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# APS English Language Arts (ELA) Scope and Sequence for Grades K-5

An Instructional Guide



Office of English Language Arts  
ARLINGTON PUBLIC SCHOOLS

# ***Arlington Public Schools***

## ***English Language Arts (ELA) Scope and Sequence***

### ***Grades K-5***

#### ***Purpose***

The *English Language Arts (ELA) Scope and Sequence* serves as an instructional guideline to align classroom instruction with the Virginia English Standards of Learning across Arlington Public Schools. Following the common scope and sequence will establish consistency of instruction throughout the district by providing clear guidelines on what students must know and be able to do in order to become proficient in reading and writing. This consistency benefits students, specifically those who move within the school division, and also teachers. A common scope and sequence will provide opportunities for collaborative planning among team members and allow for focused professional development.

The sequence established is designed to support the cycle of planning, assessment and instruction for classroom instruction as well as to inform instruction in intervention and enrichment settings. Further, it is written to support teacher planning and collaboration.

#### ***Format of the ELA Scope and Sequence***

The *ELA Scope and Sequence* provides a quarterly pacing guide for grades kindergarten through five. All strands of the English Standards of Learning are included: Oral Language/Communication, Reading, Writing, and Research. At each grade level there are some standards that are expected to be taught throughout the year, as well as specific standards to be taught during each quarter. In this document, all of the grade level standards are directly taught during the first three quarters of the year to allow for review, application, and extension during the fourth quarter.

#### ***Tools for Teachers***

The *ELA Scope and Sequence* provides a road map for the explicit instruction of oral language, reading and writing in Arlington Public Schools. Additionally, quarterly checklists have been provided for teachers to support deliberate planning.

#### ***Formative Assessment Cycle***

Arlington Public Schools will implement a cycle of ongoing formative assessments in language arts using the Interactive Achievement (IA) system that are aligned with the *ELA Scope and Sequence*. The IA assessments will be computer-based and reflect the format of the Standards of Learning assessments. Use of student achievement data from these assessments will support teachers' knowledge of their students' understanding of the skills that have been taught each quarter. The data will inform decisions related to re-teaching and enrichment opportunities. The extensive data provided (i.e., individual student, class, grade, strand, item analysis) will also support collaboration in data analysis and instructional planning.

The English Language Arts office is available to support schools in the implementation of the *ELA Scope and Sequence* and the ongoing formative assessments for the purpose of student learning.

### ***Special Thanks***

The ELA Office would like to thank the curriculum development committee, who reviewed scope and sequence documents from surrounding localities, learned to utilize Interactive Achievement, researched VDOE and other related resources to compose the APS English Language Arts Scope and Sequence, Grades K-5. Special thanks also belong to the administrators and teachers at Barcroft Elementary for field-testing the quarterly assessments.

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# Kindergarten Standards



These are the standards for what is taught throughout the year in Kindergarten. It is the expectation that these skills will be reinforced after they have been taught.

