Kindergarten – Grade 5

# Amplify Core Knowledge Language Arts®

New York State Next Generation English Language Arts Learning Standards Unit Level Standards Alignment

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The following standards alignment chart identifies where each literacy standard is instructed within the Amplify Core Knowledge Language Arts program. Each numbered box represents a unit of instruction. In GK–2, the Amplify CKLA program is organized into two strands, so you will see standards alignments represented separately for each.

#### **Kindergarten Overview**

# New York State Next Generation English Language Arts Learning Standards

#### KINDERGARTEN READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | KR

Key Ideas ar	ıd De	etails	5													
Develop and	answ	er qu	uestic	ns al	bout	a tex	t. (RI	&RL) [	[KR1]							
Skills	1	2	3	4	5	6	7	8	9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	RU			
Retell stories	or sh	nare l	key d	etails	s fror	n a te	ext.(F	RI&RL	) [KR2	2]						
Skills	1	2	3	4	5	6	7		9	10						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	RU			
Identify char [KR3]	acter	s, set	ttings	s, ma	jor e\	/ents	in a	story	, or p	ieces	of in	ıform	nation	in a text.	(RI&RL)	
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											
Identify spec	cific w	ords/	that	expr	ess fe	eeling	gs an	d ser	ises.	(RI&R	L) [KI	R4]	
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 liter	ary ar	nd inf	orma	ation	al tex	ts. (R	:I&RL)	[KR5	]				
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 au [KR6]	thora	and il	lustra	ator a	and d	efine	the r	ole o	f eacl	n in p	reser	nting t	he ideas in a text. (RI&RL)
Skills	1	2	3	4	5	6	7	8	9	10			
	1												

ntegration	of Kr	nowl	edge	and	Ilde	as							
escribe the	relat	ionsh	nip be	etwee	en illu	ıstrat	ions	and t	the te	ext. (F	RI&RL	) [KR7	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	RU
dentify spec	cific ir	nform	nation	n to s	uppo	ort ide	eas ir	n a te	xt. (R	l&RL)	[KR8]	]	
Skills	1	2	3	4	5	6	7		9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Make conne	ctions	betv	ween	self,	text,	and t	the w	orld.	(RI&F	RL) [K	R9]		
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	RU

# KINDERGARTEN READING STANDARDS: FOUNDATIONAL SKILLS | KRF

emonstrat	e und	ersta	nding	g of t	he or	ganiz	atior	n and	basi	c feat	tures	of pri	nt. [KRF:	]	
Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
ollow words	s from	ı left	to rig	ht, to	op to	botto	om, a	nd pa	age b	y pag	ge. <b>[к</b>	RF1a]			
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 th	nat sp												cific se	quence	s of
Recognize th	nat sp												cific se	quence	s of
Recognize the	nat sp	oken	word	ds are	e repi	resen	ited i	n wri	tten I	angu			cific sec	quence	s of
Recognize the tters. [KRF1	nat sp	ooken 2 2	word 3	ds are	e repr	6 6	7	n wri	tten I	angu 10	age l	by spe	cific sed	quence	s of
Recognize the etters. [KRF1 Skills Knowledge	nat sp	ooken 2 2	word 3	ds are	e repr	6 6	7	n wri	tten I	angu 10	age l	by spe	cific sed	quence	s of

Skills	1	2	3	4	5	6	7	8	9	10		
wledge	1	2	3	4		6	7		9	10	11	12
	ront o			k cov			le pa	ge of	a bo	ok. <b>[ĸ</b>	RF1e]	
ntify the t	front (		, bac	k cov			le pa	ge of	a boo	ok. <b>[K</b>	RF1e]	

Phonologica	al Aw	aren	ess										
Demonstrate	e und	ersta	ındin	g of s	poke	n wo	rds, s	syllab	oles, a	and s	ound	s (pho	onemes). [KRF2]
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 ar	nd pr	oduce	e spo	ken r	hym	ing w	ords	[KRF	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	
Blend and se	gme	nt syl	llable	s in s	poke	en wo	rds. [	KRF2	b]				
Skills	1	2	3	4	5	6	7		9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
Blend and se	gme	nt on	sets	and r	imes	of sp	oker	n wor	ds. <b>[</b> k	(RF2c]	I		
Skills	1	2	3	4	5	6	7		9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
Blend and se	egme	nt inc	dividu	ıal so	unds	(pho	onem	es) ir	n spo	ken d	one-s	yllable	e words. [KRF2d]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
Create new v	vords	by n	nanip	ulati	ng th	e pho	onem	es or	ally i	n one	e-syll	able w	vords. [KRF2e]
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

New York State: NGELA Standards

Know and ap	ply g	rade	-level	phoi	nics a	and w	ord a	analy	sis sk	kills ir	n dec	oding words. [KRF3]	
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Demonstrat frequent sou								nder	ice b <u>y</u>	y pro	ducir	g the primary sound or	mos
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Decode shor	t vow	el so	unds	with	com	mon	spell	ings.	[KRF3	3b]			
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Decode som	e reg	ularly	/ spe	lled c	ne-s	yllabl	e wo	rds. [	KRF3	:]			
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Read comm	on hig	gh-fre	equer	icy w	ords	by si	ght.	[KRF3	d]	,			
	1	2	3	4	5	6	7	8	9	10			
Skills													

uency													
Vill engage	with e	merg	gent I	evel t	exts	and i	read-	aloud	ds to	demo	onstr	ate c	omprehension. [KRF4]
													•
Skills	1	2	3	4	5	6	7	8	9	10			

#### KINDERGARTEN WRITING STANDARDS | KW

#### **Text Types and Purposes** Use a combination of drawing, dictating, oral expression, and/or emergent writing to state an opinion about a familiar topic or personal experience and state a reason to support that opinion. [KW1] Skills Knowledge 3 12 Use a combination of drawing, dictating, oral expression, and/or emergent writing to name a familiar topic and supply information. [KW2] Skills Knowledge 2 3 5 6 8 9 10 11 12 RU Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence. [KW3] Skills 10 2 3 4 5 Knowledge 6 8 9 10 11 12 Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem). [KW4] Skills 3 Knowledge 1 2 4 5 6 7 8 9 10 11 12 Begins in Grade 4 [w5]

Research to	Pres	ent	Knov	wled	ge								
Develop que build and sha						share	ed res	searc	h and	d exp	lorati	on to	o answer questions and
		T .					_						
Skills	1	2	3	4	5	6	/		9	10			

Skills

Knowledge

### KINDERGARTEN SPEAKING AND LISTENING STANDARDS | KSL

Comprehen	sion	and	Colla	abor	atior	1						
Participate in and during p			ative	conv	ersat	ions	with	diver	se pe	ers a	ind a	dults in small and large group
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12 RU
Follow agree on topic. <b>[ks</b>		on ru	les fo	r dis	cussi	ons,	inclu	ding	ister	ing t	o oth	ers, taking turns, and staying
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Participate ii	n con	versa	ations	thro	ugh	multi	ple e	xchai	nges.	[KSL:	lb]	
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
Consider inc	lividu	al dif	feren	ces v	vhen	com	muni	catin	g wit	h oth	ers. [	[KSL1c]
Skills	1	2	3	4	5	6	7		9	10		
Knowledge	1	2	3	4	5	6	7		9	10	11	12
Participate ii	па со	nver	satio	n abo	out fe	ature	es of o	diver	se te	xts aı	nd fo	rmats. [KSL2]
Skills	1	2	3	4	5	6	7	8	9	10		
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
	answ	er qu	uestic	ons to	o clar	ify w	hat th	ne sp	eake	r say	S. <b>[KS</b>	BL3]
Develop and				4	5	6	7	8	9	10		
Develop and Skills	1	2	3	4	3	U		U				

RU - Research Unit

esentatio	n of I	Knov	vled	ge aı	nd Id	eas								
escribe fan	niliar <sub>l</sub>	peop	le, pl	aces,	thing	gs, ar	nd ev	ents	with o	detail	l. [KSI	_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	RU	
reate and/o	or util	ize e	xistin	ıg vis	ual d	ispla	ys to	supp	ort d	escri	ption	IS. <b>[K</b>	SL5]	
Skills	1	2	3	4	5	6	7		9	10				
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		
press thou	ıghts,	, feeli	ngs,	and i	deas	. [KSL	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		

#### KINDERGARTEN LANGUAGE STANDARDS | KL

PLEASE NOTE: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of Kindergarten. These banded skills can be found in the charts at the end of the Grade 2 alignment. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use the skills **by the end of the 2nd grade.** The  $\rightarrow$  is included to indicate skills that connect and progress across the band. These particular skills are depicted on a continuum because research suggests that they develop along a progression.

