

Kindergarten – Grade 5

Amplify Core Knowledge Language Arts®

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

Contents

Kindergarten	1
Grade 1	11
Grade 2	21
Grade 3	33
Grade 4	41
Grade 5	49

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.

New York State Next Generation English Language Arts Learning Standards

KINDERGARTEN READING STANDARDS (LITERARY AND INFORMATIONAL TEXT) | KR

Key Ideas and Details

Develop and answer questions about a text. (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 share key details from a text. (RI&RL) [KR2]

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	

Identify characters, settings, major events in a story, or pieces of information in a text. (RI&RL) [KR3]

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 Structure

Identify specific words that express feelings and senses. (RI&RL) [KR4]

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 literary and informational texts. (RI&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 author and illustrator and define the role of each in presenting the ideas in a text. (RI&RL) [KR6]

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 Knowledge and Ideas

Describe the relationship between illustrations and the text. (RI&RL) [KR7]

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	

Identify specific information to support ideas in a text. (RI&RL) [KR8]

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

Make connections between self, text, and the world. (RI&RL) [KR9]

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

Print Concepts

Demonstrate understanding of the organization and basic features of print. [KRF1]

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 to right, top to bottom, and page by page. [KRF1a]

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 that spoken words are represented in written language by specific sequences of letters. [KRF1b]

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 that words are separated by spaces in print. [KRF1c]

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 and name all upper- and lowercase letters of the alphabet. [KRF1d]

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 front cover, back cover, and title page of a book. [KRF1e]

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

Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [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 and produce spoken rhyming words. [KRF2a]

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 segment syllables in spoken words. [KRF2b]

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 segment onsets and rimes of spoken words. [KRF2c]

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 segment individual sounds (phonemes) in spoken one-syllable words. [KRF2d]

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

Create new words by manipulating the phonemes orally in one-syllable words. [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	

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding 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	
Demonstrate one-to-one letter-sound correspondence by producing the primary sound or most frequent sound for each consonant. [KRF3a]													
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 short vowel sounds with common spellings. [KRF3b]													
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 some regularly spelled one-syllable words. [KRF3c]													
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 common high-frequency words by sight. [KRF3d]													
Skills	1	2	3	4	5	6	7	8	9	10			
Knowledge	1	2	3	4	5	6	7	8	9	10	11	12	

Fluency

Will engage with emergent level texts and read-alouds to demonstrate comprehension. **[KRF4]**

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 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	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, oral expression, and/or emergent writing to name a familiar topic and supply information. [KW2]

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

Use a combination of drawing, dictating oral expression, and/or emergent writing to narrate an event or events in a sequence. [KW3]

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

Create a response to a text, author, or personal experience (e.g., dramatization, artwork, or poem). [KW4]

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 Grade 4 [W5]

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 Present Knowledge

Develop questions and participate in shared research and exploration to answer questions and to build and share knowledge. [KW6]

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

Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways (e.g., drawing, oral expression, and/or emergent writing). [KW7]

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 SPEAKING AND LISTENING STANDARDS | KSL

Comprehension and Collaboration

Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. [KSL1]

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 agreed-upon rules for discussions, including listening to others, taking turns, and staying on topic. [KSL1a]

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 in conversations through multiple exchanges. [KSL1b]

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 individual differences when communicating with others. [KSL1c]

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 in a conversation about features of diverse texts and formats. [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			

Develop and answer questions to clarify what the speaker says. [KSL3]

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 - Research Unit

Presentation of Knowledge and Ideas

Describe familiar people, places, things, and events with detail. [KSL4]

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	

Create and/or utilize existing visual displays to support descriptions. [KSL5]

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

Express thoughts, feelings, and ideas. [KSL6]

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 → 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 Language

Begins in Grade 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		

Vocabulary Acquisition and Use

Explore and use new vocabulary and multiple-meaning words and phrases in authentic experiences, including, but not limited to the following: **[KL4]**

