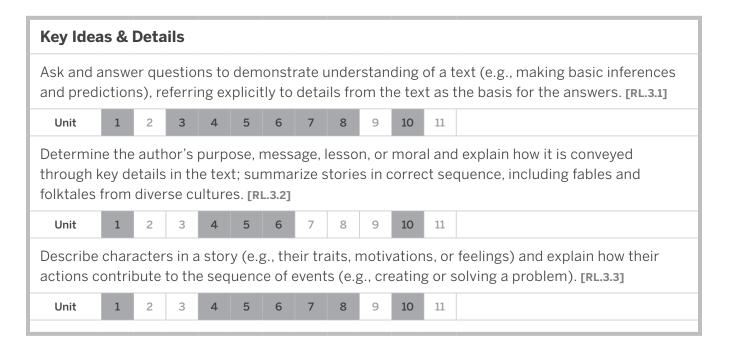
Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell). [L.2.4b] Skills Knowledge Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional). [L.2.4c] Skills Knowledge Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark). [L.2.4d] Skills Knowledge Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. [L.2.4e] Skills Knowledge Demonstrate understanding of word relationships and nuances in word meanings. [L.2.5] Skills Knowledge Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). [L.2.5a] Skills Knowledge

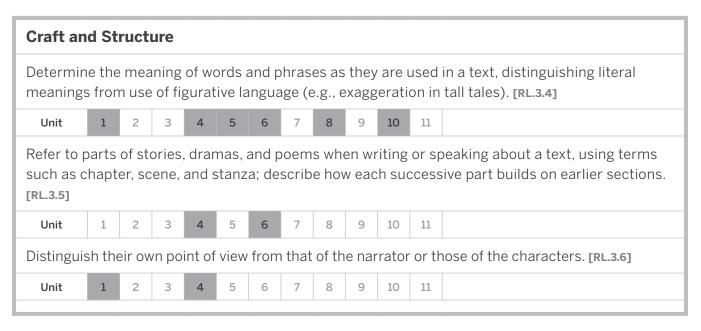
Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny). [L.2.5b] Skills Knowledge Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy, that makes me happy). [L.2.6] Skills Knowledge

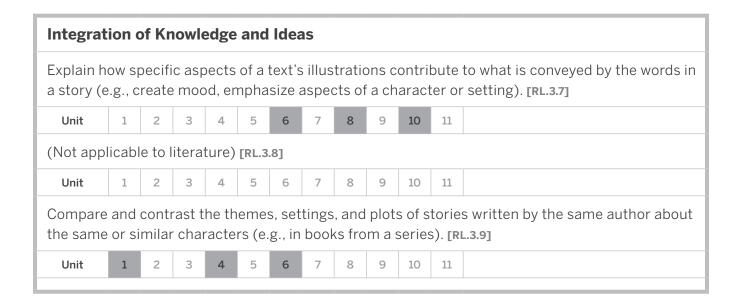
Grade 3 Overview

Alaska ELA Alignment

READING STANDARDS - LITERATURE







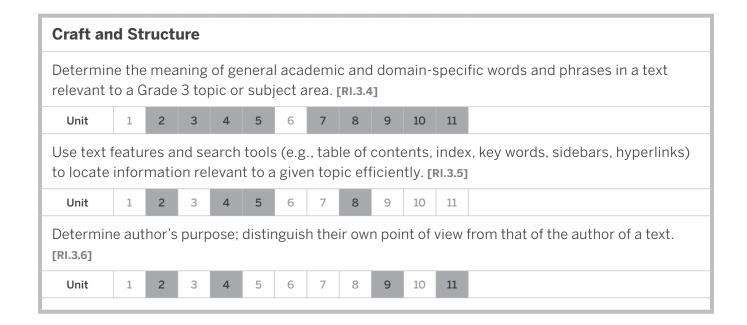
Range of Reading and Level of Text Complexity

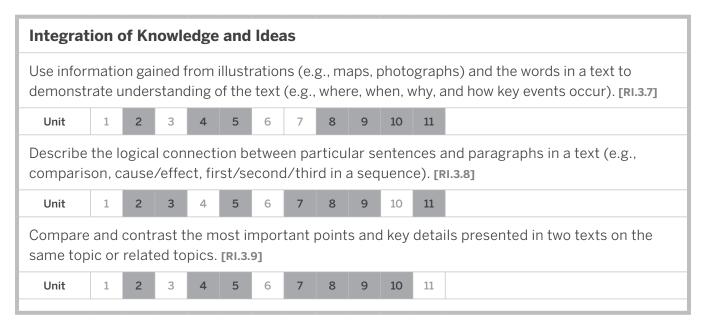
By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to Grade 3 (from upper Grade 2 to Grade 4), with scaffolding as needed at the high end of the range. [RL.3.10]

Unit 1 2 3 4 5 6 7 8 9 10 11

READING STANDARDS - INFORMATIONAL TEXT

Key Ideas and Details Ask and answer questions to demonstrate understanding of a text (e.g., explaining what the texts says explicitly, making basic inferences and predictions), referring explicitly to the text as the basis for the answers. [RI.3.1] Unit 4 7 8 9 10 11 Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea. [RI.3.2] Unit 5 10 Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. [RI.3.3] Unit