### Conventions of Academic English/Language for Learning (See Appendix A)

(nowledge	of La	ngu	age										
Begins in Gra	ade 2	[L3]											
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Explore and	use n	ew vo	ocabi	ulary	and i	multi	ple-n	neani	ng w	ords	and p	ohras	ses ir	n authentic	
experiences	, inclu	ding,	, but	not li	mite	d to t	he fo	llowii	ng: <b>[</b> k	(L4]					
Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	RU		
dentify new and learning						rds a	ınd ap	oply t	hem	асси	ıratel	y (e.	g., kr	nowing duck is a	bir
Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	RU		
Jse the mos -less) as a c									fixes	(e.g.	, -ed	, -s,	re-,	un-, pre-, -ful,	
Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7		9	10	11	12			
Explore and	discu	SS WO	ord re	elatio	nship	os an	d wor	d me	anin	gs. <b>[</b> k	(L5]				
Skills	1	2	3	4	5	6	7	8	9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	RU		
Sort commo categories r	-				ories	(e.g.	, sha <sub>l</sub>	oes, f	oods	s) for	unde	rstar	nding	g of the concept	s th
Skills	1	2	3	4	5	6	7		9	10					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	RU		
Demonstrat						ently	occu	rring	verb	s and	l adje	ective	es by	relating them to	)
		2	3	4	5	6	7	8	9	10					
	1		3	4	5	6	7	8	9	10	11	12			
heir opposi	1	2	3					nakin	g cor	nect	ions	betw	een	words and their	US
Skills Knowledge Jse words to	1 o iden	tify a	nd d					ianii	5						
Skills Knowledge	1 o iden	tify a	nd d					8	9	10					

by acting ou	t the r	nean	ings.	[KL5	d]								
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
responding t		ts. <b>[K</b> I	acq			ugh o	conve	ersati	ons,	readi			ing read to, and
Use words a responding t			acq	uired 4	thro		conve						ing read to, and

10 Kindergarten

#### **Grade 1 Overview**

# New York State Next Generation English Language Arts Learning Standards

#### 1ST GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 1R

Key Ideas ar	ıd De	etails	5									
Develop and	answ	er qu	ıestic	ns a	bout	key i	deas	and (	detail	ls in a	a text	. (RI&RL) <b>[1R1]</b>
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	RU
Identify a ma	in to	oic or	cen	tral id	dea ir	n a te	xt an	d rete	ell im	porta	ant d	etails. (RI&RL) [1R2]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	RU
Describe cha (RI&RL) [1R3]	racte	ers, se	etting	gs, ar	nd ma	ajor e	vents	s in a	story	/, or p	oiece	s of information in a text.
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	RU

Craft and S	truct	ure										
Identify spec	cific w	ords/	that	expr	ess f	eeling	gs an	d ser	ises.	(RI&R	L) [1F	24]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
											_	
3	_	_	nres a	and e	xplai	n ma	jor d	iffere	nces	betw	/een	literary texts and informationa
ldentify a va texts. (RI&RL Skills	_	_	nres a	and e	explai 5	n ma	jor d	iffere	nces	betw	/een	literary texts and informationa

Describe how illustrations and details support the point of view or purpose of the text. (RI&RL) [1R6]

Skills 1 2 3 4 5 6 7

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

tegration			- 0									
Jse illustrat opics. (RI&R			etails	in lit	erary	/ and	infor	mati	onal	texts	to di	scuss story elements and/or
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	RU
dentify spe	cific ir	nform	nation	n an a	autho	rori	llustr	ator	gives	that	supp	ports ideas in a text. (RI&RL)
, ·	cific ir	nform 2	natior 3	n an a	autho	or or i	llustr	rator	gives	that	supp	ports ideas in a text. (RI&RL)
1R8]				_				ator 8	gives	that	supp 11	ports ideas in a text. (RI&RL)
Skills Knowledge	1	2	3	4	5	6	7	8	9	10	11	oorts ideas in a text. (RI&RL)
Skills Knowledge	1	2	3	4	5	6	7	8	9	10	11	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \

# 1ST GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 1RF

int Conce	pts												
emonstrate	e und	ersta	ındin	g of t	he or	ganiz	zatior	n and	l basi	c fea	tures	of print. [1RF1]	
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
Milowieuge			3	4	5	0	/	8	9	10	11		
	ne dis	tingu 1a]		g fea	tures							l, capitalizatioi	n, ending

emonstrat	e und	ersta	ndin	g of s	poke	n wo	rds, s	syllab	les, a	and so	ound	s (phonemes). [1RF2]	
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7		9	10	11		
ount, blend	d and	segn	nent s	single	e sylla	able v	words	s that	inclu	ıde c	onso	nant blends. [1RF2a]	
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
reate new	words	by n	nanip	ulati	ng in	divid	ual so					n spoken one-syllabl	e w
reate new RF2b]	words	by n	nanip 3	ulatii 4	ng ind	divid	ual so	ounds	s (ph	onem	nes) i	n spoken one-syllabl	e w
reate new RF2b]	words	by n	nanip	ulati	ng in	divid	ual so					n spoken one-syllabl	e w
reate new RF2b] Skills Knowledge	words	<b>2</b> 2	nanip 3	ulatii 4	ng ind	divid	ual so	ounds 8	9	onem	nes) i	n spoken one-syllabl	e w
Skills Knowledge	words	<b>2</b> 2	nanip 3	ulatii 4	ng ind	divid	ual so	ounds 8	9	onem	nes) i		e w

inow and ap	ply p	honic	cs an	d wo	rd an	alysis	skill	s in c	decoc	ling v	vords	. [1RF3]	
Skills	1	2	3	4	5	6	7						
Knowledge	1	2	3	4	5	6	7	8	9	10	11		
h, th). [1RF3	a]												. 0,
Skills	1	2	3	4	5	6	7						e.g., s
		<b>2</b>	3	4	<b>5</b>	<b>6</b>	<b>7</b>	8	9	10	11		
Skills Knowledge	1 1 vowe	2 el sou	3 inds i	4 n reg	5	6	7					e.g., final –e conven	
Skills  Knowledge  Decode long	1 1 vowe	2 el sou	3 inds i	4 n reg	5	6	7						

New York State: NGELA Standards

Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
etermine tl	ne nu	mber	of sy	/llabl	es in	a pri	nted	word	by u	sing k	know	ledge that every syllable
ave a vowe	Isour	nd. <b>[1</b> F	RF3d]									
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	
ecode two-	syllab	ole w	ords	follov	ving l	oasic	patt	erns	by br	eakin	ig the	words into syllables. [1R
Skills	1	2	3	4	5	6	7					
	-	2	3	4	5	6	7		9	10	11	
Knowledge	1							0	9	10	11	
					ls an	d sim						ns, walk, walked) [1RF3f]
					ls an	d sim						ns, walk, walked) [1RF3f]
Recognize a	nd ide	entify	root	word			ple s					ns, walk, walked) [1RF3f]
Recognize a	nd ide	entify 2 2	root 3	word 4	<b>5</b>	6	ple s	uffixe	es (e. 9	g., ru 10	n, ru	ns, walk, walked) [1RF3f]
Recognize a  Skills  Knowledge	nd ide	entify 2 2	root 3	word 4	<b>5</b>	6	ple s	uffixe	es (e. 9	g., ru 10	n, ru	ns, walk, walked) [1RF3f]

Read beginning reader texts, appropriate to individual student ability, with sufficient accuracy and fluency to support comprehension. [1RF4]

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

Read beginning reader texts, appropriate to individual student ability, orally with accuracy, appropriate rate, and expression on successive readings. [1RF4a]

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

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [1RF4b]

Skills 1 2 3 4 5 6 7

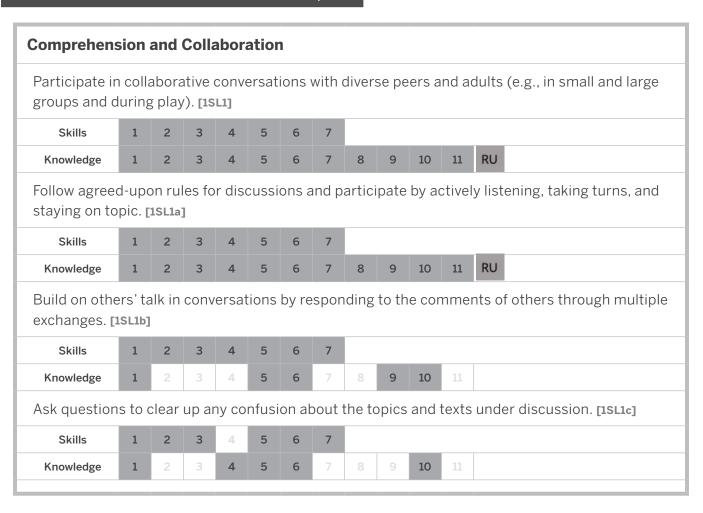
Knowledge 1 2 3 4 5 6 7 8 9 10 11

# 1ST GRADE WRITING STANDARDS | 1W

Write an opi opinion. <b>[1w</b> 1		on a t	opic (	or pe	rson	al exp	perier	nce; g	give t	WO OI	mor	re reasons to support that
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	
Write an info points, and p									topi	c, suț	plyir	ng some facts to develop
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	RU
		hich	reco	unt re	eal or	ima	ginec	l expe	erien	ces o	r eve	nts or a short sequence of
events. [1W3]	]				_		-	l expe	erien	ces o	r eve	nts or a short sequence of
events. [1W3] Skills	1	2	3	4	5	6	7					ents or a short sequence of
events. [1W3]	]				_		-	l expe	erien 9	ces o	r eve	ents or a short sequence of
Skills  Knowledge  Create a res	1 1 ponse	2 2 e to a	3 text,	4	<b>5</b>	6	7	8	9	10	11	ents or a short sequence of e.g., poem, dramatization,
Skills  Knowledge  Create a res	1 1 ponse	2 2 e to a	3 text,	4	<b>5</b>	6	7	8	9	10	11	
Skills Knowledge Create a res	1 1 ponse	2 2 to a	3 3 text,	4  4  auth	5 or, th	6 6 neme	7 7 or pe	8	9	10	11	
Skills  Knowledge  Create a res artwork, or o  Skills  Knowledge	ponse other)	2 2 e to a 2 . [1W4 2 2	3 text,	4 <b>4</b> auth	5 5 or, th	6 6 neme	7 7 or pe	8 erson	9 al ex	10 perie	11 nce (	
Skills  Knowledge  Create a res artwork, or c	ponse other)	2 2 e to a 2 . [1W4 2 2	3 text,	4 <b>4</b> auth	5 5 or, th	6 6 neme	7 7 or pe	8 erson	9 al ex	10 perie	11 nce (	