Taught Throughout the Year		
Oral Language	Reading	Writing
<p>K.1 The student will demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> <li>a) Listen to a variety of literary forms, including stories and poems.</li> <li>b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.</li> <li>c) Participate in oral generation of language experience narratives.</li> <li>d) Participate in creative dramatics.</li> <li>e) Use complete sentences that include subject, verb, and object.</li> </ul> <p>K.2 The student will expand understanding and use of word meanings.</p> <ul style="list-style-type: none"> <li>a) Increase listening and speaking vocabularies.</li> <li>g) Use vocabulary from other content areas.</li> </ul> <p>K.3 The student will build oral communication skills.</p> <ul style="list-style-type: none"> <li>c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.</li> <li>d) Listen and speak in informal conversations with peers and adults.</li> <li>f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.</li> <li>g) Follow one- and two-step directions.</li> </ul> <p>K.4 The student will identify, say, segment and blend various units of speech sounds.</p> <ul style="list-style-type: none"> <li>b) Identify and produce words that rhyme.</li> </ul>	<p><b>Concepts About Print:</b></p> <p>K.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> <li>e) Match voice with print (concept of word).</li> </ul> <p>K.6 The student will demonstrate an understanding that print conveys meaning.</p> <ul style="list-style-type: none"> <li>c) Read and explain own writing and drawings.</li> </ul> <p><b>Vocabulary:</b></p> <p>K.8 The student will expand vocabulary.</p> <ul style="list-style-type: none"> <li>a) Discuss meanings of words.</li> <li>b) Develop vocabulary by listening to a variety of texts read aloud.</li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>K.9 The student will demonstrate comprehension of fictional texts.</p> <p><b>Comprehension/Nonfiction:</b></p> <p>K.10 The student will demonstrate comprehension of a variety of fictional texts.</p>	<p>K.11 The student will print in manuscript.</p> <ul style="list-style-type: none"> <li>a) Print uppercase and lowercase letters of the alphabet independently.</li> </ul> <p>K.13 The student will use available technology for reading and writing.</p> <p><b>Composition and Written Expression:</b></p> <p>K.12 The student will write to communicate ideas for a variety of purposes.</p> <ul style="list-style-type: none"> <li>b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.</li> </ul> <p><b>Usage and Mechanics:</b></p> <p>K.12 The student will write to communicate ideas for a variety of purposes.</p> <ul style="list-style-type: none"> <li>d) Write left to right and top to bottom.</li> </ul>



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p>K.2 The student will expand understanding and use of word meanings.</p> <ul style="list-style-type: none"> <li>b) Use number words.</li> <li>c) Use words to describe/name people, places, and things.</li> </ul> <p>K.3 The student will build oral communication skills.</p> <ul style="list-style-type: none"> <li>a) Express ideas in complete sentences and express needs through direct requests.</li> <li>b) Begin to initiate conversations.</li> <li>e) Participate in group and partner discussions about various texts and topics.</li> </ul> <p>K.4 The student will identify, say, segment, and blend various units of speech sounds.</p> <ul style="list-style-type: none"> <li>a) Begin to discriminate between spoken sentences, words and syllables.</li> </ul>	<p><b>Concepts About Print:</b></p> <p>K.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> <li>a) Hold print materials in the correct position.</li> <li>b) Identify the front cover, back cover, and title page of a book.</li> <li>c) Distinguish between print and pictures.</li> <li>d) Follow words from left to right and from top to bottom on a printed page.</li> </ul> <p>K.6 The student will demonstrate an understanding that print conveys meaning.</p> <ul style="list-style-type: none"> <li>a) Identify common signs and logos.</li> </ul> <p><b>Word Knowledge:</b></p> <p>K.7 The student will develop an understanding of basic phonetic principles.</p> <ul style="list-style-type: none"> <li>a) Identify and name the uppercase and lowercase letters of the alphabet.</li> </ul> <p><b>Vocabulary:</b></p> <p><i>*Growing Words: -s/-es</i></p> <p><b>Comprehension/Fiction:</b></p> <p>K.9 The student will demonstrate comprehension of fictional texts.</p> <ul style="list-style-type: none"> <li>a) Identify what an author does and what an illustrator does.</li> </ul>	<p>K.11 The student will print in manuscript.</p> <ul style="list-style-type: none"> <li>b) Print his/her first and last names.</li> </ul> <p><b>Composition and Written Expression:</b></p> <p>K.12 The student will write to communicate ideas for a variety of purposes.</p> <ul style="list-style-type: none"> <li>a) Differentiate pictures from writing.</li> </ul>