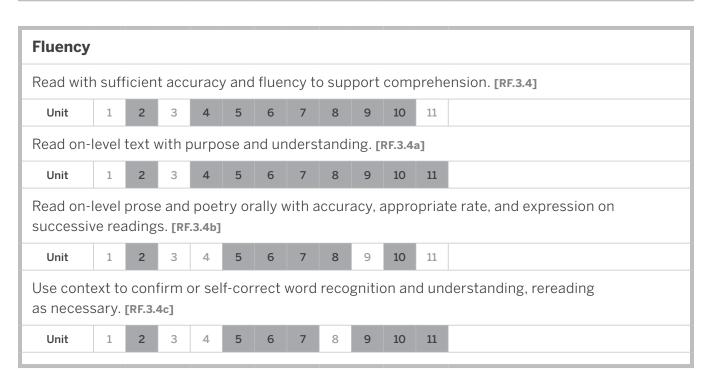




Range of Reading and Level of Text Complexity By the end of the year, read and comprehend a range of informational texts, including history/ social studies, science, and technical texts, within a complexity band appropriate to Grade 3 (from upper Grade 2 to Grade 4), with scaffolding as needed at the high end of the range. [RI.3.10] Unit 1 2 3 4 5 6 7 8 9 10 11

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics	Phonics and Word Recognition												
Know an	d app	ly gra	ade-l	evel p	ohon	ics ar	nd wo	ord ar	nalys	is skil	ls in	decoding words. [RF.3.3]	
Unit	1	2	3	4	5	6	7	8	9	10	11		
Identify	and k	now t	he m	ieanii	ng of	the r	nost	comi	mon	prefix	es ar	nd derivational suffixes. [RF.3.3a]	
Unit	1	2	3	4	5	6	7	8	9	10	11		
Decode	words	with	com	mon	Latir	n suff	ixes.	[RF.3.	3b]				
Unit	1	2	3	4	5	6	7	8	9	10	11		
Decode	multis	syllab	le wo	ords.	[RF.3.	3c]							
Unit	1	2	3	4	5	6	7	8	9	10	11		
Read gra	ade-ap	oprop	riate	irreg	gular	ly spe	elled	word	S. [RF	.3.3d]			
Unit	1	2	3	4	5	6	7	8	9	10	11		



WRITING STANDARDS

Text Typ	es aı	nd P	urpo	ses								
•	e larg	e dog	gs be	tter t								ew with fact- or text-based reasons pull a sled and run for a longer time
Unit	1	2	3	4	5	6	7	8	9	10	11	
Introduce structure					-		_				opin	ion, and create an organizational
Unit	1	2	3	4	5	6	7	8	9	10	11	
Provide re	easor	ns tha	at su _l	pport	the	pini	on. [\	W.3.1b]	I			
Unit	1	2	3	4	5	6	7	8	9	10	11	
Link opini	ion ar	nd re	ason	s usir	ng wo	rds a	and p	hras	es (e	.g., be	ecaus	se, therefore, since, for example).
Unit	1	2	3	4	5	6	7	8	9	10	11	
Provide a	conc	ludin	g sta	teme	nt or	secti	on th	nat re	infor	ces o	r rest	tates the opinion. [W.3.1d]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Write infor	mativ	/e/ex	plana	itory t	exts t	o exa	mine	a top	oic an	d con	vey ic	deas and information clearly. [w.3.2]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Introduce when use			_						toget	her;	nclu	de labeled or captioned visuals
Unit	1	2	3	4	5	6	7	8	9	10	11	
Develop t	he to	pic w	/ith fa	acts,	defin	itions	s, and	d deta	ails, a	and e	xplar	nations that support the focus.
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use linkin categorie						g., als	so, ar	nothe	r, and	d, mo	re, bı	ut) to connect ideas within
Unit	1	2	3	4	5	6	7	8	9	10	11	
Provide a	concl	luding	g stat	temer	nt or s	sectio	on th	at par	aphr	ases [·]	the fo	ocus of the text. [w.3.2d]
Unit	1	2	3	4	5	6	7	8	9	10	11	

Write narratives to develop real or imagined experiences or events using effective narrative technique (dialogue, description, elaboration, problem-solution, figurative language), descriptive details, and clear event sequences (chronology). [w.3.3] Unit Establish a context or situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. [w.3.3a] Unit Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and feelings and to develop experiences and events showing the response of characters to situations or problems. [W.3.3b] Unit Use transitional words and phrases to signal event order (e.g., later, soon after). [W.3.3c] Unit Provide a sense of closure (e.g., how a problem was solved or how the event ended). [w.3.3d] Unit

Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) [W.3.4] Unit With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 3.) [W.3.5] Unit 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 and to locate information about topics. [W.3.6] Unit

Research to Build and Present Knowledge Conduct short research projects that build knowledge about a topic. [w.3.7] Unit Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. [w.3.8] Unit (Begins in Grade 4) [w.3.9] Unit