### 

#### 1ST GRADE SPEAKING AND LISTENING | 1SL



Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	
evelop and	answ	er qu	uestic	ns a	bout	key c	detail	s in d	ivers	e tex	ts an	d formats. [1SL2]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	RU
	answ	ver qu	uestic	ns to	o clar	ify w	hat th	ne sp	eake	r says	s and	identify a speaker's point o
evelop and iew. [1SL3] Skills	answ	er qu	uestic 3	ons to	o clar	ify w	hat th	ne sp	eake	r says	s and	identify a speaker's point o

Describe fan [ <b>18L4]</b>	niliar	peop	le, pl	aces,	thing	gs, ar	nd eve	ents	with r	eleva	ant de	etails expressing ideas clearly
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	RU
feelings. <b>[1S</b> L	5]											
Skills	1	2	3	4	5	6	7					
Skills Knowledge	1	2	3	4	5	6	7 <b>7</b>	8	9	10	11	
Knowledge  Express thou	1 ughts	2 , feeli	<b>3</b> ngs,	4 and i	<b>5</b> deas	6	7					nces when appropriate to
Knowledge	1 ughts	2 , feeli	<b>3</b> ngs,	4 and i	<b>5</b> deas	6	7					nces when appropriate to

#### 1ST GRADE LANGUAGE STANDARDS | 1L

PLEASE NOTE: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 1st grade. These banded skills can be found in the charts at the end of the Grade 2 alignment. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P–2, the student is expected to know and be able to use the skills by the end of 2nd grade. The  $\rightarrow$  is included to indicate skills that connect and progress across the band. These particular skills are depicted on a continuum because research suggests that they develop along a progression.

#### Conventions of Academic English/Language for Learning (See Appendix A)

Knowledge	of La	ngu	age									
Begins in Gra	ade 2	[L3]										
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

Determine c	r clar	ify th	e me	aning	g of u	nkno	wn a	nd m	ultipl	e-me	eanin,	g words and phrases,
choosing fle	xibly 1	rom	an ar	ray c	of stra	ategie	es. <b>[1</b> L	.4]				
Skills	1	2	3	4	5	6	7					
JKIIIS	-			-	3	U						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	RU
Use sentend	e-leve	el cor	ntext	as a	clue t	to the	e mea	ning	of a	word	or pl	nrase. [1L4a]
Skills	1	2	3	4	5	6	7					
Skills Knowledge	1	2	3	4	5	6	7	8	9	10	11	
	1	2	3	4	5	6	7					. [1L4b]
Knowledge	1	2	3	4	5	6	7					. [1L4b]

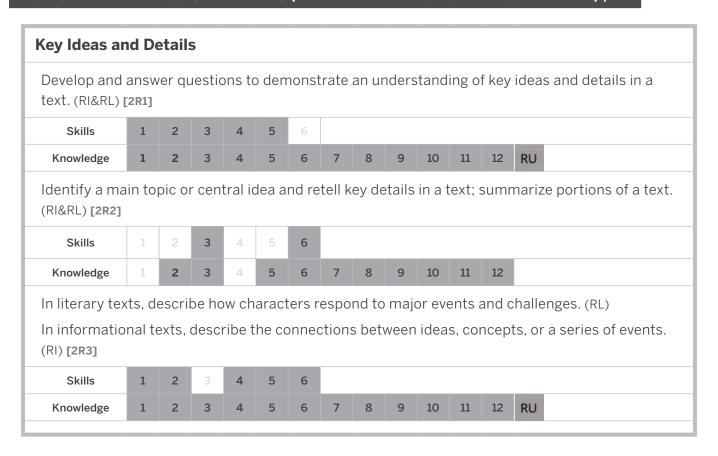
Identify frequi			urrin	g roo	t wor	rds (e	e.g., l	ook) i	and t	heir i	nflec	ctional forms (e.g., <i>looks</i> ,
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Demonstrate	und	ersta	nding	g of w	ord i	relati	onsh	ips aı	nd nu	iance	s in v	word meanings. [1L5]
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Sort words ir represent. [11		atego	ries (	e.g.,	color	rs, cla	othing	g) to	gain a	a sen	se of	f the concepts the categories
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Define words tiger is a larg	-		-	_			ore k	ey at	tribu	tes (e	e.g., a	a duck is a bird that swims; a
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	
Use words fo							on, m	aking	coni	necti	ons k	petween words and their use
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	RU
_	and a	adjec	tives	diffe	ring i	in int	ensit		_			.g., look, peek, glance, stare, ic) by defining or choosing
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7		9	10	11	
	o tex	ts, ind	cludir	ng us	ing fi	_					_	nd being read to, and ons to signal simple
Skills	1	2	3	4	5	6	7					
Knowledge	1	2	3	4	5	6	7	8	9	10	11	

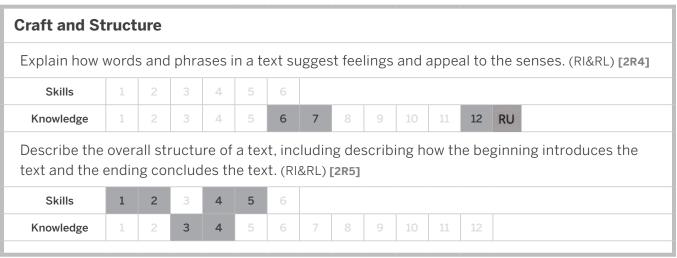
Grade 1

#### **Grade 2 Overview**

# New York State Next Generation English Language Arts Learning Standards

#### 2ND GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 2R





Identify examples of how illustrations, text features, and details support the point of view or purpose of the text. (RI&RL) [2R6]

Skills 1 2 3 4 5 6

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

Demonstrat	e und	ersta	nding	g of s	torv	elem	ents	and/	or to	pics l	ov ap	plving	inform	ation g	ained
from illustra				_	-						- 5 - 1	1. )	, -		
Skills	1	2	3	4	5	6									
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12			
Explain how	speci	fic po	oints	the a	utho	rori	llustr	ator	make	es in a	a text	are s	upporte	d by re	levan
•			oints 3	the a	utho 5	r or i	llustr	ator	make	es in a	a text	are s	upporte	d by re	levan
reasons. (RI&	&RL) <b>[</b> 2	2R8]				_	llustr	ator 8	make	es in a	a text	are s	upporte	d by re	levan
	1 1	2 2 2	3 <b>3</b>	4	5	6	7	8	9	10	11	12			levan
Skills Knowledge	1 1	2 2 2	3 <b>3</b>	4	5	6	7	8	9	10	11	12			levan

#### 2ND GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 2RF

Print Conce	pts												
There is not information.		de 2 s	stand	ard f	or thi	s cor	ncept	. Plea	ise se	ee pre	ecedi	ng gr	ades for more
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Phonologica	al Aw	aren	ess										
There is not a information.	_	de 2 s	stand	ard f	or thi	s cor	ncept	. Plea	ise se	ee pre	ecedi	ng gr	ades for more
Skills	1	2	3	4	5	6							

Phonics and	Wor	d Re	cogi	nitio	n								
Know and ap	ply p	honid	cs an	d wo	rd an	alysi	s skil	ls in d	decod	ding v	words	6. <b>[2R</b>	F3]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
Distinguish lo	_				s wh	en re	ading	g regi	ularly	spel	led o	ne-sy	yllable words (including
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Decode shor	t and	long	VOW	el sou	ınds	in tw	o-syl	lable	word	S. <b>[2</b> F	RF3b]		
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
Decode regu	larly	spelle	ed tw	o-syl	lable	word	ds. <b>[2</b>	RF3c]					
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7		9	10	11	12	
Recognize ar	nd ide	entify	root	word	ds an	d cor	nmor	n suff	ixes	and p	refix	es. <b>[2</b>	RF3d]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Read all com	mon	high-	frequ	uenc	y wor	ds by	/ sigh	nt. <b>[2</b> R	F3e]				
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7		9	10	11	12	

New York State: NGELA Standards

#### **Fluency** Read grade-level text with sufficient accuracy and fluency to support comprehension. [2RF4] 3 Skills 5 Knowledge Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. [2RF4a] Skills 2 3 5 Knowledge Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [2RF4b] 2 Skills 1 3 5 6 Knowledge

#### 2ND GRADE WRITING STANDARDS | 2W

#### **Text Types and Purposes**

Write an opinion about a topic or personal experience, using clear reasons and relevant evidence. [2W1]

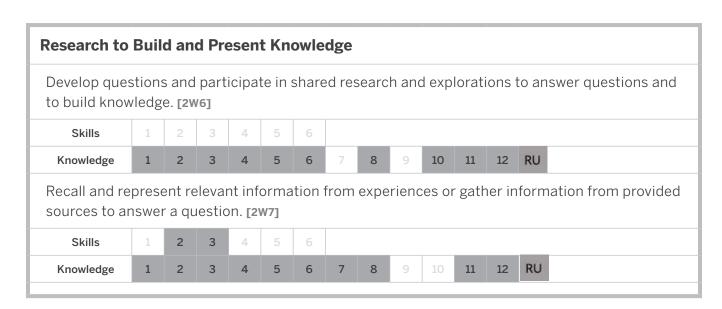
PLEASE NOTE: Students in 2nd grade should understand the difference between opinions and arguments and begin to learn how to write arguments with claims and supporting reasons. For example, a student's opinion could be "I like cupcakes." A student's claim be "Cupcakes are the best snack." A student's argument could be "Cupcakes are the best snack because..." with supporting reasons and evidence.