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	

Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*). **[KL4a]**

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	

Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of a word. **[KL4b]**

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 discuss word relationships and word meanings. **[KL5]**

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 common objects into categories (e.g., shapes, foods) for understanding of the concepts the categories represent. **[KL5a]**

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	

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). **[KL5b]**

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 words to identify and describe the world, making connections between words and their use (e.g., places at home that are *colorful*). **[KL5c]**

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	

Explore variations among verbs that describe the same general action (e.g., *walk*, *march*, *gallop*) by acting out the meanings. **[KL5d]**

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 words and phrases acquired through conversations, reading and being read to, and responding to texts. **[KL6]**

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

Grade 1 Overview

New York State Next Generation English Language Arts Learning Standards

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

Key Ideas and Details

Develop and answer questions about key ideas and details in a text. (RI&RL) [1R1]

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

Identify a main topic or central idea in a text and retell important details. (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 characters, settings, and major events in a story, or pieces of information in a text. (RI&RL) [1R3]

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

Craft and Structure

Identify specific words that express feelings and senses. (RI&RL) [1R4]

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

Identify a variety of genres and explain major differences between literary texts and informational texts. (RI&RL) [1R5]

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

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		

Integration of Knowledge and Ideas

Use illustrations and details in literary and informational texts to discuss story elements and/or topics. (RI&RL) [1R7]

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

Identify specific information an author or illustrator gives that supports ideas in a text. (RI&RL) [1R8]

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

Make connections between self and text (texts and other people/world). (RI&RL) [1R9]

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

1ST GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 1RF

Print Concepts

Demonstrate understanding of the organization and basic features of print. [1RF1]

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

Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). [1RF1a]

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

Phonological Awareness

Demonstrate understanding of spoken words, syllables, and sounds (phonemes). **[1RF2]**

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

Count, blend and segment single syllable words that include consonant blends. **[1RF2a]**

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

Create new words by manipulating individual sounds (phonemes) in spoken one-syllable words. **[1RF2b]**

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

Manipulate individual sounds (phonemes) in single-syllable spoken words. **[1RF2c]**

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

Phonics and Word Recognition

Know and apply phonics and word analysis skills in decoding words. **[1RF3]**

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

Know the letter-sound correspondences for common blends and consonant digraphs (e.g., sh, ch, th). **[1RF3a]**

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

Decode long vowel sounds in regularly spelled one-syllable words (e.g., final -e conventions and common vowel teams). **[1RF3b]**

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

Decode regularly spelled one-syllable words. [1RF3c]

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

Determine the number of syllables in a printed word by using knowledge that every syllable must have a vowel sound. [1RF3d]

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

Decode two-syllable words following basic patterns by breaking the words into syllables. [1RF3e]

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

Recognize and identify root words and simple suffixes (e.g., run, runs, walk, walked) [1RF3f]

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

Read most common high-frequency words by sight [1RF3g]

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

Fluency

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	8	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	8	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

Text Types and Purposes

Write an opinion on a topic or personal experience; give two or more reasons to support that opinion. [1W1]

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

Write an informative/explanatory text to introduce a topic, supplying some facts to develop points, and provide some sense of closure. [1W2]

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

Write narratives which recount real or imagined experiences or events or a short sequence of events. [1W3]

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

Create a response to a text, author, theme or personal experience (e.g., poem, dramatization, artwork, or other). [1W4]

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

Begins in Grade 4 [W5]

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

Research to Build and Present Knowledge

Develop questions and participate in shared research and explorations to answer questions and to build knowledge. [1W6]

Skills

1

2

3

4

5

6

7

Knowledge

1

2

3

4

5

6

7

8

9

10

11

RU

Recall and represent relevant information from experiences or gather information from provided sources to answer a question in a variety of ways. [1W7]

Skills

1

2

3

4

5

6

7

Knowledge

1

2

3

4

5

6

7

8

9

10

11

RU

1ST GRADE SPEAKING AND LISTENING | 1SL

Comprehension and Collaboration

Participate in collaborative conversations with diverse peers and adults (e.g., in small and large groups and during play). [1SL1]

