

## Kindergarten - Phase 1 Language Scope and Sequence

Oral Language Listening and Speaking	Visual Language Viewing and Presenting	Written Language Reading	Written Language Writing
Learners show an understanding of the value of speaking and listening to communicate, They recognize that sounds are associated with objects. They are using language to name their environment, to get to know each other, to initiate and explore relationships.	Learners show an understanding that the world around them is full of visual language that conveys meaning. Able to interpret and respond to visual texts. Visual language is spontaneous and purposeful.	Learners show an understanding that print represents the real or imagined world. They know that reading gives them knowledge and pleasure; that it can be social or an individual activity. They have a concept of a book and use visual cues to recall sounds and the words.	Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, both individual and collaborative.
Conceptual Understandings			
Spoken words connect us with others, People listen and speak to share thoughts and feelings. People ask questions to learn from others.	Visual language is all around us. The pictures, images and symbols in our environment have meaning. We can enjoy and learn from visual language.	Illustrates convey meaning. Print conveys meaning. People read for pleasure. Printed information can tell about the real world. There are established ways of setting out print and organizing books.	Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves through reading. Talking about stories/pictures helps others to understand.

## Learning Outcomes

<p>Learners use gestures, actions, body language and/or words to communicate needs and to express ideas.</p> <p>listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words</p> <p>Name classmates, teachers and familiar objects in the classroom.</p> <p>Interact with their peers in social settings which are familiar.</p> <p>Tell their own stories using words, gestures and artifacts.</p> <p>Repeat and echo single words</p> <p>Join in with poems, rhymes, songs and shared books.</p> <p>Understand simple questions and respond with actions</p> <p>Realize that people speak different languages</p> <p>Use their mother tongue with transition.</p> <p>Realize word order can change from one language to another</p> <p>Use your own grammar style as they develop in awareness.</p>	<p>Visual information that shows understanding through discussion, role play and discussions,</p> <p>Reveal their own feelings in response to visual representations.</p> <p>Observe visual cues that indicate context and match to pictures,</p> <p>Recognize familiar signs, labels, logos.</p> <p>Make personal connections to visual texts such as picture books,</p> <p>Use body language to communicate and to convey understanding.</p> <p>Select and incorporate colors, shapes, symbols and images into visual representations.</p> <p>Show appreciation of illustrations in picture books by selecting and rereading familiar books.</p> <p>Locate and use appropriate technology to activate devices.</p>	<p>Enjoy listening to stories.</p> <p>Choose and “read” picture books for pleasure.</p> <p>Locate and respond to aspects of interest in self selected texts.</p> <p>Show curiosity and ask questions about pictures or text</p> <p>Listen attentively and respond to stories read aloud.</p> <p>Participate in shared reading joining in with rhymes.</p> <p>Make connections to their own experience when listening or reading.</p> <p>Begin to discriminate between visual representations such as symbols within technology.</p> <p>Recognize their own first name.</p> <p>Express opinions about the meaning of the story. Distinguish between pictures and written text,</p> <p>Indicate printed text where the teacher should start reading.</p> <p>Handle books, showing an understanding of how a book works.</p> <p>Realize that the organization of an on screen text is different to a book.</p> <p>Join in with chants, poems. Songs, wods games, clapping games and familiarity with sounds etc.</p>	<p>Experiment with writing using different writing implements and media.</p> <p>Choose to write as play or informal situations.</p> <p>Differentiate between illustrations and written text.</p> <p>Use their own experiences a stimulus when drawing and “writing”</p> <p>Show curiosity and ask questions about written language.</p> <p>Participate in shared writing/ Listen and respond to shared books (enlarged text) observing conventions of print.</p> <p>Begin to discriminate between letters and characters, numbers and symbols,</p> <p>Show an awareness of sound symbol relationships and begin to recognize sounds.</p> <p>Write their own anime independently.</p>
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Reading A to Z

Writing A to Z

Unit 5: Social and Emotional Concepts  
 Unit 7: People and Places Around the World  
 Unit 3: Energy in all Forms  
 Unit 1: Civics, Government and Citizenship  
 Unit 6: Living Things and their Environment.  
 Unit 8: Earth Sky and Space

Narrative: *Personal Narrative*  
 Informative/Explanatory: *Compare and Contrast*  
 Informative/Explanatory: *Experiment*  
 Transactional: *Informative Speech*  
 Informative/Explanatory: *Information Report*

Common Core Standards

CCSS Speaking and Listenin...

Speaking and Listening  
 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers, adults in small and larger groups. Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion).  
 Continue a conversation through multiple exchanges.  
 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

CCSS Reading- Literature ...

With guidance and support from adults, explore word relationships and nuances in word meanings.  
 Sort common objects into categories to gain a sense of the concepts the categories represent.  
 Demonstrate understanding of frequently occurring verbs and adjectives by relating them to antonyms.  
 Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.  
 Describe familiar people, places, things and events with prompting and support, providing additional detail.

CCSS Reading- Literatur...

Reading Literature  
 With prompting and support, identify characters, settings, and major events in a story  
 Reading informational Text  
 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.  
 With prompting and support, retell familiar stories, including key details.  
 With prompting and support, identify the main topic and retell key details of the text.

CCSS Writing K-5.pdf

Writing  
 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.  
 Use a combination of drawing, dictating and writing to compose informative, explanatory texts in which they name what they are writing about and supply some information about the topic.  
 Demonstrate common knowledge of the convention of standard English grammar and usage when writing or speaking, English Capitalization, punctuation and spelling.