Range of Writing

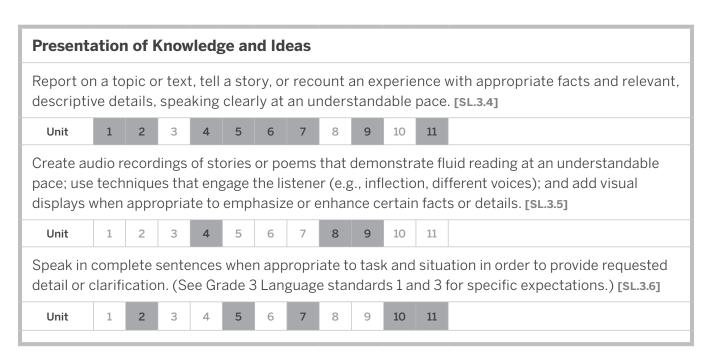
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [w.3.10]

Unit 1 2 3 4 5 6 7 8 9 10 11

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly. [SL.3.1] Unit After learning a protocol (e.g., Socratic method), come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.3.1a] Unit Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). [SL.3.1b] Unit

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. [SL.3.1c] 2 Unit 4 5 10 11 Explain their own ideas and understanding in light of the discussion. [SL.3.1d] Unit 10 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.3.2] 10 1 2 3 4 5 6 7 8 9 Unit 11 Ask and answer questions about information from a speaker, offering appropriate elaboration or explanations and detail. [SL.3.3] 1 2 Unit 10 11



Demons	trate	comr	nand	of th	e coi	nvent	ions	of sta	andaı	rd Fn	σlish	grammar and usage when writing
or speak			папа	01 (11	C 001	100111	.10115	01 310	апаа	I G LII	811311	i grammar and asage when writing
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use nou to apply					-			d adve	erbs	appro	opria	te to function and purpose in order
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form and	d use	regul	ar an	d irre	gulaı	plur	al no	uns. [L.3.1b]		
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use abst	tract i	nouns	s (e.g	., chi	dhoc	od). [I	L.3.1c]					
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form and	d use	regula	ar and	d irreg	gular	verb	5. [L.3	.1d]				
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form an	d use	the s	imple	e (e.g	., I w	alked	l; I wa	alk; I v	vill w	alk) v	erb t	tenses. [L.3.1e]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Ensure s	subjec	t-ver	b and	d proi	noun	-ante	cede	nt ag	green	nent.	[L.3.1	f]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form and								-	tives	and	adve	erbs, and choose between them
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use coor	rdinat	ing a	nd su	ıbord	inati	ng co	njun	ction	S. [L.3	3.1h]		
Unit	1	2	3	4	5	6	7	8	9	10	11	
Produce	simp	le, co	mpoi	und,	and c	comp	lex s	enter	ices.	[L.3.1i]	
Unit	1	2	3	4	5	6	7	8	9	10	11	

Demonst spelling v					e cor	nvent	ions	of sta	anda	rd En	glish	capitalization, punctuation, and
Unit	1	2	3	4	5	6	7	8	9	10	11	
Capitalize	е арр	ropri	ate w	ords/	in tit	:les. [L.3.2a]				
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use com	mas i	n add	dress	es. [L	.3.2b]							
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use com	nas a	and q	uota	tion r	nark	s in d	ialog	ue. [L	3.2c]			
Unit	1	2	3	4	5	6	7	8	9	10	11	
Form and	luse	poss	essiv	es. [L	.3.2d]							
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use conv								_			ıdied	I words and for adding suffixes to
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use spell patterns,												oosition-based spellings, syllable [. [L.3.2f]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Consult r					inclu	ding	begii	nning	dict	ionar	ies, a	as needed to check and
Unit	1	2	3	4	5	6	7	8	9	10	11	

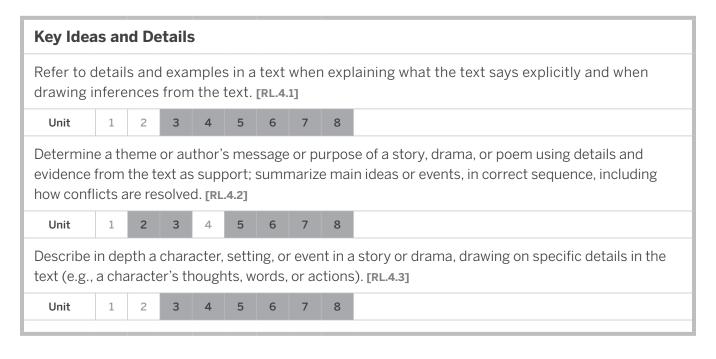
Knowled	Knowledge of Language											
Use know	/ledge	e of la	ngua	ige ar	nd its	conv	entio	ns wh	nen w	riting	, spe	aking, reading, or listening. [L.3.3]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Choose v	vords	and	phras	ses fo	r effe	ect. [L	3.3a]					
Unit	1	2	3	4	5	6	7	8	9	10	11	
Recogniz standard					ences	s betv	ween	the c	onve	ntion	s of s	spoken and written
Unit	1	2	3	4	5	6	7	8	9	10	11	