Write informative/explanatory texts that introduce a topic, use facts and other information to develop points, use content-specific language, and provide a concluding statement or section. [2W2]

5 6	7 8	9	10	11	12	

Write narratives which recount real or imagined experiences or a short sequence of events, including details to describe actions, thoughts, and feelings; use temporal words to signal event order, and provide a sense of closure. [2W3] Skills 11 6 7 8 9 Knowledge Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other). [2W4] Skills 12 Knowledge 1 2 3 4 5 6 10 11 Begins in Grade 4 [w5] Skills Knowledge



# 2ND GRADE SPEAKING AND LISTENING | 2SL

Participate in and during p			ıtive (	conve	ersat	ions	with (	divers	se pe	ers a	nd a	dults	in small and large group
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Follow agree staying on to				r disc	cussi	ons a	ınd p	artici	pate	by ac	ctivel	y list	ening, taking turns, and
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Build on oth multiple exc				ersat	tions	by lir	nking	their	com	men	ts to	the r	remarks of others throug
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	RU
Ask for clarit [ <b>2SL1c]</b>	icatio	on and	d furt	ther e	expla	natio	n as	need	ed ab	out t	opic	s and	d texts under discussion
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Consider inc	lividu	al diff	feren	ces v	vhen	comi	muni	catin	g witl	n oth	ers. [	2SL1d	d]
	1	2	3	4	5	6							
Skills			3	4	5	6	7	8	9	10	11	12	
	1	2	3										
Skills Knowledge				as or	deta	ails of	dive	rse te	exts a	and fo	orma	ts. <b>[2</b>	2SL2]
Skills Knowledge				as or	deta	ails of	dive	rse te	exts a	and fo	orma	ts. <b>[2</b>	?SL2]
Skills  Knowledge  Recount or o	descri	ibe ke	ey ide				dive	rse te	exts a	and fo	orma 11		RU RU
Skills  Knowledge  Recount or of Skills  Knowledge  Develop and	descri 1 1 answ	ibe ke  2  2  ver qu	ey ide 3 3 uestic	4 4 ons a	5 <b>5</b> bout	6 <b>6</b> what	7	8	9	10	11	12	_
Skills  Knowledge  Recount or of Skills  Knowledge	descri 1 1 answ	ibe ke  2  2  ver qu	ey ide 3 3 uestic	4 4 ons a	5 <b>5</b> bout	6 <b>6</b> what	7	8	9	10	11	12	RU

Presentation	ı of l	<b>\nov</b>	vledg	ge aı	nd Id	eas						
Describe pec		olace	s, thi	ngs, a	and e	event	s with	n rele	vant	detai	ls, ex	pressing ideas and feelings
Skills	1	2	3	4	5	6						
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12
and feelings.	[2SL5	5]					s in p	rese	ntatio	ons to	o clar	rify or support ideas, thoughts,
Skills	1	2	3	4	5	6						
Knowledge	1											
	-	2	3	4	5	6	7	8	9	10	11	12
												cording to context. [2SL6]

#### 2ND GRADE LANGUAGE STANDARDS | 2L

PLEASE NOTE: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the 2nd grade. These banded skills can be found in the charts at the end of the Grade 2 alignment. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grades P-2, the student is expected to know and be able to use the skills **by the end of 2nd grade**. The  $\rightarrow$  is included to indicate skills that connect and progress across the band. These particular skills are depicted on a continuum because research suggests that they develop along a progression.

#### Conventions of Academic English/Language for Learning (See Appendix A)

Knowledge o	Knowledge of Language													
Use knowled	Use knowledge of language and its conventions when writing, speaking, reading, or listening. [2L3]													
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

New York State: NGELA Standards

ompare ac	auem	ic all	u coi	iveis	ation	ai usi	es 01	Liigii	1511. [ <i>a</i>	zL3a]				
Skills	1	2	3	4	5	6								
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12		

				nd U									
Determine o choosing flex		-		-	_				ultipl	e-me	eaning	g woı	rds and phrases,
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	RU
Use sentenc	e-leve	el cor	itext	as a	clue t	to the	e mea	ning	of a v	word	or ph	nrase	e. [2L4a]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Determine the (e.g., happy/							ormed	d whe	en a k	nowr	n pret	TIX IS	added to a known word
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7			10	11	12	
	1		3				7	8	9	10	11	12	
	root	word	as a	clue	to th								th the same root
Use a known	root	word	as a	clue	to th								th the same root
Use a known (e.g., additio	root n, add	word dition	as a al). [	clue 2L4c]		ie me							th the same root
Use a known (e.g., additio Skills Knowledge	root n, add	word dition 2 2 the r	as a al). [3 3 nean	clue 2L4c] 4 4 ing o	5 <b>5</b> f indi	6 6 ividua	aning 7 al wor	g of a	n unk	10	n wor	rd wit	ng of compound words
Use a known (e.g., additio Skills Knowledge Use knowled	root n, add	word dition 2 2 the r	as a al). [3 3 nean	clue 2L4c] 4 4 ing o	5 <b>5</b> f indi	6 6 ividua	aning 7 al wor	g of a	n unk	10	n wor	rd wit	ng of compound words
Use a known (e.g., additio Skills Knowledge Use knowled (e.g., birdhou	root n, add 1 ge of use, li	word dition 2 2 the rightho	as a al). [3 3 nean	clue 2L4c] 4 4 ing o	5 f indi	6 6 ividua	aning 7 al wor	g of a	n unk	10	n wor	rd wit	ng of compound words
Use a known (e.g., additio Skills Knowledge Use knowled (e.g., birdhouse) Skills Knowledge	root n, add ge of use, light es an	word dition 2  2  the righthorses 2	as a a al). [3 3 mean ouse,	clue 2L4c] 4 4 ing o hous 4	5 f indisefly; 5	6 6 6 6	aning 7 al wor shelf	g of a  8  rds to	n unk  9  precebook	10 dict the	n wor	12 eanir rk). [	ng of compound words
Use a known (e.g., additio  Skills  Knowledge  Use knowled (e.g., birdhout  Skills  Knowledge  Use glossario	root n, add ge of use, light	word dition 2  2  the righthorses 2	as a a al). [3 3 mean ouse,	clue 2L4c] 4 4 ing o hous 4	5 f indisefly; 5	6 6 6 6	aning 7 al wor shelf	g of a  8  rds to	n unk  9  precebook	10 dict the	n wor	12 eanir rk). [	ng of compound words 2L4d]

28 RU=Research Unit Grade 2

Demonstrate	und	ersta	nding	g of v	vord i	relati	onsh	ips a	nd ทเ	ıance	s in	word	meanings. [2L5]
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Identify real-	life c	onne	ction	s bet	weer	n wor	ds ar	nd the	eir us	e. <b>[2L</b>	5a]		
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Use words fo (e.g., describ									g con	necti	ons k	etwe	en words and their use
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
Distinguish s related adjec				_	`	_	_			`	.g., t	oss, t	hrow, hurl) and closely
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	
	o tex	ts, ind	cludir	ng us	sing a	_					_		eing read to, and (e.g., When other kids are
Skills	1	2	3	4	5	6							
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

New York State: NGELA Standards

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# **2L Language**

# Conventions of Academic English/Language for Learning

		Kindergarten	Grade 1	Grade 2
	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.			
L1	*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.			
Core C	onventions Skills for Prekindergarten $\rightarrow$ Grade 2:			
	<ul> <li>Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters.</li> </ul>	•		•
	<ul> <li>Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs.</li> </ul>			<b>⊘</b>
	Use common, proper, and possessive nouns.			<b>⊘</b>
	Use collective nouns (e.g., group).			<b>Ø</b>
	Form and use regular plural nouns (e.g., dog, dogs; wish, wishes).	<b>⊘</b>	<b>Ø</b>	<b>②</b>
	Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish).			•
	Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump).			<b>②</b>
	Understand and use interrogatives (question words—e.g., who, what, where, when, why, how).			•
	Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	<b>Ø</b>		<b>②</b>
	Produce and expand complete sentences in shared language activities.	•		•
	<ul> <li>Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).           → Use reflexive pronouns (e.g., myself, ourselves).</li> </ul>			<b>⊘</b>
	<ul> <li>Use verbs → 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). → Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</li> </ul>		<b>Ø</b>	•

Grade 2

<ul> <li>Use frequently occurring adjectives.           → Use adjectives or adverbs appropriately.</li> </ul>	<b>Ø</b>	<b>Ø</b>
<ul> <li>Use frequently occurring conjunctions (e.g., and, but, or, so because).           → Use frequently occurring transition words (e.g., first, then, therefore, finally)</li> </ul>	<b>②</b>	<b>⊘</b>
<ul> <li>Produce and expand complete sentences → Understand and use simple and compound sentences in speech or writing (e.g., The child read the book; The child read the book, but she did not watch the movie).</li> </ul>	<b>②</b>	•