Skills

1

2

3

4

5

6

7

Knowledge

1

2

3

4

5

6

7

8

9

10

11

RU

Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. [1SL1a]

Skills

1

2

3

4

5

6

7

Knowledge

1

2

3

4

5

6

7

8

9

10

11

RU

Build on others' talk in conversations by responding to the comments of others through multiple exchanges. [1SL1b]

Skills

1

2

3

4

5

6

7

Knowledge

1

2

3

4

5

6

7

8

9

10

11

Ask questions to clear up any confusion about the topics and texts under discussion. [1SL1c]

Skills

1

2

3

4

5

6

7

Knowledge

1

2

3

4

5

6

7

8

9

10

11

Consider individual differences when communicating with others. **[1SL1d]**

Skills

1

2

3

4

5

6

7

Knowledge

1

2

3

4

5

6

7

8

9

10

11

Develop and answer questions about key details in diverse texts and formats. **[1SL2]**

Skills

1

2

3

4

5

6

7

Knowledge

1

2

3

4

5

6

7

8

9

10

11

RU

Develop and answer questions to clarify what the speaker says and identify a speaker's point of view. **[1SL3]**

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 familiar people, places, things, and events with relevant details expressing ideas clearly. **[1SL4]**

Skills

1

2

3

4

5

6

7

Knowledge

1

2

3

4

5

6

7

8

9

10

11

RU

Create or utilize existing visual displays to support descriptions to clarify ideas, thoughts, and feelings. **[1SL5]**

Skills

1

2

3

4

5

6

7

Knowledge

1

2

3

4

5

6

7

8

9

10

11

Express thoughts, feelings, and ideas clearly, using complete sentences when appropriate to task, situation, and audience. **[1SL6]**

Skills

1

2

3

4

5

6

7

Knowledge

1

2

3

4

5

6

7

8

9

10

11

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 → 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 Language

Begins in Grade 2 [L3]

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, choosing flexibly from an array of strategies. [1L4]

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

Use sentence-level context as a clue to the meaning of a word or phrase. [1L4a]

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

Use frequently occurring affixes as a clue to the meaning of a word. [1L4b]

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

Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks*, *looked*, *looking*). [1L4c]

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

Demonstrate understanding of word relationships and nuances in 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 into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. [1L5a]

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

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). [1L5b]

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

Use words for identification and description, making connections between words and their use (e.g., places at home that are cozy). [1L5c]

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

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. [1L5d]

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

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *because*). [1L6]

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

New York State Next Generation English Language Arts Learning Standards

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

Key Ideas and Details

Develop and answer questions to demonstrate an understanding of key ideas and details in a text. (RI&RL) [2R1]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

RU

Identify a main topic or central idea and retell key details in a text; summarize portions of a text. (RI&RL) [2R2]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

In literary texts, describe how characters respond to major events and challenges. (RL)
In informational texts, describe the connections between ideas, concepts, or a series of events. (RI) [2R3]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

RU

Craft and Structure

Explain how words and phrases in a text suggest feelings and appeal to the senses. (RI&RL) [2R4]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

RU

Describe the overall structure of a text, including describing how the beginning introduces the text and the ending concludes the text. (RI&RL) [2R5]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

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	

Integration of Knowledge and Ideas

Demonstrate understanding of story elements and/or topics by applying information gained from illustrations or text features. (RI&RL) [2R7]

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

Explain how specific points the author or illustrator makes in a text are supported by relevant reasons. (RI&RL) [2R8]

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

Make connections between self and text (texts and other people/world). (RI&RL) [2R9]

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

2ND GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 2RF

Print Concepts

There is not a grade 2 standard for this concept. Please see preceding grades for more information. [RF1]

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

Phonological Awareness

There is not a grade 2 standard for this concept. Please see preceding grades for more information. [RF2]