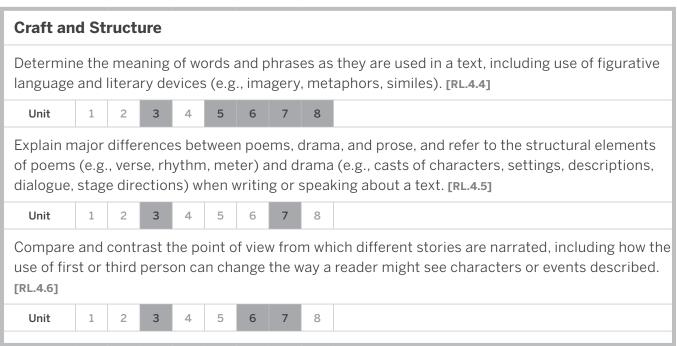
ocabulary Acquisition and Use
etermine or clarify the meaning of unknown and multiple-meaning word and phrases based on rade 3 reading and content, choosing flexibly from a range of strategies. [L.3.4]
Unit 1 2 3 4 5 6 7 8 9 10 11
se sentence-level context as a clue to the meaning of a word or phrase. [L.3.4a]
Unit 1 2 3 4 5 6 7 8 9 10 11
etermine the meaning of the new word formed when a known affix is added to a known word (e.g., greeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [L.3.4b]
Unit 1 2 3 4 5 6 7 8 9 10 11
se a known root word as a clue to the meaning of an unknown word with the same root .g., company, companion). [L.3.4c]
Unit 1 2 3 4 5 6 7 8 9 10 11
se glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise eaning of key words and phrases. [L.3.4d]
Unit 1 2 3 4 5 6 7 8 9 10 11
emonstrate understanding of word relationships and nuances in word meanings. [L.3.5]
Unit 1 2 3 4 5 6 7 8 9 10 11
stinguish the literal and nonliteral meanings of words and phrases in context .g., take steps). [L.3.5a]
Unit 1 2 3 4 5 6 7 8 9 10 11
entify real-life connections between words and their use (e.g., describe people who are <i>friendly helpful</i>). [L.3.5b]
Unit 1 2 3 4 5 6 7 8 9 10 11
stinguish shades of meaning among related words (e.g., words that describe states of mind or egrees of certainty, such as knew, believed). [L.3.5c]
Unit 1 2 3 4 5 6 7 8 9 10 11
equire and use accurately use grade-appropriate conversational, general academic, and domain- becific words and phrases, including those that signal spatial and temporal relationships .g., After dinner that night, we went looking for them.). [L.3.6]
Unit 1 2 3 4 5 6 7 8 9 10 11

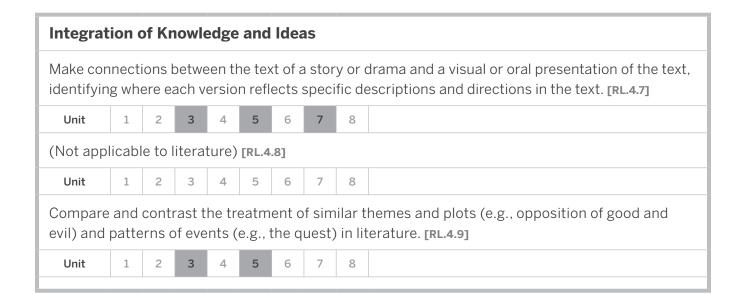
Grade 4 Overview

Alaska ELA Alignment

READING STANDARDS - LITERATURE







Range of Reading and Level of Text Complexity

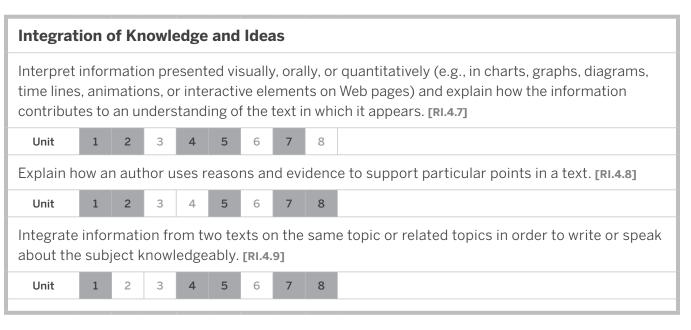
By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to Grade 4 (from upper Grade 3 to Grade 5), with scaffolding as needed at the high end of the range. [RL.4.10]

Unit 1 2 3 4 5 6 7 8

READING STANDARDS - INFORMATIONAL TEXT

Key Ideas and Details Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. [RI.4.1] Unit 4 Determine the main idea of a text and explain how it is supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate. [RI.4.2] 1 2 3 4 5 6 Unit Explain relationships (e.g., cause-effect) among events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. [RI.4.3] Unit 8

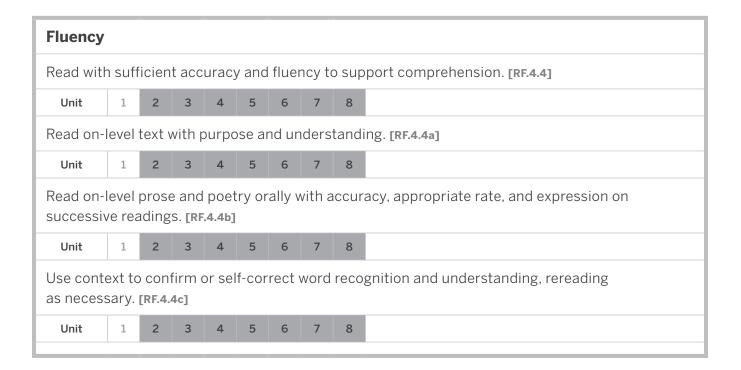
Craft and Structure Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area. [RI.4.4] 5 Unit Describe the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. [RI.4.5] Unit 2 5 Determine author's purpose; compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. [RI.4.6] 2 Unit 4 5 6 8