		Kindergarten	Grade 1	Grade 2
L2	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.  *While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages).			
Core Pu	nctuation and Spelling Skills for Prekindergarten → Grade	2:		
	Attempt to write symbols or letters to represent words.	<b>⊘</b>		
	<ul> <li>Spell simple words phonetically, drawing on knowledge of sound-letter relationships. → Spell unknown words phonetically, drawing on phonemic awareness and spelling conventions. → Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. → Generalize learned spelling patterns when writing words (e.g., cage → rage; boy → toy).</li> </ul>	•	•	<b>⊘</b>
	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	•	<b>②</b>	<b>Ø</b>
	Consult reference materials as needed to check and correct spellings.			
	<ul> <li>Recognize and name end punctuation. → Use end punctuation for sentences.</li> </ul>	•	<b>Ø</b>	<b>Ø</b>
	<ul> <li>Capitalize the first letter of their name.   → Capitalize the first word in a sentence and the pronoun I.   → Capitalize dates and names of people.   → Capitalize names, places, and holidays.</li> </ul>	•	<b>Ø</b>	<b>Ø</b>
	<ul> <li>Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters.</li> </ul>		<b>②</b>	<b>Ø</b>
	Use an apostrophe to form contractions and frequently occurring possessives.			<b>Ø</b>

New York State: NGELA Standards

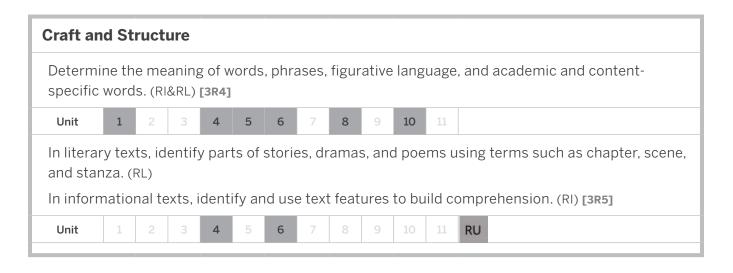
32 Grade 2

### **Grade 3 Overview**

### New York State Next Generation English Language Arts Learning Standards

3RD GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 3R

Key Ideas and Details											
Develop and answer questions to locate relevant and specific details in a text to support an answer or inference. (RI&RL) [3R1]											
Unit 1 2 3 4 5 6 7 8 9 10 11 RU											
Determine a theme or central idea and explain how it supported by key details; summarize portions of a text. (RI&RL) [3R2]											
Unit 1 2 3 4 5 6 7 8 9 10 11 RU											
In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL)											
In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI) [3R3]											
Unit 1 2 3 4 5 6 7 8 9 10 11											



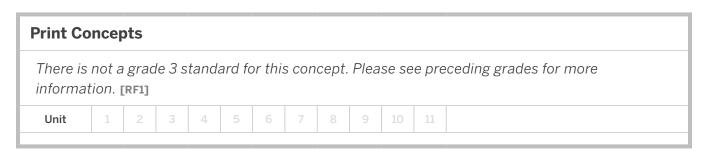
New York State: NGELA Standards RU=Research Unit 33

Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text. (RI&RL) [3R6]

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

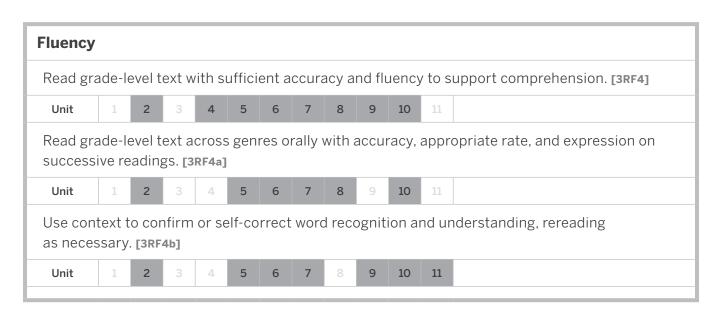
### **Integration of Knowledge and Ideas** Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur). (RI&RL) [3R7] 10 RU Unit 6 8 Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL) [3R8] 5 7 11 Unit Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL) [3R9] Unit 4 6 9 10

### 3RD GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 3RF



honol	ogica	I Awa	aren	ess											
		_	le 3 s	tanda	ard fo	or this	s con	cept.	Plea	se se	e prec	ding gra	des for	more	
informa	itioii.	[]													

Phonics	honics and Word Recognition												
Know a	Know and apply grade-level phonics and word analysis skills in decoding words. [3RF3]												
Unit	1	2	3	4	5	6	7	8	9	10	11		
Identify	Identify and know the meaning of the most common prefixes and suffixes. [3RF3a]												
Unit	1	2	3	4	5	6	7	8	9	10	11		
Decode	mult	i-sylla	abic v	words	6. <b>[3R</b>	F3b]							
Unit	1	2	3	4	5	6	7	8	9	10	11		
Identify	, knoι	w the	mea	nings	of, a	and d	ecod	e wor	ds w	ith su	ıffixe	S. [3RF3c]	
Unit	1	2	3	4	5	6	7	8	9	10	11		
Recogn	ize ar	nd rea	nd gra	ade-a	ppro	priat	e irre	gular	rlysp	elled	word	ds. [3RF3d]	
Unit	1	2	3	4	5	6	7	8	9	10	11		



New York State: NGELA Standards

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### 3RD GRADE WRITING STANDARDS | 3W

Write a	n argı	ımen	t to s	uppo	rt cla	aim(s	), usi	ng cl	ear r	easor	ns an	d relevant evidence. [3W1]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Introdu	ice a c	laim,	supp	orte	d by	detai	ls, an	id org	ganiz	e the	reas	ons and evidence logically. [3W1a]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use pre	ecise la	angua	age a	nd co	onter	nt-spe	ecific	voca	abula	ry. <b>[3</b> \	W1b]	
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use linl	king w	ords	and p	ohras	ses to	coni	nect	ideas	with	iin ca	tegor	ries of information. [3W1c]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Provide	a cor	ncludi	ing st	atem	nent (	or se	ction	. [3W1	ld]			
Unit	1	2	3	4	5	6	7	8	9	10	11	
Write ir	nform:	ative/	/eynla	anato	rv te	yts to	n eyn	lore a	a ton	ic and	d con	nvey ideas and information relevan
to the s	subjec 1	t. [3W 2	3	4	5	6	7	8	9	10	11	RU  BW2a]
to the s	subjec 1	t. [3W 2	3	4	5	6	7	8	9	10	11	RU
Unit Introdu Unit	subjec  1  Ice a to  p a top	t. [3w 2 opic a 2	3 and o	4 ets, d	5 ize re	6 elatec	7 d info	8 rmat	9 ion to	10 ogeth	11 er. <b>[3</b>	RU
Unit Introdu Unit Develop	subjec  1  Ice a to  p a top	t. [3w 2 opic a 2	3 and o	4 ets, d	5 ize re	6 elatec	7 d info	8 rmat	9 ion to	10 ogeth	11 er. <b>[3</b>	RU BW2a]
Unit Introdu Unit Develop	ace a topehensi	t. [3w 2 opic a 2 oic wi on. [3	3 and o 3 th fac BW2b]	4 ets, d	5 5 lefinit	6 6 tions	7 d info 7 , and	s rmat 8 deta	jion to	10 Digeth	11 er. [3 11 e illus	RU  BW2a]  strations when useful for aiding
Unit Introdu Unit Develop	ace a topehensi	t. [3w 2 opic a 2 oic wi on. [3	3 and o 3 th fac BW2b]	4 ets, d	5 5 lefinit	6 6 tions	7 d info 7 , and	s rmat 8 deta	jion to	10 Digeth	11 er. [3 11 e illus	RU  BW2a]  strations when useful for aiding
Unit Introdu Unit Develor compre Unit Use pre	ace a top a	t. [3w 2 opic a 2 oic wi on. [3 2 angua	3 and o 3 th fac 3 age a 3	4 cts, d	5  Sefinite  5  onter	6 tions 6 nt-spe	7 d info 7 , and 7 ecific	8 rmat 8 deta voca	9 ion to 9 ils; ir	10 ogeth 10 oclude 10 ry. [31	11 er. [3 11 e illus 11 W2c]	RU  BW2a]  strations when useful for aiding
Unit Introdu Unit Develor compre Unit Use pre	ace a top a	t. [3w 2 opic a 2 oic wi on. [3 2 angua	3 and o 3 th fac 3 age a 3	4 cts, d	5  Sefinite  5  onter	6 tions 6 nt-spe	7 d info 7 , and 7 ecific	8 rmat 8 deta voca	9 ion to 9 ils; ir	10 ogeth 10 oclude 10 ry. [31	11 er. [3 11 e illus 11 W2c]	RU  BW2a]  Strations when useful for aiding  RU
Unit Unit Developed Unit Use pre	tice a top a top ehensi	t. [3w  2  opic a  2  oic wi  on. [3  2  angua  2  ords	3 and o 3 th fac 3 age a 3 and p	4 cts, d 4 nd cc 4 chras	5 lefinit  5 onter  5 ses to	6 elated 6 tions 6 cont	7 d info 7 , and 7 ecific 7 nect 7	rmat 8 deta voca 8 ideas	ion to	10 pogeth 10 poclude 10 position can 10 positi	er. [3 11 e illus 11 W2c] 11	RU  BW2a]  Strations when useful for aiding  RU

Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. [3W3] 5 6 Unit Establish a situation and introduce a narrator and/or characters. [3W3a] 1 6 10 4 11 Unit Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. [3W3b] Unit 1 5 10 Use temporal words and phrases to signal event order. [3W3c] 1 Unit 8 10 Provide a conclusion. [3W3d] Unit 1 6 10 Create a response to a text, author, theme, or personal experience (e.g., poem, play, story, artwork, or other). [3W4] Unit 1 2 3 4 10 11 Begins in Grade 4 [w.5] Unit