## Foundation Skills - Reading Horizons/Heggerty

CCSS Reading- Foundational Skills K-5.pdf

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- c. Read common high-frequency words by sight (e.g., the, of to, you, she, my, is, are, do, does).
- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

### Grade One - Phase 1 Language Scope and Sequence

Oral Language Listening and Speaking	Visual Language Viewing and Presenting	Written Language Reading	Written Language Writing
Learners show an understanding of the value of speaking and listening to communicate, They recognize that sounds are associated with objects. They are using language to name their environment, to get to know each other, to initiate and explore relationships.	Learners show an understanding that the world around them is full of visual language that conveys meaning. Able to interpret and respond to visual texts. Visual language is spontaneous and purposeful.	Learners show an understanding that print represents the real or imagined world. They know that reading gives them knowledge and pleasure; that it can be social or an individual activity. They have a concept of a book and use visual cues to recall sounds and the words.	Learners show an understanding that writing is a form of expression to be enjoyed. They know that how you write and what you write conveys meaning; that writing is a purposeful act, both individual and collaborative.
Conceptual Understandings			
Spoken words connect us with others, People listen and speak to share thoughts and feelings. People ask questions to learn from others.	Visual language is all around us. The pictures, images and symbols in our environment have meaning. We can enjoy and learn from visual language.	Illustrates convey meaning. Print conveys meaning. People read for pleasure. Printed information can tell about the real world.	Writing conveys meaning. People write to tell about their experiences, ideas and feelings. Everyone can express themselves through reading. Talking about stories/pictures helps others to understand.

		There are established ways of setting out print and organizing books.	
<b>Learning Outcomes</b>			
<p>Learners use gestures, actions, body language and/or words to communicate needs and to express ideas.</p> <p>listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words</p> <p>Name classmates, teachers and familiar objects in the classroom.</p> <p>Interact with their peers in social settings which are familiar.</p> <p>Tell their own stories using words, gestures and artifacts.</p> <p>Repeat and echo single words</p> <p>Join in with poems, rhymes, songs and shared books.</p> <p>Understand simple questions and respond with actions</p> <p>Realize that people speak different languages</p> <p>Use their mother tongue with transition.</p> <p>Realize word order can change from one language to another</p> <p>Use own grammar style as they develop in awareness.</p>	<p>Visual information that shows understanding through discussion, role play and discussions,</p> <p>Reveal their own feelings in response to visual representations.</p> <p>Observe visual cues that indicate context and match to pictures,</p> <p>Recognize familiar signs, labels, logos.</p> <p>Make personal connections to visual texts such as picture books,</p> <p>Use body language to communicate and to convey understanding.</p> <p>Select and incorporate colors, shapes, symbols and images into visual representations.</p> <p>Show appreciation of illustrations in picture books by selecting and rereading familiar books.</p> <p>Locate and use appropriate technology to activate devices.</p>	<p>Enjoy listening to stories.</p> <p>Choose and “read” picture books for pleasure.</p> <p>Locate and respond to aspects of interest in self selected texts.</p> <p>Show curiosity and ask questions about pictures or text</p> <p>Listen attentively and respond to stories read aloud.</p> <p>Participate in shared reading joining in with rhymes.</p> <p>Make connections to their own experience when listening or reading.</p> <p>Begin to discriminate between visual representations such as symbols within technology.</p> <p>Recognize their own first name.</p> <p>Express opinions about the meaning of the story.</p> <p>Distinguish between pictures and written text,</p> <p>Indicate printed text where the teacher should start reading.</p> <p>Handle books, showing an understanding of how a book works.</p> <p>Realize that the organization of an on screen text is different to a book.</p> <p>Join in with chants, poems. Songs, wods games, clapping games and familiarity with sounds etc.</p>	<p>Experiment with writing using different writing implements and media.</p> <p>Choose to write as play or informal situations.</p> <p>Differentiate between illustrations and written text.</p> <p>Use their own experiences a stimulus when drawing and “writing”</p> <p>Show curiosity and ask questions about written language.</p> <p>Participate in shared writing/ Listen and respond to shared books (enlarged text) observing conventions of print.</p> <p>Begin to discriminate between letters and characters, numbers and symbols,</p> <p>Show an awareness of sound symbol relationships and begin to recognize sounds.</p> <p>Write their own anime independently.</p>

Reading A to Z

Writing A to Z

Unit 7: People and Places Around the World  
 Unit 2: Elements of a Story  
 Unit 4: The Arts  
 Unit 1: Civics, Government and Citizenship  
 Unit 3: Energy in all Forms  
 Unit 8: Earth Sky and Space  
 Unit 6: Living Things and their Environment.  
 Unit 5: Social and Emotional Concepts

Narrative: *Realistic Fiction*  
 Transactional: *Informative Speech*  
 Transactional: *Interview*  
 Informative/Explanatory: *Biography*  
 Narrative: *Fairy Tale*  
 Informative/Explanatory: *Compare and Contrast*  
 Informative/Explanatory: *Information Report*  
 Transactional: *Invitation*  
 Informative/Explanatory: *Experiment and How To*  
 Transactional: Informative: *Business Letter*  
 Informative/Explanatory: *Experiment*  
 Opinion/Argument: *Persuasive*  
 Informative/Explanatory: *Descriptive*

Standards

CCSS Speaking and Listenin...

CCSS Reading- Literature...

CCSS Reading- Literature K...  
 CCSS Reading- Information...

CCSS Language K-5.pdf

CCSS Writing K-5.pdf

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.  
 a. Follow agreed-upon rules for discussions.  
 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.  
 Ask questions to clear up any confusion about  
 Describe people, places, things and events with relevant details, expressing ideas and feelings clearly.