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

Phonics and Word Recognition

Know and apply phonics and word analysis skills in decoding words. [2RF3]

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

Distinguish long and short vowels when reading regularly spelled one-syllable words (including common vowel teams). [2RF3a]

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

Decode short and long vowel sounds in two-syllable words. [2RF3b]

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

Decode regularly spelled two-syllable words. [2RF3c]

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

Recognize and identify root words and common suffixes and prefixes. [2RF3d]

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

Read all common high-frequency words by sight. [2RF3e]

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

Fluency

Read grade-level text with sufficient accuracy and fluency to support comprehension. [2RF4]

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

Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. [2RF4a]

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

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [2RF4b]

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

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.

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

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]

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

Create a response to a text, author, theme or personal experience (e.g., poem, play, story, artwork, or other). **[2W4]**

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

Begins in Grade 4 **[W5]**

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

Research to Build and Present Knowledge

Develop questions and participate in shared research and explorations to answer questions and to build knowledge. **[2W6]**

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

Recall and represent relevant information from experiences or gather information from provided sources to answer a question. **[2W7]**

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

2ND GRADE SPEAKING AND LISTENING | 2SL

Comprehension and Collaboration

Participate in collaborative conversations with diverse peers and adults in small and large groups and during play. [2SL1]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

Follow agreed-upon rules for discussions and participate by actively listening, taking turns, and staying on topic. [2LS1a]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

Build on others' talk in conversations by linking their comments to the remarks of others through multiple exchanges. [2SL1b]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

RU

Ask for clarification and further explanation as needed about topics and texts under discussion. [2SL1c]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

Consider individual differences when communicating with others. [2SL1d]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

Recount or describe key ideas or details of diverse texts and formats. [2SL2]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

RU

Develop and answer questions about what a speaker says; agree or disagree with the speaker's point of view, providing a reason(s). [2SL3]

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

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. [2SL4]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

Include digital media and/or visual displays in presentations to clarify or support ideas, thoughts, and feelings. [2SL5]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

Express thoughts, feelings, and ideas clearly, adapting language according to context. [2SL6]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

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 → 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 Language

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

Compare academic and conversational uses of English. [2L3a]

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

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from an array of strategies. [2L4]

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

Use sentence-level context as a clue to the meaning of a word or phrase. [2L4a]

Skills	1	2	3	4	5	6								
Knowledge	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*). [2L4b]

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

Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition*, *additional*). [2L4c]

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

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*). [2L4d]

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

Use glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases. [2L4e]

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

Demonstrate understanding of word relationships and nuances 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 connections between words and their use. [2L5a]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

Use words for identification and description, making connections between words and their use (e.g., describe foods that are *spicy* or *juicy*). [2L5b]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*). [2L5c]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

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*). [2L6]

Skills

1

2

3

4

5

6

Knowledge

1

2

3

4

5

6

7

8

9

10

11

12

2L Language

Conventions of Academic English/Language for Learning

		Kindergarten	Grade 1	Grade 2
L1	<p>Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.</p> <p>*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.</p>			
Core Conventions Skills for Prekindergarten → Grade 2:				
	<ul style="list-style-type: none"> Print upper- and lowercase letters in their name → Print many upper- and lowercase letters → Print all upper- and lowercase letters. 	✓	✓	✓
	<ul style="list-style-type: none"> Use frequently occurring nouns and verbs (orally) → Use frequently occurring nouns and verbs. 	✓	✓	✓
	<ul style="list-style-type: none"> Use common, proper, and possessive nouns. 		✓	✓
	<ul style="list-style-type: none"> Use collective nouns (e.g., group). 			✓
	<ul style="list-style-type: none"> Form and use regular plural nouns (e.g., dog, dogs; wish, wishes). 	✓	✓	✓
	<ul style="list-style-type: none"> Form and use frequently occurring irregular plural nouns (e.g., feet, children, mice, fish). 			✓
	<ul style="list-style-type: none"> Use singular and plural nouns with matching verbs in basic sentences (e.g., The boy jumps; The boys jump). 		✓	✓
	<ul style="list-style-type: none"> Understand and use interrogatives (question words—e.g., who, what, where, when, why, how). 	✓	✓	✓
	<ul style="list-style-type: none"> Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 	✓	✓	✓
	<ul style="list-style-type: none"> Produce and expand complete sentences in shared language activities. 	✓	✓	✓
	<ul style="list-style-type: none"> Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). → Use reflexive pronouns (e.g., myself, ourselves). 		✓	✓
	<ul style="list-style-type: none"> 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). 		✓	✓