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p>K.2 The student will expand understanding and use of word meanings.                      d) Use words to describe/name location, size, color, and shape.                      f) Ask about words not understood.</p> <p>K.4 The student will identify, say, segment and blend various units of speech sounds.                      c) Blend and segment multisyllabic words at the syllable level.                      e) Identify words according to shared beginning and/or ending sounds.</p>	<p><b>Concepts About Print:</b></p> <p>K.6 The student will demonstrate an understanding that print conveys meaning.                      b) Explain that printed materials provide information.</p> <p><b>Word Knowledge:</b></p> <p>K.7 The student will develop an understanding of basic phonetic principles.                      b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.                      d) Identify beginning consonant sounds in single-syllable words.</p> <p><b>Vocabulary:</b>  <i>*Growing Words: -ing, -ed</i></p> <p><b>Comprehension/Fiction:</b></p> <p>K.9 The student will demonstrate comprehension of fictional texts.                      b) Relate previous experiences to what is read.                      c) Use pictures to make predictions.                      d) Begin to ask and answer questions about what is read.</p>	<p>K.11 The student will print in manuscript.                      b) Print his/her first and last names.</p> <p><b>Composition and Written Expression:</b></p> <p>K.12 The student will write to communicate ideas for a variety of purposes.                      c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.</p>



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p>K.2 The student will expand understanding and use of word meanings. e) Use words to describe/name actions.</p> <p>K.3 The student will build oral communication skills. h) Begin to ask how and why questions.</p> <p>K.4 The student will identify, say, segment, and blend various units of speech sounds. d) Segment one-syllable words into speech sound units including beginning phoneme(s) (onset) and ending (rimes).</p>	<p><b>Vocabulary:</b> *Growing Words: -er, -est</p> <p><b>Concepts About Print:</b></p> <p>K.6 The student will demonstrate an understanding that print conveys meaning. d) Read his/her name and read fifteen meaningful, concrete words.</p> <p><b>Word Knowledge:</b></p> <p>K.7 The student will demonstrate an understanding of basic phonetic principles. c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.</p> <p><b>Comprehension/Fiction:</b></p> <p>K.9 The student will demonstrate comprehension of fictional texts. e) Use story language in discussions and retellings. f) Retell familiar stories, using beginning, middle, and end. g) Discuss characters, setting, and events.</p> <p><b>Comprehension/Nonfiction:</b></p> <p>K.10 The student will demonstrate comprehension of nonfiction texts. b) Identify text features specific to the topic, such as titles, headings, and pictures.</p>	<p>See standards to teach throughout the year.</p>





All Standards Are Reviewed ... Review, Apply, and Extend Based on Formative Assessment Data and Information		
Oral Language	Reading	Writing
<p>K.1 The student will demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> <li>a) Listen to a variety of literary forms, including stories and poems.</li> <li>b) Participate in a variety of oral language activities including choral and echo speaking and recitation of short poems, rhymes, songs, and stories with repeated word order patterns.</li> <li>c) Participate in oral generation of language experience narratives.</li> <li>d) Participate in creative dramatics.</li> <li>e) Use complete sentences that include subject, verb, and object.</li> </ul> <p>K.2 The student will expand understanding and use of word meanings.</p> <ul style="list-style-type: none"> <li>a) Increase listening and speaking vocabularies.</li> <li>b) Use number words.</li> <li>c) Use words to describe/name people, places, and things.</li> <li>d) Use words to describe/name location, size, color, and shape.</li> <li>e) Use words to describe/name actions.</li> <li>f) Ask about words not understood.</li> <li>g) Use vocabulary from other content areas.</li> </ul> <p>K.3 The student will build oral communication skills.</p> <ul style="list-style-type: none"> <li>a) Express ideas in complete sentences and express needs through direct requests.</li> <li>b) Begin to initiate conversations.</li> </ul>	<p><b>Concepts About Print:</b></p> <p>K.5 The student will understand how print is organized and read.</p> <ul style="list-style-type: none"> <li>a) Hold print materials in the correct position.</li> <li>b) Identify the front cover, back cover, and title page of a book.</li> <li>c) Distinguish between print and pictures.</li> <li>d) Follow words from left to right and from top to bottom on a printed page.</li> <li>e) Match voice with print (concept of word).</li> </ul> <p>K.6 The student will demonstrate an understanding that print conveys meaning.</p> <ul style="list-style-type: none"> <li>a) Identify common signs and logos.</li> <li>b) Explain that printed materials provide information.</li> <li>c) Read and explain own writing and drawings.</li> <li>d) Read his/her name and read fifteen meaningful, concrete words.</li> </ul> <p><b>Word Knowledge:</b></p> <p>K.7 The student will develop an understanding of basic phonetic principles.</p> <ul style="list-style-type: none"> <li>a) Identify and name the uppercase and lowercase letters of the alphabet.</li> <li>b) Match consonant, short vowel, and initial consonant digraph sounds to appropriate letters.</li> <li>c) Demonstrate a speech-to-print match through accurate finger-point reading in familiar text that includes words with more than one syllable.</li> <li>d) Identify beginning consonant sounds in single-syllable words.</li> </ul>	<p>K.11 The student will print in manuscript.</p> <ul style="list-style-type: none"> <li>a) Print uppercase and lowercase letters of the alphabet independently.</li> <li>b) Print his/her first and last names.</li> </ul> <p>K.13 The student will use available technology for reading and writing.</p> <p><b>Composition and Written Expression:</b></p> <p>K.12 The student will write to communicate ideas for a variety of purposes.</p> <ul style="list-style-type: none"> <li>a) Differentiate pictures from writing.</li> <li>b) Draw pictures and/or use letters and phonetically spelled words to write about experiences.</li> <li>c) Use letters and beginning consonant sounds to spell phonetically words to describe pictures or write about experiences.</li> <li>d) Write left to right and top to bottom.</li> </ul>