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  
 Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.  
 Define words by category and by one or more key attributes  
 Identify real-life connections between words and their use  
 Distinguish shades of meaning among verbs differing in manner and adjectives differing in

Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.  
 Reading Informational Text  
 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.  
 Ask and answer questions about key details in a text.  
 Identify the main topic and retell key details of text.

Writing informative/explanatory texts which they name a topic, supply some facts about the topic, and provide some sense of closure.  
 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  
 Demonstrate command of the conventions of standard

intensity by defining or choosing them or by acting out meanings.

English grammar and usage when writing or speaking.

### Foundation Skills - Reading Horizons/Heggerty/LETRS

#### 📄 CCSS Reading- Foundational Skills K-5.pdf

Know and apply grade-level phonics and word analysis skills in decoding words.

Know the spelling-sound correspondences for common consonant digraphs.

Decode regularly spelled one-syllable words.

Know final -e and common vowel team conventions for representing long vowel sounds.

Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

Decode two-syllable words following basic patterns by breaking the words into syllables.

Read words with inflectional endings.

Recognize and read grade-appropriate irregularly spelled words.

**Grade Two - Phase 2 Language Scope and Sequence**

Oral Language Listening and Speaking	Visual Language Viewing and Presenting	Written Language Reading	Written Language Writing
<p>Learners show an understanding that sounds are associated with objects, events and ideas. They are aware that an object may have different sounds to words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its users.</p>	<p>Learners identify, interpret and respond to a range of visual test prompts and show an understanding that different types of visual serve different purposes. They use this knowledge to create their own visual texts for particular purposes.</p>	<p>Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning.</p>	<p>Learners show and understand that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols. They know that writing can describe the factual or the imagined world.</p>
<b>Conceptual Understandings</b>			
<p>The sounds of language are a symbolic way of representing ideas and objects. People communicate using different languages. Everyone has the right to speak and be listened to.</p>	<p>People use static and moving images to communicate ideas and information. Visual texts can immediately gain our attention. Viewing and talking about the images others have created.</p>	<p>The sounds of spoken language can be represented visually. Written language worlds differ from spoken language. Consistent ways of recording words or ideas enable members of a language community to communicate. People read to learn. The words we see and hear enable us to create pictures in our minds.</p>	<p>People write to communicate. The sounds of spoken language can be represented visually. Consistent ways of recording words or ideas enable members of a language community to understand each other's writing. Written language works differently from spoken language.</p>
<b>Learning Outcomes</b>			
<p>Listen and respond in small or large groups for increasing periods of time.</p>	<p>Attend visual information showing understanding through discussion, role play and illustrations.</p>	<p>Select and reread favorite texts for enjoyment. Understanding the print is permanent.</p>	<p>Enjoy writing and value their own efforts. Write informally about their own ideas, experiences and feelings in a</p>



<p>Listen to and enjoy stories read aloud: show understanding by responding in oral, written or visual form.</p> <p>Memorize and join in with poems, rhymes and songs.</p> <p>Follow classroom instructions, showing understanding.</p> <p>Describe personal experiences.</p> <p>Abstain simple information from accessible spoken texts.</p> <p>Distinguish beginning, medial and ending sounds.</p> <p>Follow two step directions.</p> <p>Predict likely outcomes when listening to texts aloud.</p> <p>Ask questions to gain information and respond to inquiries directed to themselves.</p> <p>Use oral language to communicate during classroom activities, conversations and imaginative play.</p> <p>Talk about stories, writing, pictures and models they have created.</p> <p>Begin to communicate in more than one language.</p> <p>Yes, grammatical rules of the language of instruction.</p>	<p>Talk about their own feelings in response to visual messages, show empathy for the way others might feel.</p> <p>Relate to different contexts present in visual texts according to their own experiences.</p> <p>Locate familiar visual texts in magazines, advertising catalogs and connect them with associated products.</p> <p>Show their understanding that visual messages influence our behavior.</p> <p>Connect visual information with their own experiences to construct their own meaning.</p> <p>Use body language in mime and role play to communicate ideas and feelings visually.</p> <p>Realize that shapes, symbols and colors have meaning and include them in presentations.</p> <p>Use a variety of implements to practice and develop handwriting and presentation skills.</p> <p>Observe and discuss illustrations in picture books.</p> <p>Recognize tech iconography and follow prompts to access programs or activity devices.</p> <p>View different versions of the same story and discuss.</p> <p>Become aware of the organization of visual effects.</p>	<p>Participate in shared reading, posing and responding to questions.</p> <p>Participate in guided reading situations, observing and applying reading behaviors.</p> <p>Listen attentively and respond actively to read aloud situations and make predictions.</p> <p>Read and understand the meaning of self selected and teacher selected texts at an appropriate level.</p> <p>Use meaning, visual, contextual and memory cues,</p> <p>Read and understand familiar print from the immediate environment.</p> <p>Make connections between personal and storybook characters.</p> <p>Understand sound-symbol relationships and recognize familiar sounds/symbols words of the language community.</p> <p>Instantly recognize an increased bank of high frequency and high interest words.</p> <p>Have a secure knowledge of the basic conventions of the language of instruction.</p> <p>Participate in learning engagements involving reading aloud.</p>	<p>personal journal or diary, using simple sentence structure.</p> <p>Read their own writing to the teacher and to classmates.</p> <p>Participate in shared and guided writing, observing the teacher's model.</p> <p>Write to communicate a message to a particular audience.</p> <p>Create illustrations to match their own written text.</p> <p>Demonstrate an awareness of the conventions of written text,</p> <p>Connect written codes with the sounds of spoken language and reflect this understanding when recording ideas.</p> <p>Form letters/characters conventionally and legibly with an understanding as to why this is important within a language community.</p> <p>Discriminate between types of code.</p> <p>Write an increasing number of frequently used words or ideas independently.</p> <p>Illustrate their own writing and contribute to a class book or collection of published writing.</p>
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Reading A to Z