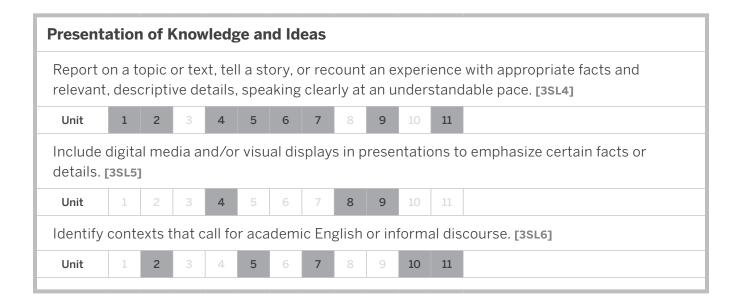
# Research to Build and Present Knowledge Conduct research to answer questions, including self-generated questions, and to build knowledge. [3w6] Unit 1 2 3 4 5 6 7 8 9 10 11 RU Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories. [3w7] Unit 1 2 3 4 5 6 7 8 9 10 11 RU

New York State: NGELA Standards RU=Research Unit

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### 3RD GRADE SPEAKING AND LISTENING STANDARDS | 3SL

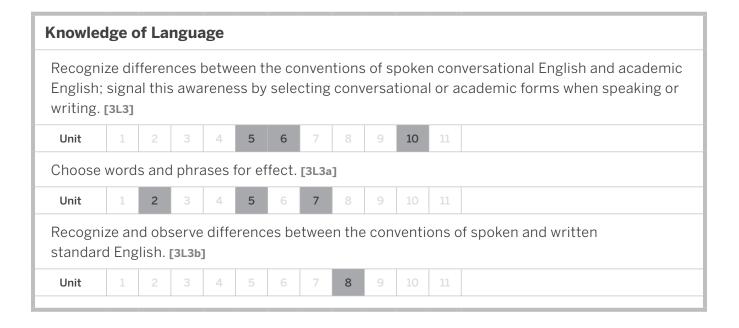
Comprehension and Collaboration												
Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others. [3SL1]												
Unit 1 2 3 4 5 6 7 8 9 10 11 RU												
Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. [3SL1a]												
Unit 1 2 3 4 5 6 7 8 9 10 11												
Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic. [3SL1b]												
Unit 1 2 3 4 5 6 7 8 9 10 11												
Ask questions to check understanding of information presented and link comments to the remarks of others. [3SL1c]												
Unit 1 2 3 4 5 6 7 8 9 10 11 RU												
Explain their own ideas and understanding of the discussion. [3SL1d]												
Unit 1 2 3 4 5 6 7 8 9 10 11 RU												
Consider individual differences when communicating with others. [3SL1e]												
Unit 1 2 3 4 5 6 7 8 9 10 11												
Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral). [3SL2]												
Unit 1 2 3 4 5 6 7 8 9 10 11 RU												
Ask and answer questions in order to evaluate a speaker's point of view, offering appropriate elaboration and detail. [3SL3]												
Unit 1 2 3 4 5 6 7 8 9 10 11 RU												



### **3RD GRADE LANGUAGE STANDARDS | 3L**

PLEASE NOTE: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 3rd grade. These banded skills can be found in the charts at the end of the Grade 5 alignment. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grade 3–5, the student is expected to know and be able to use the skills **by the end of 5th grade.** The  $\rightarrow$  is included to indicate skills that connect and progress across the band.

### Conventions of Academic English/Language for Learning (See Appendix A)



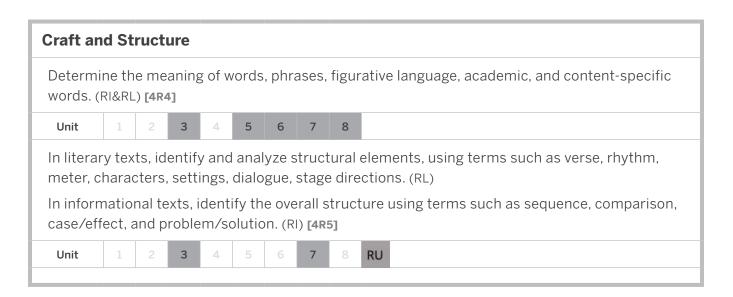
			_		_							eaning words and phrases, limited to the following: [3L4]
Unit	1	2	3	4	5	6	7	8	9	10	11	RU
Use sen	tence	e-leve	l con	text	as a c	lue t	o the	mea	ning	of a v	word	or phrase. [3L4a]
Unit	1	2	3	4	5	6	7	8	9	10	11	
Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). [3L4b]												
Unit	1	2	3	4	5	6	7	8	9	10	11	
Use a kı (e.g., co							e me	aning	g of ai	า unk	iwon	n word with the same root
Unit	1	2	3	4	5	6	7		9	10	11	
Use glos and phr				ning	diction	onari	es to	dete	rmin	e or d	clarif	y the precise meaning of key word
Unit	1	2	3	4	5	6	7	8	9	10	11	
Demons	strate	unde	ersta	nding	g of w	ord r	elatio	onshi	ps ar	nd nu		s in word meanings. [3L5]
Demons Unit	strate	unde	ersta 3	nding 4	g of w	ord r	elatio 7	onshi 8	ps ar	nd nu		s in word meanings. [3L5]
<b>Unit</b> Distingı	ıish th	2 ne lite	3 eral a	4 nd no	5	6	7	8	9	10	ance	s in word meanings. [3L5]
<b>Unit</b> Distingı	ıish th	2 ne lite	3 eral a	4 nd no	5	6	7	8	9	10	ance	
Unit Distingu (e.g., tai Unit Use wor	uish the ke ste	2 ne lite ps). [ 2 r ider	3 eral a 3 stifica	4 ation	5 and a	eral m	7 neani 7	ngs c	9 of wor 9	10 rds ar	ance  11  nd ph	
Unit Distingu (e.g., tal	uish the ke ste	2 ne lite ps). [ 2 r ider	3 eral a 3 stifica	4 ation	5 and a	eral m	7 neani 7	ngs c	9 of wor 9	10 rds ar	ance  11  nd ph	nrases in context
Unit Distingu (e.g., tal Unit Use wor (e.g., de	uish the ke stee 1 rds for escribuish s	2 ne lite ps). [ 2 r ider e peo	antification of many series of many series and series are series and series and series and series and series and series are series and series and series and series and series are series and series and series and series are series and series and series and series are series and series are series and series a	4 ation who a 4 nean	5 and cre fri	6 descreendly 6 mong	7 riptio / or h 7 g rela	ngs constant and a selpfur selfur selpfur selfur selpfur selfur	9 of words	10 rds ar 10 conr .5b] 10	ance  11  nd ph  11  nection  description	ons between words and their use
Unit Distingu (e.g., tai Unit Use wor (e.g., de Unit Distingu	uish the ke stee 1 rds for escribuish s	2 ne lite ps). [ 2 r ider e peo	antification of many series of many series and series are series and series and series and series and series and series are series and series and series and series and series are series and series and series and series are series and series and series and series are series and series are series and series a	4 ation who a 4 nean	5 and cre fri	6 descreendly 6 mong	7 riptio / or h 7 g rela	ngs constant and a selpfur selfur selpfur selfur selpfur selfur	9 of words	10 rds ar 10 conr .5b] 10	ance  11  nd ph  11  nection  description	ons between words and their use

RU=Research Unit Grade 3

### **Grade 4 Overview**

### New York State Next Generation English Language Arts Learning Standards

### 4TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 4R



New York State: NGELA Standards RU=Research Unit 41

In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. (RL)

In informational texts, compare and contrast a primary and secondary source on the same event or topic. (RI) [4R6]

Unit 1 2 3 4 5 6 7 8

### **Integration of Knowledge and Ideas**

Identify information presented visually, or ally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL) [4R7]

Unit 1 2 3 4 5 6 7 8

Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL) [4R8]

Unit 1 2 3 4 5 6 7 8 RU

Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL) [4R9]

Unit 1 2 3 4 5 6 7 8

### 4TH GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 4RF

### **Print Concepts**

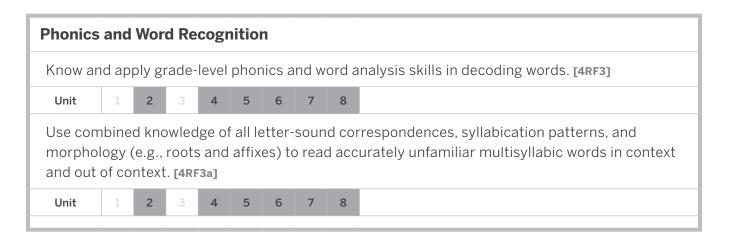
There is not a grade 4 standard for this concept. Please see preceding grades for more information. [RF1]

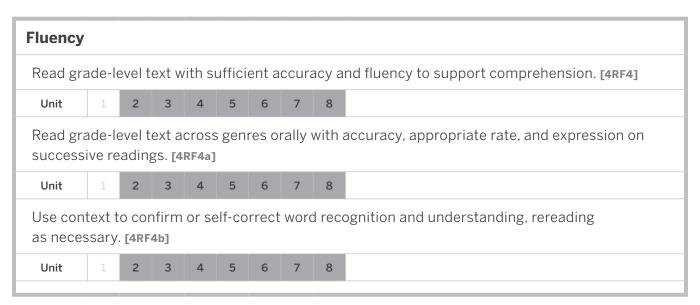
Unit 1 2 3 4 5 6 7 8 9 10 11

### **Phonological Awareness**

There is not a grade 4 standard for this concept. Please see preceding grades for more information. [RF2]

 Unit
 1
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### 4TH GRADE WRITING STANDARDS | 4W