	<ul style="list-style-type: none"> Use frequently occurring adjectives. → Use adjectives or adverbs appropriately. 		✓	✓
	<ul style="list-style-type: none"> Use frequently occurring conjunctions (e.g., and, but, or, so because). → Use frequently occurring transition words (e.g., first, then, therefore, finally) 		✓	✓
	<ul style="list-style-type: none"> 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). 		✓	✓

		Kindergarten	Grade 1	Grade 2
L2	<p>Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.</p> <p>*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).</p>			
Core Punctuation and Spelling Skills for Prekindergarten → Grade 2:				
	<ul style="list-style-type: none"> Attempt to write symbols or letters to represent words. 	✓		
	<ul style="list-style-type: none"> 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). 	✓	✓	✓
	<ul style="list-style-type: none"> Write a letter or letters for most consonant and short-vowel sounds (phonemes). 	✓	✓	✓
	<ul style="list-style-type: none"> Consult reference materials as needed to check and correct spellings. 			
	<ul style="list-style-type: none"> Recognize and name end punctuation. → Use end punctuation for sentences. 	✓	✓	✓
	<ul style="list-style-type: none"> 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. 	✓	✓	✓
	<ul style="list-style-type: none"> Use commas in dates and to separate single words in a series. → Use commas in greetings and closings of letters. 		✓	✓
	<ul style="list-style-type: none"> Use an apostrophe to form contractions and frequently occurring possessives. 			✓

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

Craft and Structure

Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL) [3R4]

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

In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. (RL)

In informational texts, identify and use text features to build comprehension. (RI) [3R5]

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

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]

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

Explain how claims in a text are supported by relevant reasons and evidence. (RI&RL) [3R8]

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

Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations. (RI&RL) [3R9]

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

3RD GRADE READING STANDARDS: FOUNDATIONAL SKILLS | 3RF

Print Concepts

There is not a grade 3 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 3 standard for this concept. Please see preceding grades for more information. [RF2]

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

Phonics and Word Recognition

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 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 multi-syllabic words. **[3RF3b]**

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

Identify, know the meanings of, and decode words with suffixes. **[3RF3c]**

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

Recognize and read grade-appropriate irregularly spelled words. **[3RF3d]**

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

Fluency

Read grade-level text with sufficient accuracy and fluency to support comprehension. **[3RF4]**

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

Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. **[3RF4a]**

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

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **[3RF4b]**

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

3RD GRADE WRITING STANDARDS | 3W

Text Types and Purposes

Write an argument to support claim(s), using clear reasons and relevant evidence. [3W1]

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

Introduce a claim, supported by details, and organize the reasons and evidence logically. [3W1a]

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

Use precise language and content-specific vocabulary. [3W1b]

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

Use linking words and phrases to connect ideas within categories of information. [3W1c]

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

Provide a concluding statement or section. [3W1d]

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

Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject. [3W2]

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

Introduce a topic and organize related information together. [3W2a]

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

Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension. [3W2b]

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

Use precise language and content-specific vocabulary. [3W2c]

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

Use linking words and phrases to connect ideas within categories of information. [3W2d]

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

Provide a concluding statement or section. [3W2e]

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

Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. **[3W3]**

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

Establish a situation and introduce a narrator and/or characters. **[3W3a]**

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

Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **[3W3b]**

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

Use temporal words and phrases to signal event order. **[3W3c]**

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

Provide a conclusion. **[3W3d]**

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

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	5	6	7	8	9	10	11	
------	---	---	---	---	---	---	---	---	---	----	----	--