Writing A to Z

Unit 5: Social and Emotional Concepts  
 Unit 7: People and Places Around the World  
 Unit 4: The Arts  
 Unit 3: Energy in all Forms  
 Unit 1: Civics, Government and Citizenship  
 Unit 6: Living Things and their Environment.  
*Unit 2: Elements of a Story*  
*Unit 8: Earth Sky and Space*

Transactional: *Informative Speech*  
 Informative/Explanatory: *Compare and Contrast*  
 Informative/Explanatory: *Biography*  
 Transactional: *Friendly Letter*  
 Transactional: *Informative Speech*  
 Transactional: *Invitation*  
 Narrative: *Personal Narrative*  
 Informative/Explanatory: *How To*  
 Transactional: *Friendly Email*  
 Informative/Explanatory: *Information Report*  
 Informative/Explanatory: *Experiment*  
 Opinion/Argument: *Pro/Con*  
 Narrative: *Realistic Fiction*  
 Opinion/Argument: *Persuasive*  
 Transactional: Informative: *Business Letter*

Standards

CCSS Speaking and Listeni...

CCSS Reading- Literature ...

CCSS Reading- Literature K-...

CCSS Writing K-5.pdf

CCSS Reading- Informationa...

CCSS Language K-5.pdf

Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.  
 a. Follow agreed-upon rules for discussions  
 b. Build on others' talk in conversations by linking their comments to the remarks of others.  
 c. Ask for clarification and further explanation as needed

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  
 a. Capitalize holidays, product names, and geographic names.  
 b. Use commas in greetings and closings of letters.  
 c. Use an apostrophe to form contractions and frequently occurring possessives.

Compare and Contrast two or more versions of the same story.  
 Ask and answer such questions as who, what, where, when and how to demonstrate understanding of key details in a text.  
 Determine the meaning of words and phrases in a text relevant to UOI.  
 Describe how reasons support specific points the author makes in a text.

Write opinion pieces in which they introduce the topic or book they are writing about, state and opinion, using linking words.  
 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

<p>about the topics and texts under discussion. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.</p>	<p>d. Generalize learned spelling patterns when writing words e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. Demonstrate understanding of word relationships and nuances in word meanings. a. Identify real-life connections between words and their use b. Distinguish shades of meaning among closely related verbs and closely related adjectives</p>		
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### Foundation Skills - Reading Horizons/Heggerty

#### CCSS Reading- Foundational Skills K-5.pdf

Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Distinguish long and short vowels when reading regularly spelled one-syllable words.
  - b. Know spelling-sound correspondences for additional common vowel teams.
  - c. Decode regularly spelled two-syllable words with long vowels.
  - d. Decode words with common prefixes and suffixes.
  - e. Identify words with inconsistent but common spelling-sound correspondences.
  - f. Recognize and read grade-appropriate irregularly spelled words.
4. Read with sufficient accuracy and fluency to support comprehension.
- a. Read grade-level text with purpose and understanding.
  - b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Grade 3 - Phase 3 Language Scope and Sequence**

<p align="center"><b>Oral Language Listening and Speaking</b></p>	<p align="center"><b>Visual Language Viewing and Presenting</b></p>	<p align="center"><b>Written Language Reading</b></p>	<p align="center"><b>Written Language Writing</b></p>
<p>Learners show an understanding of the wide range or purposes of spoken language, that it instructs, informs, entertains, reassures that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.</p>	<p>Learners show an understanding that visual texts may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.</p>	<p>Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structures and organization of text conveys meaning.</p>	<p>Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.</p>
<p align="center"><b>Conceptual Understandings</b></p>			
<p>Spoken language varies according to the purpose and audience. People interpret messages according to their unique experiences and ways of understanding. Spoken communication is different from written communication - it has its own set of rules..</p>	<p>Visual texts can expand our database of sources of information. Visual texts provide alternative means to develop new levels of understanding. Selecting the suitable forms of visual presentation enhances our ability to express ideas and images. Different visual techniques produce different effects and are used to present different types of information.</p>	<p>Different types of texts serve different purposes. What we already know enables us to understand what we read. Applying a range of strategies helps us to read and understand new texts. Wondering about texts and asking questions helps us to understand the meaning. The structure and organization of written language influences and conveys meaning.</p>	<p>We write in different ways for different purposes. The structure of different types of texts includes identifiable features. Applying a range of strategies helps us to express ourselves so that others can enjoy our writing. Thinking about the storybook characters and people in real life helps us to develop characters in our own stories. When writing, the words we choose and how we choose to</p>

use them enables us to share our imaginings and ideas.

### Learning Outcomes

Listen attentively and speak appropriately in small and large group interactions. Listen to a variety of oral presentations involving stories, poems, rhymes and reports and respond with increasing confidence and detail. Pick out main events and relevant points in oral texts. Follow multi step directions. Retell familiar stories in sequence. Anticipate and predict when listening to text read aloud. Use language for a variety of personal purposes. Express thoughts, ideas and opinions and discuss them, respecting contributions from others. Participate in a variety of dramatics activities. Use language to explain, inquire and compare, Recognize patterns in language of instruction and use increasing only accurate grammar.