Range of Reading and Level of Text Complexity By the end of year, read and comprehend a range of informational texts, including history/social studies, science, and technical texts, within a complexity band appropriate to Grade 4 (from upper Grade 3 to Grade 5), with scaffolding as needed at the high end of the range. [RI.4.10] Unit 1 2 3 4 5 6 7 8

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. [RF.4.3] Unit 1 2 3 4 5 6 7 8 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.4.3a] Unit 1 2 3 4 5 6 7 8



WRITING STANDARDS

Text Types and Purposes Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information (e.g., The character _____ was brave because she _____). [w.4.1] Unit 1 2 3 4 5 6 7 8

					_				, and create an organizational structure in which purpose. [W.4.1a]
Unit	1	2	3	4	5	6	7	8	
Provide r	easoı	ns tha	at are	sup	porte	ed by	facts	s and	details. [w.4.1b]
Unit	1	2	3	4	5	6	7	8	
Link opini	on ar	nd rea	sons	using	word	ds and	d phr	ases ((e.g., for instance, in order to, in addition). [W.4.1c]
Unit	1	2	3	4	5	6	7	8	
Provide a [W.4.1d]	cond	cludir	ng sta	atem	ent o	r sec	tion †	that r	reinforces or restates the opinion presented.
Unit	1	2	3	4	5	6	7	8	
Write info	rmati	ve/ex	plana	tory t	exts	to exa	amine	a top	oic and convey ideas and information clearly. [w.4.2]
Unit	1	2	3	4	5	6	7	8	
	orma	tting	(e.g.,	head	dings), lab	eled		mation in paragraphs and sections; aptioned visuals/diagrams, and multimedia when
Unit	1	2	3	4	5	6	7	8	
Develop t and exam								rete d	letails, quotations, or other information/explanations
Unit	1	2	3	4	5	6	7	8	
Link idea also, beca			_	ries (of inf	orma	tion	using	g words and phrases (e.g., another, for example,
Unit	1	2	3	4	5	6	7	8	
Use preci	se lar	nguag	e and	d don	nain-s	speci	fic vo	cabu	lary to inform about or explain the topic. [w.4.2d]
Unit	1	2	3	4	5	6	7	8	
Provide a			ng sta	atem	ent o	r sec	tion 1	that p	paraphrases the focus of the text of explanation
Unit	1	2	3	4	5	6	7	8	
	tech	nique	e, (dia	alogu	e, de	scrip	tion,	elabo	I characters, experiences or events using effective oration, problem-solution, figurative language),
Unit	1	2	3	4	5	6	7	8	
									l l

Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [w.4.3a] Unit Use narrative techniques, such as dialogue, description and elaboration, and concrete and sensory details to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts. [w.4.3b] Unit Use a variety of transitional words and phrases to manage the sequence of events. [W.4.3c] 4 5 6 7 8 Unit Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely. [w.4.3d] 1 Unit Provide a conclusion that follows from the narrated experiences or events. [W.4.3e] 2 8 Unit **Production and Distribution of Writing** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) [w.4.4] Unit With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4.) [w.4.5] Unit 4 5 6 With some guidance and support from adults, use technology, including the Internet, to produce, edit, and publish writing as well as to interact and collaborate with others and to locate information about topics; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **rw.4.61** Unit

Research to Build and Present Knowledge Conduct short research projects that build knowledge through investigation of different aspects of a topic. [w.4.7] Unit 1 2 3 4 5 6 8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. [w.4.8] Unit 1 2 3 4 5 6 8 Draw evidence from literary or informational texts to support analysis, reflection, and research. [w.4.9] Unit Apply Grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). [w.4.9a] Unit 1 2 Apply Grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). [w.4.9b] Unit

Range of Writing

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. [w.4.10]

Unit 1 2 3 4 5 6 7 8

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly. [SL.4.1] Unit 2 5 4 6 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.4.1a] 4 6 7 8 2 Unit Follow agreed-upon rules for discussions and carry out assigned roles. [SL.4.1b] 2 3 6 Unit Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. [SL.4.1c] Unit Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. [SL.4.1d] Unit 3 4 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.4.2] Unit 2 6 Identify the reasons and evidence a speaker provides to support particular points (e.g., using a graphic organizer to show connections between reasons given and support provided). [SL.4.3] Unit 4 6 2 3 8

Presentation of Knowledge and Ideas

Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.4.4]

Unit 1 2 3 4 5 6 7 8

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully. [sl.4.5]

Unit 1 2 3 4 5 6 7 8

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. (See Grade 4 Language standards 1 here for specific expectations.) [sl.4.6]