Begins in Grade 4 **[W.5]**

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

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
------	---	---	---	---	---	---	---	---	---	----	----	----

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
------	---	---	---	---	---	---	---	---	---	----	----	----

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. [3SL4]

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

Include digital media and/or visual displays in presentations to emphasize certain facts or details. [3SL5]

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

Identify contexts that call for academic English or informal discourse. [3SL6]

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

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 → 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

Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing. [3L3]

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

Choose words and phrases for effect. [3L3a]

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

Recognize and observe differences between the conventions of spoken and written standard English. [3L3b]

Unit	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, choosing flexibly from a range of strategies, including, but not limited to the following: **[3L4]**

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

Use sentence-level context as a clue to the meaning of a 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 known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). **[3L4c]**

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

Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases. **[3L4d]**

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

Demonstrate understanding of word relationships and nuances in word meanings. **[3L5]**

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

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*). **[3L5a]**

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

Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or *helpful*). **[3L5b]**

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

Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). **[3L5c]**

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

Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went out for dessert*). **[3L6]**

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

Grade 4 Overview

New York State Next Generation English Language Arts Learning Standards

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

Key Ideas and Details

Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) [4R1]

Unit	1	2	3	4	5	6	7	8	RU
------	---	---	---	---	---	---	---	---	----

Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL) [4R2]

Unit	1	2	3	4	5	6	7	8	RU
------	---	---	---	---	---	---	---	---	----

In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL)
In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI) [4R3]

Unit	1	2	3	4	5	6	7	8	RU
------	---	---	---	---	---	---	---	---	----

Craft and Structure

Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL) [4R4]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. (RL)

In informational texts, identify the overall structure using terms such as sequence, comparison, case/effect, and problem/solution. (RI) [4R5]

Unit	1	2	3	4	5	6	7	8	RU
------	---	---	---	---	---	---	---	---	----

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, orally, 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	2	3	4	5	6	7	8	9	10	11	
------	---	---	---	---	---	---	---	---	---	----	----	--

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. **[4RF3]**

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. **[4RF3a]**

Unit	1	2	3	4	5	6	7	8

Fluency

Read grade-level text with sufficient accuracy and fluency to support comprehension. **[4RF4]**

Unit	1	2	3	4	5	6	7	8

Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. **[4RF4a]**

Unit	1	2	3	4	5	6	7	8

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **[4RF4b]**

Unit	1	2	3	4	5	6	7	8

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 language and content-specific vocabulary. [4W1b]									
Unit	1	2	3	4	5	6	7	8	
Use transitional words and phrases to connect ideas within categories of information. [4W1c]									
Unit	1	2	3	4	5	6	7	8	RU
Provide a concluding statement or section related 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 topic clearly and organize related information in paragraphs and sections. [4W2a]									
Unit	1	2	3	4	5	6	7	8	
Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension. [4W2b]									
Unit	1	2	3	4	5	6	7	8	
Use precise language and content-specific vocabulary. [4W2c]									
Unit	1	2	3	4	5	6	7	8	
Use transitional words and phrases to connect ideas within categories of information. [4W2d]									
Unit	1	2	3	4	5	6	7	8	
Provide a concluding statement or section related to the information or explanation presented. [4W2e]									
Unit	1	2	3	4	5	6	7	8	
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. [4W3]									
Unit	1	2	3	4	5	6	7	8	
Establish a situation and introduce a narrator and/or characters. [4W3a]									
Unit	1	2	3	4	5	6	7	8	
Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations. [4W3b]									
Unit	1	2	3	4	5	6	7	8	

Use transitional words and phrases to manage the sequence of events. **[4W3c]**

Unit	1	2	3	4	5	6	7	8	
------	---	---	---	---	---	---	---	---	--

Use concrete words and phrases and sensory details to convey experiences and events precisely. **[4W3d]**