View visual information showing understanding through discussion, role play and illustrations. Discuss their own feelings in response to visual messages, listen to other responses. Realize that visual information reflects and contributes to the understanding of context. Recognize and name familiar visual texts. Observe and discuss familiar and unfamiliar visual messages and make judgements. Discuss personal experiences that connect with visual images. Use actions and body language to reinforce and add meaning to oral presentations. Select and use suitable shapes, colors, symbols and layout for presentations. realize that text and illustrations in ference to materials work together to convey information. With guidance, use the internet to access relevant information and present information that is personally meaningful.

Develop personal preferences, selecting books for pleasure and information. Need texts at an appropriate level, independently, confidently and with good understanding. Recognise a range of different text types. Identify and explain the basic structure of a story - beginning, middle and end. Using storyboards or comic strips to communicate elements. Make predictions about a story based on their own knowledge and experience. Revise or continue predictions as the story progresses. Realize that there is a difference between fiction and nonfiction and used books for particular purposes, with teacher guidance. Recognize and use the different parts of a book: title page, index. Understand sounds, symbol relationships and apply the reliable phonetic strategies when decoding print. Use a range of strategies to self monitor and self correct. Discuss personality and behavior of storybook characters commenting on reasons why they might react in particular ways.







Engage confidently with the process of writing; Write about a range of topics for a variety of purposes using literary forms and structures modeled by the teacher or seen in reading. Use graphic organizers to plan writing. Organize ideas in a logical sequence. Use appropriate writing conventions. Use familiar aspects of written language with increasing confidence and accuracy.. For example spelling patterns. High frequency words and high interest words. Use increasingly accurate grammatical constructs. Write legibly and in a consistent style. Proofread their own writing and make some corrections with improvements. Use feedback from teachers and other students to improve their writing. Use a dictionary, a thesaurus and word banks to mttet their use of language. Keep a log of ideas to write about.

<p>Begin to understand that language use is influenced by its purpose and the audience, Understand and use specific vocabulary to suit different purposes. Hear and appreciate differences between languages.</p>	<p>Use appropriate terminology to discuss visual texts. View a range of visual language formats and discuss their effectiveness. Realize that affects have been selected and arranged to achieve a certain impact.</p>	<p>Discuss their own experiences and relate them to fiction and non-fiction texts. Participate in collaborative learning experiences, acknowledging that people see things differently and are entitled to express their point of view. Wonder about texts and ask questions to try to understand what the author is saying to the reader.</p>	<p>Over time, create examples of different types of writing and store them into their own writing folder. Participate in teacher conference switch teachers recording progress and noting new learning goals.self monitor and take responsibility for improvements/ With teacher guidance, publish written work in handwritten and in digital format.</p>
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<b>Reading A to Z</b>	<b>Writing A to Z</b>
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<p>Unit 2: Elements of a Story Unit 1: Civics, Government and Citizenship Unit 7: People and Places Around the World Unit 4: The Arts Unit 3: Energy in all Forms Unit 8: Earth Sky and Space Unit 2: Elements of a Story Unit 5: Social and Emotional Concepts Unit 6: Living Things and their Environment.</p>	<p>Opinion/Argument: <i>Pro/Con</i> Narrative: <i>Personal Narrative</i> Informative/Explanatory: <i>Biography</i> Narrative: <i>Realistic Fiction</i> Narrative: <i>Fairy Tale</i> Informative/Explanatory: <i>Descriptive</i> Transactional: <i>Friendly Letter</i> Transactional: <i>Friendly Email</i> Informative/Explanatory: <i>Experiment</i> Transactional: <i>Informative Speech</i> Transactional: Informative: <i>Business Letter</i> Transactional: <i>Interview</i> Opinion/Argument: <i>Persuasive</i> Informative/Explanatory: <i>How To</i> Informative/Explanatory: <i>Information Report</i> Informative/Explanatory: <i>Compare and Contrast</i></p>
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<b>Standards</b>			
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<p> CCSS Speaking and List... Determine the main ideas and support details if a text</p>	<p> CCSS Reading- Literature K-... Demonstrate command of the conventions of standard English</p>	<p> CCSS Reading- Literature K-5...  CCSS Reading- Informational...</p>	<p> CCSS Writing K-5.pdf  CCSS Language K-5.pdf</p>
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<p>is read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p>	<p>grammar and usage when writing or speaking.</p> <p>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>Form and use regular and irregular plural nouns. Use abstract nouns</p> <p>Form and use regular and irregular verbs.</p> <p>Form and use the simple) verb tenses.</p> <p>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>Use coordinating and subordinating conjunctions.</p> <p>Produce simple, compound, and complex sentences.</p>	<p>Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.</p> <p>Describe characters in a story (e.g their traits, motivations or feelings) and explain how their actions contribute to the sequence of events.</p> <p>Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for the answers.</p> <p>Distinguish their own point of view from that of the author of a text.</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>Use temporal words and phrases to signal event order.</p> <p>Provide a sense of closure.</p> <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>
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**Foundation Skills - Reading Horizons/Heggerty**