## Text Types and Purposes Write an argument to support claim(s), using clear reasons and relevant evidence. [4W1] Unit 1 2 3 4 5 6 7 8 RU Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically. [4W1a] Unit 1 2 3 4 5 6 7 8 RU

Use precise	e langua	age ar	nd co	nten	ıt-spe	ecific	voca	abulary. [4W1b]			
Unit 1	2	3	4	5	6	7	8				
Use transit	ional wo	ords a	and p	hras	es to	conr	nect	ideas within categories of information. [4W1c]			
Unit 1	2	3	4	5	6	7	8	RU			
Provide a c	oncludi	ng sta	atem	ent d	or sec	ction	relat	ed to the argument presented. [4W1d]			
Unit 1	2	3	4	5	6	7	8	RU			
	Write informative/explanatory texts to examine a topic and convey ideas and information relevant to the subject. [4W2]										
Unit 1	2	3	4	5	6	7	8				
Introduce a	a topic c	learly	y and	lorga	anize	relat	ed ir	nformation in paragraphs and sections. [4W2a]			
Unit 1	2	3	4	5	6	7	8				
•								concrete details, or other relevant information; nprehension. [4w2b]			
Unit 1	2	3	4	5	6	7	8				
Use precise	e langua	age ar	nd co	nten	ıt-spe	ecific	voca	abulary. [4W2c]			
Unit 1	2	3	4	5	6	7	8				
Use transit	ional wo	ords a	and p	hras	es to	con	nect	ideas within categories of information. [4w2d]			
Unit 1	2	3	4	5	6	7	8				
Provide a c	oncludi	ng sta	atem	ent d	or sec	ction	relat	eed to the information or explanation presented.			
Unit 1	2	3	4	5	6	7	8				
Write narra						_		periences or events using effective technique, [4W3]			
Unit 1	L 2	3	4	5	6	7	8				
Establish a	situatio	on and	d intr	odu	ce a r	narra	tor a	nd/or characters. [4W3a]			
Unit 1	2	3	4	5	6	7	8				
_							_	nts, and feelings to develop experiences and situations. [4W3b]			
Unit 1	2	3	4	5	6	7	8				

44 RU=Research Unit Grade 4

Use transitional words and phrases to manage the sequence of events. [4W3c] 4 Unit Use concrete words and phrases and sensory details to convey experiences and events precisely. [4W3d] 1 6 8 Unit 4 Provide a conclusion that follows from the narrated experiences or events. [4W3e] Unit 1 4 6 8 Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience. [4W4] Unit 1 4 5 6 Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards. [4W5] 1 2 3 5 6 Unit

# Research to Build and Present Knowledge Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic. [4w6] Unit 1 2 3 4 5 6 7 8 RU Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources. [4w7] Unit 1 2 3 4 5 6 7 8 RU

### 4TH GRADE SPEAKING AND LISTENING STANDARDS | 4SL

### Comprehension and Collaboration Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others. [4SL1] Unit 1 2 3 4 5 6 7 8

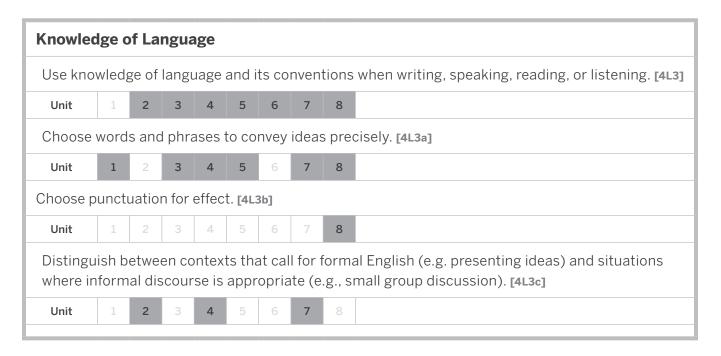
Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. [4SL1a] Unit 2 4 6 7 8 Follow agreed-upon norms for discussions and carry out assigned roles. [4SL1b] 6 7 Unit Pose and respond 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. [4SL1c] Unit 6 Review the relevant ideas expressed and explain their own ideas and understanding of the discussion. [4SL1d] 2 3 4 5 6 7 8 RU Unit Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral). [4SL2] 4 Unit 3 7 8 RU Identify and evaluate the reasons and evidence a speaker provides to support particular points. [4SL3] Unit 1 2 3 4

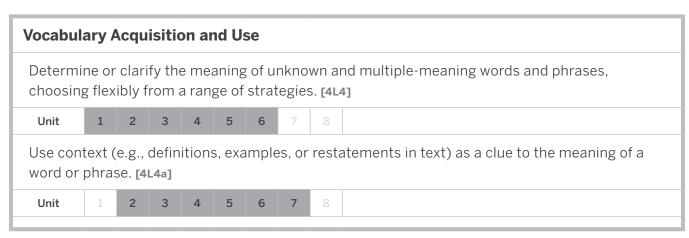
### **Presentation of Knowledge and Ideas** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience. [4SL4] RU 1 2 3 4 6 Unit Include digital media and/or visual displays in presentations to emphasize central ideas or themes. [4SL5] Unit 4 RU Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation. [4SL6] Unit 2 8

### 4TH GRADE LANGUAGE STANDARDS | 4L

PLEASE NOTE: Language Standards 1 and 2 are organized within grade bands and are not meant to be accomplished by the end of 4th grade. These banded skills can be found in the charts at the end of the Grade 5 alignment. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grade 3−5, the student is expected to know and be able to use the skills by the end of 5th grade. The → is included to indicate skills that connect and progress across the band.

### Conventions of Academic English/Language for Learning (See Appendix A)





New York State: NGELA Standards

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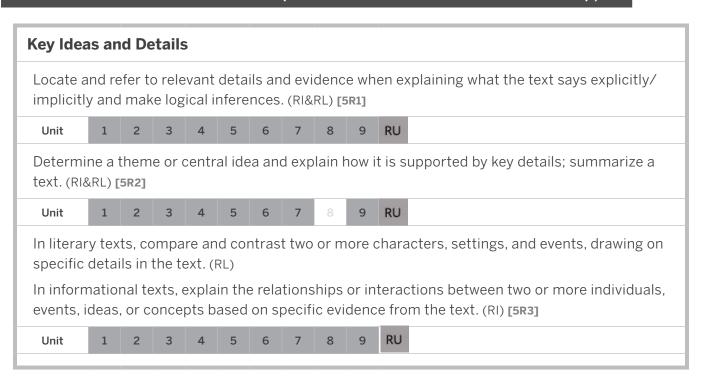
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). [4L4b]											
Unit 1 2 3 4 5 6 7 8											
Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [4L4c]											
Unit 1 2 3 4 5 6 7 8											
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [4L5]											
Unit 1 2 3 4 5 6 7 8											
Explain the meaning of simple similes and metaphors in context. [4L5a]											
Unit 1 2 3 4 5 6 7 8											
Recognize and explain the meaning of common idioms, adages, and proverbs. [4L5b]											
Unit 1 2 3 4 5 6 7 8											
Demonstrate understanding of words by relating them to their antonyms and synonyms. [4L5c]											
Unit 1 2 3 4 5 6 7 8											
Acquire and accurately use general academic and content-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). [4L6]											
Unit 1 2 3 4 5 6 7 8											

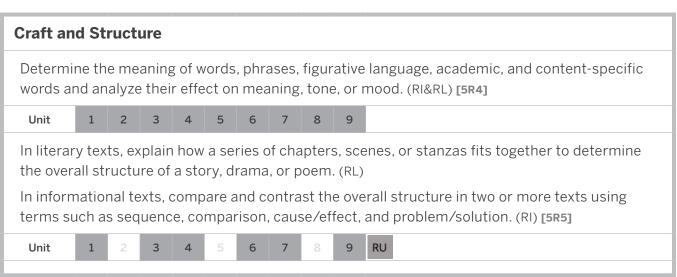
Grade 4

### **Grade 5 Overview**

### New York State Next Generation English Language Arts Learning Standards

### 5TH GRADE READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | 5R





In literary texts, explain how a narrator's or speaker's point of view influences how events are described. (RL)

In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI) [5R6]

Unit 1 2 3 4 5 6 7 8 9 RU

### **Integration of Knowledge and Ideas**

Analyze how visual and multimedia elements contribute to meaning of literary and informational texts. (RI&RL) [5R7]

Unit 1 2 **3** 4 5 **6 7** 8 9

Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims. (RI&RL) [5R8]

Unit 1 2 3 4 5 6 7 8 9 RU

Use established criteria to categorize texts and make informed judgments about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences. (RI&RL) [5R9]

Unit 1 2 3 4 5 6 7 8 9

### 5TH GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 5RF

### **Print Concepts**

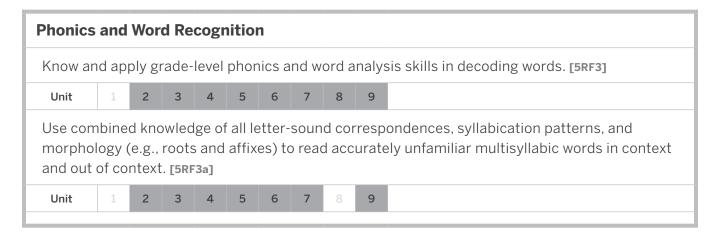
There is not a grade 5 standard for this concept. Please see preceding grades for more information. [RF1]