Unit	1	2	3	4	5	6	7	8	
------	---	---	---	---	---	---	---	---	--

Provide a conclusion that follows from the narrated experiences or events. **[4W3e]**

Unit	1	2	3	4	5	6	7	8	
------	---	---	---	---	---	---	---	---	--

Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience. **[4W4]**

Unit	1	2	3	4	5	6	7	8	
------	---	---	---	---	---	---	---	---	--

Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards. **[4W5]**

Unit	1	2	3	4	5	6	7	8	
------	---	---	---	---	---	---	---	---	--

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	1	2	3	4	5	6	7	8	
------	---	---	---	---	---	---	---	---	--

Follow agreed-upon norms for discussions and carry out assigned roles. **[4SL1b]**

Unit	1	2	3	4	5	6	7	8	
------	---	---	---	---	---	---	---	---	--

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	1	2	3	4	5	6	7	8	RU
------	---	---	---	---	---	---	---	---	----

Review the relevant ideas expressed and explain their own ideas and understanding of the discussion. **[4SL1d]**

Unit	1	2	3	4	5	6	7	8	RU
------	---	---	---	---	---	---	---	---	----

Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral). **[4SL2]**

Unit	1	2	3	4	5	6	7	8	RU
------	---	---	---	---	---	---	---	---	----

Identify and evaluate the reasons and evidence a speaker provides to support particular points. **[4SL3]**

Unit	1	2	3	4	5	6	7	8	
------	---	---	---	---	---	---	---	---	--

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]**

Unit	1	2	3	4	5	6	7	8	RU
------	---	---	---	---	---	---	---	---	----

Include digital media and/or visual displays in presentations to emphasize central ideas or themes. **[4SL5]**

Unit	1	2	3	4	5	6	7	8	RU
------	---	---	---	---	---	---	---	---	----

Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation. **[4SL6]**

Unit	1	2	3	4	5	6	7	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)

Knowledge of Language

Use knowledge of language and its conventions when writing, speaking, reading, or listening. [4L3]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Choose words and phrases to convey ideas precisely. [4L3a]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Choose punctuation for effect. [4L3b]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Distinguish between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion). [4L3c]

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, choosing flexibly from a range of strategies. [4L4]

Unit	1	2	3	4	5	6	7	8
------	---	---	---	---	---	---	---	---

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. [4L4a]

Unit	1	2	3	4	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*). [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
------	---	---	---	---	---	---	---	---

New York State Next Generation English Language Arts Learning Standards

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

Key Ideas and Details

Locate and refer to relevant details and evidence when explaining what the text says explicitly/implicitly and make logical inferences. (RI&RL) [5R1]

Unit	1	2	3	4	5	6	7	8	9	RU

Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) [5R2]

Unit	1	2	3	4	5	6	7	8	9	RU

In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. (RL)

In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text. (RI) [5R3]

Unit	1	2	3	4	5	6	7	8	9	RU

Craft and Structure

Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood. (RI&RL) [5R4]

Unit	1	2	3	4	5	6	7	8	9

In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. (RL)

In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution. (RI) [5R5]

Unit	1	2	3	4	5	6	7	8	9	RU

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]

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

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
------	---	---	---	---	---	---	---	---	---	----	----

Phonics and Word Recognition

Know and apply grade-level phonics and word analysis skills in decoding words. [5RF3]

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. [5RF3a]

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

Fluency

Read grade-level text with sufficient accuracy and fluency to support comprehension. [5RF4]

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

Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings. [5RF4a]

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

Use context to confirm or self-correct word recognition and understanding, rereading as necessary. [5RF4b]

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

5TH GRADE WRITING STANDARDS | 5W

Text Types and Purposes

Write an argument to support claims with clear reasons and relevant evidence. [5W1]

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

Introduce a precise claim and organize the reasons and evidence logically. [5W1a]

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

Provide logically ordered reasons that are supported by facts and details from various sources. [5W1b]