■ CCSS Reading- Foundational Skills K-5.pdf

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

**Grade 4 - Phase 4 Language Scope and Sequence**

<p align="center"><b>Oral Language Listening and Speaking</b></p>	<p align="center"><b>Visual Language Viewing and Presenting</b></p>	<p align="center"><b>Written Language Reading</b></p>	<p align="center"><b>Written Language Writing</b></p>
<p>Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.</p>	<p>Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.</p>	<p>Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.</p>	<p>Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.</p>
<p align="center"><b>Conceptual Understandings</b></p>			
<p>Taking time to reflect on what we hear and say helps us to make informed judgments and form new opinions. Thinking about the perspective of our audience helps us to communicate more effectively and appropriately. The grammatical structures of a language enable members of a language community to communicate with each other.</p>	<p>Visual texts have the power to influence thinking and behavior. Interpreting visual texts involves making an information judgment about the intention of the message. To enhance learning we need to be efficient and constructive users of the internet.</p>	<p>Reading and thinking work together to enable us to make meaning. Checking, rereading and correcting our own reading as we go enables us to read new and more complex texts. Identifying the main ideas in the text helps us to understand what is important. Knowing what we aim to achieve helps us to select useful reference material to conduct research.</p>	<p>Writing and thinking work together to enable us to express ideas and convey meaning. Asking questions of ourselves and others helps to make our writing more focused and purposeful. The way we structure and organize our writing helps others to understand and appreciate it. Rereading and editing our own writing enables us to express what we want to say more clearly.</p>



## Learning Outcomes

<p>Listen appreciatively and responsively, presenting their own point of view and respecting the views of others.</p> <p>Listen to a variety of oral presentations including stories, poems, rhymes and reports and respond with increasing confidence and detail.</p> <p>Pick out main events and relevant points in oral texts.</p> <p>Follow multi-step directions.</p> <p>Retell familiar stories in Sequence.</p> <p>Understand that ideas and opinions can be generated, developed and presented through talk; they work in pairs and groups to develop oral presentations.</p> <p>Argue persuasively and defend a point of view.</p> <p>Explain and discuss their own writing with peers and adults.</p> <p>Begin to paraphrase and summarize.</p> <p>Organize thoughts and feelings before speaking.</p> <p>Use a range of specific vocabulary in different situations, indicating an awareness that</p>	<p>View, respond to and describe visual information, communicating understanding in oral, written and visual form.</p> <p>Describe personal reactions to visual messages; reflect on why others may perceive the images differently.</p> <p>Understand and explain how visual effects can be used to reflect a particular context.</p> <p>Recognize and name familiar visual texts and explain why they are or are not effective.</p> <p>Interpret visual cues in order to analyze and make inferences about the intention of the message.</p> <p>Explain how relevant personal experiences can add to the meaning of a selected film/movie; write and illustrate a personal response.</p> <p>Identify aspects of body language in a dramatic presentation and explain how they are used to convey the mood and personal traits of characters.</p> <p>Design posters and charts, using shapes, colors, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved.</p> <p>Discuss a newspaper report and tell how the words and pictures work together to convey a particular message.</p>	<p>Read a variety of books for pleasure, instruction and information; reflect regularly on reading and set future goals.</p> <p>Distinguish between fiction and non-fiction and select books appropriate to specific purposes .</p> <p>Understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters recognize the author's purpose, for example, to inform, entertain, persuade, instruct.</p> <p>Understand that stories have a plot; identify the main idea; discuss and outline the sequence of events leading to the final outcome.</p> <p>Appreciate that writers plan and structure their stories to achieve particular effects; identify features that can be replicated when planning their own stories.</p> <p>Use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility.</p> <p>Know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail.</p> <p>As part of the inquiry process, work cooperatively with others to access, read, interpret, and evaluate a range of source materials.</p>	<p>write independently and with confidence, demonstrating a personal voice as a writer.</p> <p>Write for a range of purposes, both creative and informative, using different types of structures and styles according to the purpose of the writing show awareness of different audiences and adapt writing appropriately.</p> <p>Select vocabulary and supporting details to achieve desired effects.</p> <p>Organize ideas in a logical sequence.</p> <p>Reread, edit and revise to improve their own writing, for example, content, language, organization.</p> <p>Respond to the writing of others sensitively.</p> <p>Use appropriate punctuation to support meaning.</p> <p>Use knowledge of written code patterns to accurately spell high-frequency and familiar words.</p> <p>Use a range of strategies to record words/ideas of increasing complexity.</p> <p>Realize that writers ask questions of themselves and identify ways to improve their writing.</p> <p>Check punctuation, variety of sentence starters, spelling, presentation.</p> <p>Use a dictionary and thesaurus to check accuracy, broaden</p>
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<p>language is influenced by purpose, audience and context. Realize that grammatical structures can be irregular and begin to use them appropriately and consistently.</p> <p>Use oral language appropriately, confidently</p> <p>Verbalize their thinking and explain their reasoning.</p> <p>Recognize that different forms of grammar are used in different contexts.</p> <p>Appreciate that language is not always used literally; understand and use the figurative and use the figurative language of their own future.</p>	<p>Prepare, individually or in collaboration, visual presentations using a range of media, including computer and web-based inquiry.</p>	<p>Identify relevant, reliable and useful information and decide on appropriate ways to use it</p> <p>access information from a variety of texts both in print and online, for example, newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis.</p> <p>Know when and how to use the internet and multimedia resources for research.</p> <p>Understand that the internet must be used with the approval and supervision of a parent or teacher; read, understand and sign the school's cyber-safety policy.</p>	<p>vocabulary and enrich their writing</p> <p>Work cooperatively with a partner to discuss and improve each other's work, taking the roles of authors and editors .</p> <p>Work independently, to produce written work that is legible and well-presented, written either by hand or in digital format.</p>
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<b>Reading A to Z</b>	<b>Writing A to Z</b>
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<p>Unit 5: Social and Emotional Concepts</p> <p>Unit 7: People and Places Around the World</p> <p>Unit 4: The Arts</p> <p>Unit 3: Energy in all Forms</p> <p>Unit 1: Civics, Government and Citizenship</p> <p>Unit 6: Living Things and their Environment.</p> <p><i>Unit 2: Elements of a Story</i></p> <p><i>Unit 8: Earth Sky and Space</i></p> <p><i>Unit 2: Elements of a Story</i></p>	<p>Informative/Explanatory: <i>How To</i></p> <p>Transactional: <i>Friendly Email</i></p> <p>Transactional: Informative: <i>Business Letter</i></p> <p>Informative/Explanatory: <i>Compare and Contrast</i></p> <p>Informative/Explanatory: <i>Biography</i></p> <p>Transactional: <i>Interview</i></p> <p>Informative/Explanatory: <i>Information Report</i></p> <p>Transactional: <i>Informative Speech</i></p> <p>Narrative: <i>Fairy Tale</i></p> <p>Narrative: <i>Realistic Fiction</i></p> <p>Transactional: <i>Invitation ( Poetry)</i></p> <p>Narrative: <i>Personal Narrative</i></p> <p>Transactional: <i>Friendly Letter</i></p> <p>Informative/Explanatory: <i>Descriptive</i></p> <p>Informative/Explanatory: <i>Experiment</i></p>
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**Standards**