Unit 1 2 3 4 5 6 7 8

LANGUAGE STANDARDS

Convent	tions	of S	tand	lard	Eng	lish			
Demonst or speaki			nand	of th	e coi	nvent	ions	of sta	andard English grammar and usage when writing
Unit	1	2	3	4	5	6	7	8	
			`						apply the conventions of English. [L.4.1a]
Unit	1	2	3	4	5	6	7	8	
Form and	l use t	:he pr	ogres	ssive	(e.g.,	l was	walk	king; l	am walking; I will be walking) verb tenses. [L.4.1b]
Unit	1	2	3	4	5	6	7	8	
Use mod	al aux	kiliari	es (e	.g., c	an, m	ay, n	nust)	to co	onvey various conditions. [L.4.1c]
Unit	1	2	3	4	5	6	7	8	
Order adj a red sma				enter	ices a	accor	ding [·]	to co	nventional patterns (e.g., a small red bag rather than
Unit	1	2	3	4	5	6	7	8	
Form and	d use	prep	ositic	nal p	hras	es. [L	.4.1e]		
Unit	1	2	3	4	5	6	7	8	
Produce and run-o				ences	s, rec	ogniz	ing a	and c	orrecting inappropriate fragments
Unit	1	2	3	4	5	6	7	8	

Correctly	use :	frequ	ently	con'	fusec	l wor	ds (e	e.g., to	o, too, two; there, their). [L.4.1g]
Unit	1	2	3	4	5	6	7	8	
Demonst spelling w					e cor	nvent	tions	of sta	andard English capitalization, punctuation, and
Unit	1	2	3	4	5	6	7	8	
Use corre	ect ca	ıpital	izatio	n. [L.	.4.2a]				
Unit	1	2	3	4	5	6	7	8	
Use comr	nas a	and q	uota	tion r	mark	s to r	nark	direc	t speech and quotations from a text. [L.4.2b]
Unit	1	2	3	4	5	6	7	8	
Use a cor	nma	befor	re a c	oord	inatir	ng co	njun	ction	in a compound sentence. [L.4.2c]
Unit	1	2	3	4	5	6	7	8	
Spell grad	de-ap	prop	riate	word	ds co	rrect	ly, co	nsult	ing references as needed. [L.4.2d]
Unit	1	2	3	4	5	6	7	8	

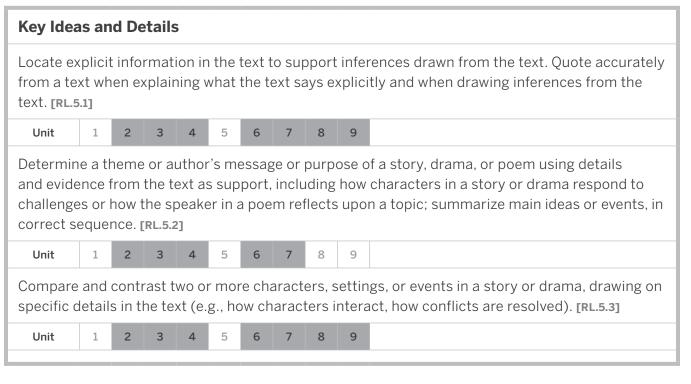
Knowle	dge c	of La	ngua	age					
Use knov	vledge	e of la	ngua	ge an	d its	conv	entio	ns wh	nen writing, speaking, reading, or listening. [L.4.3]
Unit	1	2	3	4	5	6	7	8	
Choose v	vords	and	phras	ses to	con	vey ic	deas p	orecis	sely. [L.4.3 a]
Unit	1	2	3	4	5	6	7	8	
Choose p	ounct	uatio	n for	effect	t. [L.4	.3b]			
Unit	1	2	3	4	5	6	7	8	
									I English (e.g. presenting ideas) and situations all-group discussion). [L.4.3c]
Unit	1	2	3	4	5	6	7	8	

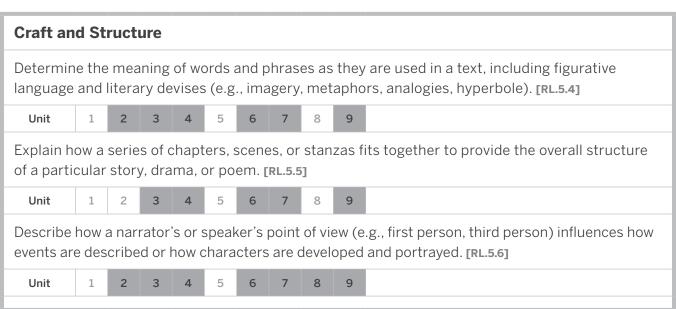
Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 4 reading and content, choosing flexibly from a range of strategies. [L.4.4] Unit 4 Determine meaning of unfamiliar words by using knowledge of phonetics, word structure, and language structure through reading words in text (word order, grammar, syntax), use context (e.g., definitions, examples, or restatement in text) as a clue to the meaning of a word or phrase. Г**L**.4.4а1 Unit 5 6 7 8 Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). [L.4.4b] Unit 2 5 6 Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.4.4c] Unit 2 3 4 5 6 8 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.4.5] 5 6 Unit Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context. [L.4.5a] Unit 6 Recognize and explain the meaning of common idioms, adages, and proverbs. [L.4.5b] Unit 2 3 4 5 6 7 8 Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). [L.4.5c] 1 2 4 Unit 3 5 6 7 8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). [L.4.6] Unit 6