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

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	

Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences. **[5W3]**

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

Establish a situation and introduce a narrator and/or characters. **[5W3a]**

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

Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations. **[5W3b]**

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

Use a variety of transitional words, phrases, and clauses to manage the sequence of events. **[5W3c]**

Unit	1	2	3	4	5	6	7	8	9	RU
------	---	---	---	---	---	---	---	---	---	----

Use concrete words and phrases and sensory details to convey experiences and events precisely. **[5W3d]**

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

Provide a conclusion that follows from the narrated experiences or events. **[5W3e]**

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

Create a poem, story, play, artwork, or other response to a text, author, theme, or personal experience. **[5W4]**

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

Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards. **[5W5]**

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

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
------	---	---	---	---	---	---	---	---	---	----

Comprehension and Collaboration

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 agreed-upon norms for discussions and carry out assigned roles. [5SL1b]

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

Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions. [5SL1d]

Unit	1	2	3	4	5	6	7	8	9

Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral). [5SL2]

Unit	1	2	3	4	5	6	7	8	9

Identify and evaluate the reasons and evidence a speaker provides to support particular points. [5SL3]

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]

Unit	1	2	3	4	5	6	7	8	9

Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes. [5SL5]

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

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 → 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 knowledge of language and its conventions when writing, speaking, reading, or listening. [5L3]

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

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
------	---	---	---	---	---	---	---	---	---

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies. [5L4]

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

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. [5L4a]

Unit	1	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*). [5L4b]

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

Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases. [5L4c]

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

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. [5L5]

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

Interpret figurative language, including similes and metaphors, in context. [5L5a]

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

Recognize and explain the meaning of common idioms, adages, and proverbs. [5L5b]

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. [5L5c]

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
------	---	---	---	---	---	---	---	---	---


3–5 L Language

Conventions of Academic English/Language for Learning

		Grade 3	Grade 4	Grade 5
L1	<p>Demonstrate command of the conventions of academic English grammar and usage when writing or speaking*.</p> <p>*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.</p>			
Core Conventions Skills for Grades 3 → 5:				
	• Produce simple, compound, and complex sentences.	✓		
	• Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences.			✓
	• 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.		✓	
	• Form and use regular and irregular plural nouns.	✓		
	• 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).	✓		
	• Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking).		✓	
	• Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).			✓
	• Use verb tense to convey various times, sequences, states, and conditions.			✓
	• Recognize and correct inappropriate shifts in verb tense.			✓
	• Ensure subject-verb and pronoun-antecedent agreement.	✓		
	• Use coordinating and subordinating conjunctions.	✓	✓	
	• Use and identify prepositional phrases.		✓	✓

	<ul style="list-style-type: none"> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. 	✓		
	<ul style="list-style-type: none"> Correctly use frequently confused words (e.g., to, too, two; there, their). 		✓	

		Grade 3	Grade 4	Grade 5
L2	<p>Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing*.</p> <p>*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.</p>			
Core Punctuation and Spelling Skills for Grades 3 → 5:				
	<ul style="list-style-type: none"> Capitalize appropriate words in titles. 	✓		
	<ul style="list-style-type: none"> Use correct capitalization. 	✓	✓	✓
	<ul style="list-style-type: none"> Use commas in addresses. 	✓	✓	
	<ul style="list-style-type: none"> Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text. 	✓		
	<ul style="list-style-type: none"> Use a comma before a coordinating conjunction in a compound sentence. 		✓	
	<ul style="list-style-type: none"> Use a comma to separate an introductory element from the rest of the sentence. 			✓
	<ul style="list-style-type: none"> Use punctuation to separate items in a series. 			✓
	<ul style="list-style-type: none"> Form and use possessives. 	✓		
	<ul style="list-style-type: none"> Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). 	✓		
	<ul style="list-style-type: none"> 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. 	✓	✓	✓

	<ul style="list-style-type: none">• Use quotation marks or italics to indicate titles of works.			

AmplifyCKLA