■ CCSS Speaking and Listenin...

Paraphrase portions of a text read aloud or information presented in diverse media and formats including visually, quantitatively and orally. Add audio recordings to visual displays to presentations when appropriate to enhance the development of main ideas or themes  
Listening to themselves  
Different languages for different situations. .

■ CCSS Reading- Literature ...

■ CCSS Language K-5.pdf

Demonstrate command conventions of standard English capitalization, punctuation and spelling. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  
aExplain the meaning of simple similes and metaphors context.  
Recognize and explain the meaning of common idioms, adages, and proverbs. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

■ CCSS Reading- Literature ...

■ CCSS Reading- Informatio...

Describe in depth a character setting, or event in a story or drama, drawing on specific details in the text. Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths and traditional literature from different cultures. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Determine the main idea of a text and explain how it is supported by the key details, summarize the text. Describe the overall structure (chronologically , comparison, cause.effect, problem/solution) of events, ideas, concepts or information in a text or part of a text.

■ CCSS Writing K-5.pdf

■ CCSS Language K-5.pdf

Write Informative/explanatory texts to examine a topics and convey ideas and information clearly. Introduce a topic clearly and group related information in paragraphs and sections; include formatting illustrations, and multimedia when useful to aid comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation Presented.

			Write narratives to develop real or imagined experiences or events using effective technique. Descriptive details and clear event sequences. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.
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**Reading Horizons - Level 2 Intervention**

■ CCSS Reading- Foundational Skills K-5.pdf

Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Grade 5 - Phase 5 Language Scope and Sequence**

<p align="center"><b>Oral Language Listening and Speaking</b></p>	<p align="center"><b>Visual Language Viewing and Presenting</b></p>	<p align="center"><b>Written Language Reading</b></p>	<p align="center"><b>Written Language Writing</b></p>
<p>Learners are able to understand the difference between literal and figurative language; how to use language differently for different purposes. They are aware that they are building on their previous experiences and using language to construct new meaning.</p>	<p>The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon personal interpretation and leads to new understanding.</p>	<p>Learners show an understanding of the strategies authors use to engage them. They have their favorite authors and can articulate reasons for their choices. Reading provides a sense of accomplishment, not only in the process, but in the access it provides them to further knowledge about, and understanding of, the world.</p>	<p>Learners show an understanding of the conventions pertaining to writing, in its different forms, that are widely accepted. In addition, they demonstrate a high level of integration of the strands of language in order to create meaning in a manner that suits their learning styles. They can analyze the writing of others and identify common or recurring themes or issues. They accept feedback from others.</p>
<p align="center"><b>Conceptual Understandings</b></p>			
<p>Conceptual understandings Spoken language can be used to persuade and influence people. Metaphorical language creates strong visual images in our imagination. Listeners identify key ideas in spoken language and synthesize them to create their own understanding. People draw on what they already know in order to infer</p>	<p>The aim of commercial media is to influence and persuade viewers. Individuals respond differently to visual texts, according to their previous experiences, preferences and perspectives. Knowing about the techniques used in visual texts helps us to interpret presentations and create our own visual effects. Synthesizing information from visual texts is dependent upon</p>	<p>Authors structure stories around significant themes. Effective stories have a structure, purpose and sequence of events (plot) that help to make the author’s intention clear. Synthesizing ideas and information from texts leads to new ideas and understanding. Reading opens our minds to multiple perspectives and helps us to understand how people think, feel and act.</p>	<p>Stories that people want to read are built around themes to which they can make connections. Effective stories have a purpose and structure that help to make the author’s intention clear. Synthesizing ideas enables us to build on what we know, reflect on different perspectives, and express new ideas. Knowing what we aim to achieve helps us to plan and develop different forms of writing.</p>