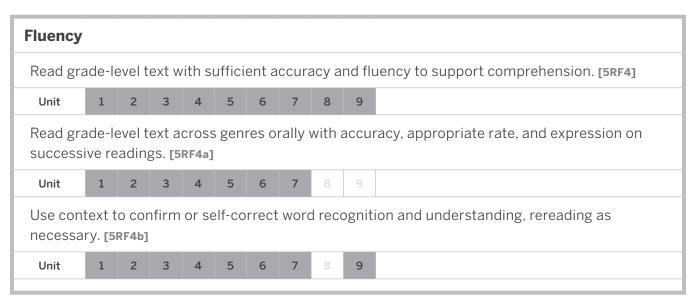
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### **Phonological Awareness**

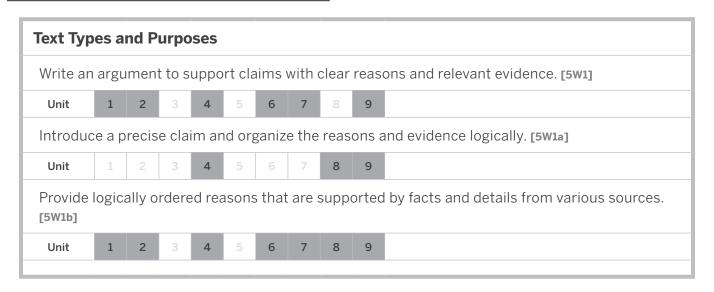
There is not a grade 5 standard for this concept. Please see preceding grades for more information. [RF2]

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





### **5TH GRADE WRITING STANDARDS | 5W**



Use precise language and content-specific vocabulary while writing an argument. [5W1c]											
Unit 1 2 3 4 5 6 7 8 9											
Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts. [5W1d]											
Unit 1 2 3 4 5 6 7 8 9											
Provide a concluding statement or section related to the argument presented. [5W1e]											
Unit 1 2 3 4 5 6 7 8 9											
Maintain a style and tone appropriate to the writing task. [5W1f]											
Unit 1 2 3 4 5 6 7 8 9											
Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. [5w2]											
Unit 1 2 3 4 5 6 7 8 9 RU											
Introduce a topic clearly, provide a general focus, and organize related information logically.  [5W2a]											
Unit 1 2 3 4 5 6 7 8 9 RU											
Develop the topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension. [5w2b]											
Unit 1 2 3 4 5 6 7 8 9 RU											
Use precise language and content-specific vocabulary to explain a topic. [5W2c]											
Unit 1 2 3 4 5 6 7 8 9 RU											
Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts. [5w2d]											
Unit 1 2 3 4 5 6 7 8 9											
Provide a concluding statement or section related to the information or explanation presented. [5W2e]											
Unit 1 2 3 4 5 6 7 8 9 RU											
Establish a style aligned to a subject area or task. [5w2f]											
Unit 1 2 3 4 5 6 7 8 9											

52 RU=Research Unit Grade 5

Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. [5W3] 5 Unit Establish a situation and introduce a narrator and/or characters. [5W3a] 2 3 5 Unit Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. [5W3b] Unit 2 3 4 7 8 Use a variety of transitional words, phrases, and clauses to manage the sequence of events. [5W3c] Unit RU Use concrete words and phrases and sensory details to convey experiences and events precisely. [5W3d] Unit Provide a conclusion that follows from the narrated experiences or events. [5W3e] Unit 1 2 3 Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience. [5W4] Unit 2 5 6 7 8 Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. [5W5] Unit

# Research to Build and Present Knowledge Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources. [5w6] Unit 1 2 3 4 5 6 7 8 9 RU Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources. [5w7] Unit 1 2 3 4 5 6 7 8 9 RU

### 5TH GRADE SPEAKING AND LISTENING STANDARDS | 5SL

Compre	hens	ion a	and C	Colla	bora	tion						
0 0	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others. [5SL1]											
Unit	1	2	3	4	5	6	7	8	9			
Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.  [5SL1a]												
Unit	1	2	3	4	5	6	7	8	9			
Follow a	Follow agreed-upon norms for discussions and carry out assigned roles. [55L1b]											
Unit	1	2	3	4	5	6	7	8	9			
	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. [5SL1c]											
Unit	1	2	3	4	5	6	7	8	9			
Conside from the						d dra	W COI	nclus	sions about information and knowledge gained			
Unit	1	2	3	4	5	6	7	8	9			
Summai oral). <b>[5</b> \$		ıform	atior	n pres	sente	d in d	diver	se fo	rmats (e.g., including visual, quantitative, and			
Unit	1	2	3	4	5	6	7	8	9			
Identify [5SL3]	and e	valua	ate th	e rea	sons	and	evide	ence	a speaker provides to support particular points.			
Unit	1	2	3	4	5	6	7	8	9			

### Presentation of Knowledge and Ideas

Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience. [5SL4]

Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes. [55L5]										
Unit	1	2	3	4	5	6	7		9	
Adapt s	Adapt speech to a variety of contexts and tasks, using formal English when appropriate. [5SL6]									
Unit	1	2	3	4	5	6	7	8	9	

### **5TH GRADE LANGUAGE STANDARDS | 5L**

PLEASE NOTE: Language Standards 1 and 2 are organized within grade bands and are meant to be accomplished by the end of 5th grade. These banded skills can be found in the charts at the end of the Grade 5 alignment. Language Standards 1 and 2 are organized within grade bands. For the Core Conventions Skills and Core Punctuation and Spelling Skills for Grade 3–5, the student is expected to know and be able to use the skills **by the end of 5th grade.** The  $\rightarrow$  is included to indicate skills that connect and progress across the band.

### **Conventions of Academic English/Language for Learning (See Appendix A)**

Knowledge of Language										
Use kno	wledg	ge of	langı	ıage	and i	ts co	nven	tions	whei	n writing, speaking, reading, or listening. [5L3]
Unit	1	2	3	4	5	6	7	8	9	
Expand,	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. [5L3a]									
Unit	1	2	3	4	5	6	7	8	9	
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. [5L3b]										
Unit	1	2	3	4	5	6	7	8	9	

New York State: NGELA Standards

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Vacabu	law.	Nogu.	icitic		ad III					
Vocabu										
Determ choosin			-		_					ultiple-meaning words and phrases,
Unit	1	2	3	4	5	6	7	8	9	
Use cor a word o		. –			ect re	elatio	nship	os an	d cor	mparisons in text) as a clue to the meaning of
Unit	1	2	3	4	5	6	7	8	9	
Use cor word (e		_							in aff	ixes and roots as clues to the meaning of a
Unit	1	2	3	4	5	6	7	8	9	
										aries, thesauruses) to find the pronunciation words and phrases. [5L4c]
Unit	1	2	3	4	5	6	7	8	9	
Demons meaning			erstar	nding	g of fi	gura	tive la	angua	age, v	word relationships, and nuances in word
Unit	1	2	3	4	5	6	7	8	9	
Interpre	et figu	ırativ	e lang	uage	e, inc	ludin	g sin	niles a	and n	netaphors, in context. [5L5a]
Unit	1	2	3	4	5	6	7	8	9	
Recogn	ize an	ıd exp	olain t	he m	neani	ng of	com	ımon	idior	ns, adages, and proverbs. [5L5b]
Unit	1	2	3	4	5	6	7	8	9	
Use the									e.g.,	synonyms, antonyms, homographs) to
Unit	1	2	3	4	5	6	7	8	9	
Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). [5L6]										
Unit	1	2	3	4	5	6	7	8	9	

Grade 5

### 3-5 L Language

### Conventions of Academic English/Language for Learning

		Grade 3	Grade 4	Grade 5
L1	Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.  *While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.			
ore Co	onventions Skills for Grades $3 \rightarrow 5$ :			
	Produce simple, compound, and complex sentences.	<b>Ø</b>		
	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.			<b>②</b>
	Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).			
	Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences.		<b>Ø</b>	
	Form and use regular and irregular plural nouns.	<b>Ø</b>		
	Use abstract nouns.			
	Form and use regular and irregular verbs.			
	Form and use the simple verb tenses (e.g., I walked; I walk;     I will walk).	<b>Ø</b>		
	Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).		<b>②</b>	
	Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).			<b>Ø</b>
	Use verb tense to convey various times, sequences, states, and conditions.			<b>Ø</b>
	Recognize and correct inappropriate shifts in verb tense.			<b>②</b>
	Ensure subject-verb and pronoun-antecedent agreement.			
	Use coordinating and subordinating conjunctions.			
	Use and identify prepositional phrases.			

New York State: NGELA Standards

<ul> <li>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</li> </ul>	<b>⊘</b>		
Correctly use frequently confused words (e.g., to, too, two; there, their).		<b>⊘</b>	

		Grade 3	Grade 4	Grade 5
12	Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.			
L2	*While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs may demonstrate skills bilingually or transfer linguistic knowledge across languages.			
Core Pu	unctuation and Spelling Skills for Grades $3 \rightarrow 5$ :		^	
	Capitalize appropriate words in titles.	<b>⊘</b>		
	Use correct capitalization.	<b>Ø</b>	<b>⊘</b>	<b>Ø</b>
	Use commas in addresses.	<b>Ø</b>	<b>Ø</b>	
	<ul> <li>Use commas and quotation marks in dialogue.           → Use         commas and quotation marks to mark direct speech and         quotations from a text.</li> </ul>	<b>⊘</b>		
	Use a comma before a coordinating conjunction in a compound sentence.		<b>Ø</b>	
	Use a comma to separate an introductory element from the rest of the sentence.			<b>⊘</b>
	Use punctuation to separate items in a series.			<b>Ø</b>
	Form and use possessives.	<b>Ø</b>		
	Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness).	•		
	<ul> <li>Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	•	•	•

		Use quotation marks or italics to indicate titles of works.			<b>Ø</b>
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