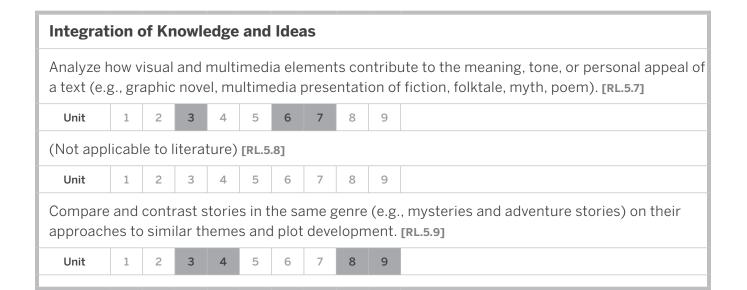
Grade 5 Overview

Alaska ELA Alignment

READING STANDARDS - LITERATURE







Range of Reading and Level of Text Complexity

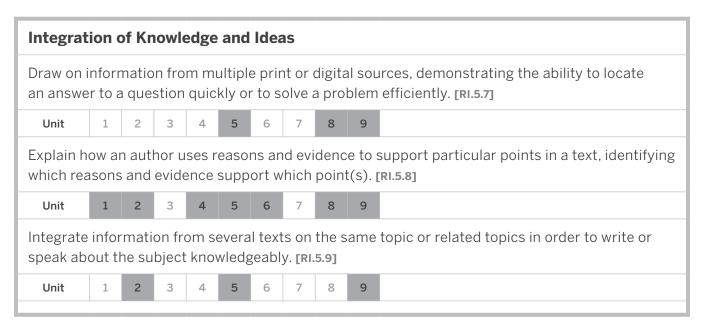
By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to Grade 5 (from upper Grade 4 to Grade 6), with scaffolding as needed at the high end of the range. [RL.5.10]

Unit 1 2 3 4 5 6 7 8 9

READING STANDARDS - INFORMATIONAL TEXT

Key Ideas and Details Locate explicit information in the text to explain what the text says explicitly and to support inferences drawn from the text. [RI.5.1] Unit 2 Determine the main idea and subtopics of a text and explain how they are supported by key details; paraphrase or summarize key ideas, events, or procedures including correct sequence when appropriate. [RI.5.2] Unit 1 2 Explain the relationships (e.g., cause-effect) or interactions among two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. [RI.5.3] Unit 6

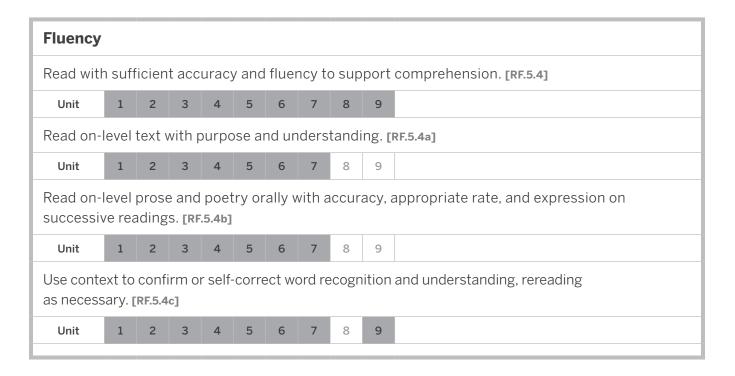
Craft and Structure Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area. [RI.5.4] Unit 1 2 3 4 5 6 7 8 9 Compare and contrast the overall structure (e.g., sequence, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. [RI.5.5] Unit 1 2 3 4 5 6 7 8 9 Determine author's purpose; analyze multiple accounts of the same event of topic, noting important similarities and differences in the points of view they represent (e.g., social studies topics, media messages about current events). [RI.5.6] Unit 1 2 3 4 5 6 7 8 9



Range of Reading and Level of Text Complexity By the end of the year, read and comprehend a range of informational texts, including history/ social studies, science, and technical texts, within a complexity band appropriate to Grade 5 (from upper Grade 4 to Grade 6), with scaffolding as needed at the high end of the range. [RI.5.10] Unit 1 2 3 4 5 6 7 8 9

READING STANDARDS - FOUNDATIONAL SKILLS

Phonics and Word Recognition Know and apply grade-level phonics and word analysis skills in decoding words. [RF.5.3] Unit 1 2 3 4 5 6 7 8 9 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. [RF.5.3a] Unit 1 2 3 4 5 6 7 8 9



WRITING STANDARDS

Text Types and Purposes Write opinion pieces on topics or texts, supporting a point of view with fact- or text-based reasons and information. [w.5.1] Unit 1 2 3 4 5 6 7 8 9

Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. [w.5.1a]
Unit 1 2 3 4 5 6 7 8 9
Provide logically ordered reasons that are supported by facts and details. [W.5.1b]
Unit 1 2 3 4 5 6 7 8 9
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). [W.5.1c]
Unit 1 2 3 4 5 6 7 8 9
Provide a concluding statement or section that reinforces or restates the opinion presented. [W.5.1d]
Unit 1 2 3 4 5 6 7 8 9
Write informative/explanatory texts to examine a topic and convey ideas and information clearly. [W.5.2]
Unit 1 2 3 4 5 6 7 8 9
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), labeled or captioned visuals/graphics, and multimedia when useful to aiding comprehension. [W.5.2a]
Unit 1 2 3 4 5 6 7 8 9
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples that support the topic. [w.5.2b]
Unit 1 2 3 4 5 6 7 8 9
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). [w.5.2c]
Unit 1 2 3 4 5 6 7 8 9
Use precise language and domain-specific vocabulary to inform about or explain the topic. [w.5.2d]
Unit 1 2 3 4 5 6 7 8 9
Provide a concluding statement or section that paraphrases the focus of the text or explanation presented. [w.5.2e]
Unit 1 2 3 4 5 6 7 8 9

Use narrative writing to develop real or imagined characters, experiences or events using effective narrative technique, (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences (chronology). [w.5.3] Unit Orient the reader by establishing a context or situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. [w.5.3a] Unit 1 2 3 4 Use narrative techniques, such as dialogue, description and elaboration, concrete and sensory details, literary devices, and pacing to describe actions, thoughts, and motivations and to develop experiences and events showing the responses of characters to situations, problems, or conflicts. [W.5.3b] Unit 8 Use a variety of transitional words, phrases, and devises (e.g., foreshadowing) to develop the pacing and sequence of events. [W.5.3c] 2 Unit Use concrete words and phrases and sensory details, and elaboration to convey experiences and events precisely. [w.5.3d] Unit Provide a conclusion that follows from the narrated experiences or events. [W.5.3e] Unit 1 2 5 6 7 8 9

Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) [w.5.4] Unit 1 2 3 4 5 6 7 8 9 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 5.) [w.5.5] Unit 1 2 3 4 5 6 7 8 9

With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. [w.5.6]

 Unit
 1
 2
 3
 4
 5
 6
 7
 8
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Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. [w.5.7]

Unit 1 2 3 4 5 6 7 8 9

Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. [w.5.8]

Unit 1 2 3 4 5 6 7 8 9

Draw evidence from literary or informational texts to support analysis, reflection, and research. [w.5.9]

Unit 1 2 3 4 5 6 7 8 9

Apply Grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). [w.5.9a]

Unit 1 2 3 4 5 6 7 8 9

Apply Grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). [w.5.9b]

Unit 1 2 3 4 5 6 7 8 9

Range of Writing

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

Unit 1 2 3 4 5 6 7 8 9

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly. [SL.5.1] Unit 2 5 7 4 6 8 Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. [SL.5.1a] 6 7 8 9 Unit Follow agreed-upon rules for discussions and carry out assigned roles. [SL.5.1b] 2 3 6 8 Unit Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [SL.5.1c] Unit Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. [SL.5.1d] Unit Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. [SL.5.2] Unit 2 3 6 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence (e.g., use a graphic organizer or note cards completed while listening to summarize or paraphrase key ideas presented by a speaker). [SL.5.3] Unit

Presentation of Knowledge and Ideas

Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. [SL.5.4]

Unit 1 2 3 4 5 6 7 8 9

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes and to engage listeners more fully. [SL.5.5]

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Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 1 and 3 for specific expectations.) [SL.5.6]

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LANGUAGE STANDARDS

Conventions of Standard English

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. [L.5.1]

Unit 1 2 3 4 5 6 7 8 9

Use nouns, pronouns, verbs, adjectives, adverbs, relative pronouns, relative adverbs, conjunctions, prepositions, and interjections appropriate to function and purpose in order to apply the conventions of English. [L.5.1a]

Unit 1 2 3 4 5 6 7 8 9

Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses. [L.5.1b]

Unit 1 2 3 4 5 6 7 8 9

Use verb tense to convey various times, sequences, states, and conditions. [L.5.1c]

Unit 1 2 3 4 5 6 7 8 9

Recognize and correct inappropriate shifts in verb tense. [L.5.1d]

Unit 1 2 3 4 5 6 7 8 9

Use correlative conjunctions (e.g., either/or, neither/nor). [L.5.1e] Unit Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. [L.5.2] Unit Use punctuation to separate items in a series. [L.5.2a] Unit Use a comma to separate an introductory element from the rest of the sentence. [L.5.2b] Unit Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?). [L.5.2c] Unit Use underlining, quotation marks, or italics to indicate titles of works. [L.5.2d] Unit Spell grade-appropriate words correctly, consulting references as needed. [L.5.2e] Unit

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

Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies. [L.5.4] Unit 4 6 Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar, syntax), use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [L.5.4a] Unit 2 3 4 5 6 7 8 9 Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). [L.5.4b] Unit 2 5 6 Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [L.5.4c] 6 7 8 9 Unit 2 3 4 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [L.5.5] 1 2 3 4 Unit Interpret figurative language, including similes and metaphors, in context. [L.5.5a] 4 Unit 2 Recognize and explain the meaning of common idioms, adages, and proverbs. [L.5.5b] Unit 1 2 3 4 5 6 7 8 9 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. [L.5.5c] 5 Unit 4 6 8 9 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). [L.5.6] Unit 1 2 4 5 6 8