<p>new meaning from what they hear.</p>	<p>personal interpretation and leads to new understanding.</p>		<p>Through the process of planning, drafting, editing and revising.</p>
<p><b>Learning Outcomes</b></p>			
<p>Participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations Generate, develop and modify ideas and opinions through discussion. Listen and respond appropriately to instructions, questions and explanations Infer meanings, draw conclusions and make judgments about oral presentations Use an increasing vocabulary and more complex sentence structures with a high level of specificity. Argue persuasively and justify a point of view to show open-minded attitudes when listening to other points of view. Paraphrase and summarize when communicating orally. Understand and use figurative language such as simile, personification and metaphor.</p>	<p>View and critically analyze a range of visual texts, communicating understanding through oral, written and visual media. Identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel. Analyze and interpret the ways in which visual effects are used to establish context. Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects. Realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colors or symbols. Realize that individuals interpret visual information according to their personal experiences and different perspectives. Show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and</p>	<p>Read a wide range of texts confidently, independently and with understanding. Work in cooperative groups to locate and select texts appropriate to purpose and audience to participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author. Identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres. Appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing. Appreciate authors' use of language and interpret meaning beyond the literal Understand that authors use words and literary devices to evoke mental images. Recognize and understand figurative language. Make inferences and be able to justify them . Identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness t compare and contrast the plots of two different</p>	<p>Write independently and with confidence, showing the development of their own voice and style. Write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive Adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader Use appropriate paragraphing to organize ideas. Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood. Use planning, drafting, editing and reviewing processes independently and with increasing competence. Critique the writing of peers sensitively; offer constructive suggestions. Vary sentence structure and length. Demonstrate an increasing understanding of how grammar works. Use standard spelling for most words and use appropriate resources to check spelling.</p>

<p>Use oral language to formulate and communicate possibilities and theories.</p> <p>Use standard grammatical structures competently in appropriate situations.</p> <p>Use register, tone, voice level and intonation to enhance meaning.</p> <p>Appreciate that people speak and respond according to personal and cultural perspectives.</p> <p>Use speech responsibly to inform, entertain and influence others.</p> <p>Reflect on communication to monitor and assess their own learning.</p>	<p>touch, can be used to achieve effects and influence meaning.</p> <p>Apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects</p> <p>Examine and analyze text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit.</p> <p>Navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations</p> <p>Use appropriate terminology to identify a range of visual effects/formats and critically analyze their effectiveness, for example, mood, media, juxtaposition, proportion.</p> <p>Analyze the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of color, texture, symbolism.</p> <p>Identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages.</p> <p>Reflect on ways in which understanding the intention of a visual message can influence personal responses.</p>	<p>but similar novels, commenting on effectiveness and impact</p> <p>distinguish between fact and opinion, and reach their own conclusions about what represents valid information.</p> <p>Use a range of strategies to solve comprehension problems and deepen their understanding of a text.</p> <p>Consistently and confidently use a range of resources to find information and support their inquiries.</p> <p>Participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding.</p> <p>Use the internet responsibly and knowledgeably, appreciating its uses and limitations.</p> <p>Locate, organize and synthesize information from a variety of sources including the library/media center, the internet, people in the school, family, the immediate community or the global community</p>	<p>Use a dictionary, thesaurus, spellchecker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing</p> <p>choose to publish written work in handwritten form or in digital format independently.</p> <p>Use written language as a means of reflecting on their own learning.</p> <p>Recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration.</p> <p>Identify and describe elements of a story—setting, plot, character, theme.</p> <p>Locate, organize, synthesize and present written information obtained from a variety of valid sources.</p> <p>Use a range of tools and techniques to produce written work that is attractively and effectively presented.</p>
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Reading A to Z

Writing A to Z

Unit 5: Social and Emotional Concepts  
 Unit 7: People and Places Around the World  
 Unit 4: The Arts  
 Unit 3: Energy in all Forms  
 Unit 1: Civics, Government and Citizenship  
 Unit 6: Living Things and their Environment.  
 Unit 8: Earth Sky and Space  
 Unit 2: Elements of a story.

Transactional: *Interview*  
 Transactional: Informative: *Business Letter*  
 Narrative: *Personal Narrative*  
 Informative/Explanatory: *Biography*  
 Opinion/Argument: *Pro/Con*  
 Narrative: *Fairy Tale*  
 Informative/Explanatory: *Descriptive*  
 Transactional: *Informative Speech*  
 Transactional: *Invitation*  
 Informative/Explanatory: *Experiment*  
 Informative/Explanatory: *Information Report*  
 Opinion/Argument: *Persuasive*  
 Informative/Explanatory: *How To*  
 Transactional: *Friendly Email*  
 Transactional: *Friendly Letter*  
 Informative/Explanatory: *Compare and Contrast*  
 Narrative: *Realistic Fiction*

Standards

CCSS Speaking and List...

Summarize a written text read aloud or information presented in diverse media and formats.  
 Report on a topic or text to present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas.  
 Adapt speech to a variety of contexts and tasks using

CCSS Reading- Literature ...

CCSS Language K-5.pdf

Analyze how visual and multimedia elements contribute to the meaning, tone or beauty of a text  
 Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting, illustrations, and multimedia when useful to aiding comprehension.

CCSS Reading- Literature K-5.pdf

CCSS Reading- Informational Te...

Quote accurately from a text when explaining what the text says explicitly and when drawing inference from the text.  
 Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  
 Compare and contrast two or more characters, settings or events in a

CCSS Writing K-5.pdf

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  
 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
 Link ideas within and across categories of information using words, phrases, and clauses.



<p>formal English when appropriate to tasks and situations.</p>	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.          Interpret figurative language, including similes and metaphors, in context.          Recognize and explain the meaning of common idioms, adages, and proverbs.          Use the relationship between particular words to better understand each of the words.</p>	<p>story or drama, drawing on specific details in the text.          Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.          Determine two or more main ideas or a text and explain how they are supported by key details, summarize the text.          Integrate information from several texts on the same topic. IN order to write or speak about the subject knowledgeably.</p>	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.          Provide a concluding statement or section related to the information or explanation presented.          With some guidance and support from adults, use technology, increasing the internet to produce and publish writing as well as interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single setting.          Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
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**Reading Horizons - Intervention Level 2**

■ **CCSS Reading- Foundational Skills K-5.pdf**

Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.