All Standards Are Reviewed ... Review, Apply, and Extend Based on Formative Assessment Data and Information		
Oral Language	Reading	Writing
<p>c) Begin to follow implicit rules for conversation, including taking turns and staying on topic.</p> <p>d) Listen and speak in informal conversations with peers and adults.</p> <p>e) Participate in group and partner discussions about various texts and topics.</p> <p>f) Begin to use voice level, phrasing, and intonation appropriate for various language situations.</p> <p>g) Follow one- and two-step directions.</p> <p>h) Begin to ask how and why questions.</p> <p>K.4 The student will identify, say, segment, and blend various units of speech sounds.</p> <p>a) Begin to discriminate between spoken sentences, words, and syllables.</p> <p>b) Identify and produce words that rhyme.</p> <p>c) Blend and segment multisyllabic words at the syllable level.</p> <p>d) Segment one-syllable words into speech sound units including beginning phonemes(s) (onset) and endings (rimes).</p> <p>e) Identify words according to shared beginning and/or ending sounds.</p>	<p><b>Vocabulary:</b></p> <p>K.8 The student will expand vocabulary.</p> <p>a) Discuss meanings of words.</p> <p>b) Develop vocabulary by listening to a variety of texts read aloud.</p> <p>*<i>Growing Words</i>: un-, re- (these are new for 4<sup>th</sup> Quarter)</p> <p><b>Comprehension/Fiction:</b></p> <p>K.9 The student will demonstrate comprehension of fictional texts.</p> <p>a) Identify what an author does and what an illustrator does.</p> <p>b) Relate previous experiences to what is read.</p> <p>c) Use pictures to make predictions.</p> <p>d) Begin to ask and answer questions about what is read.</p> <p>e) Use story language in discussions and retellings.</p> <p>f) Retell familiar stories, using beginning, middle, and end.</p> <p>g) Discuss characters, setting, and events.</p> <p><b>Comprehension/Nonfiction:</b></p> <p>K.10 The student will demonstrate comprehension of nonfiction texts.</p> <p>a) Use pictures to identify topic and make predictions.</p> <p>b) Identify text features specific to the topic, such as titles, headings, and pictures.</p>	

## Grade 1 Standards



These are the standards for what is taught throughout the year in First Grade. It is the expectation that these skills will be reinforced after they have been taught.

Taught Throughout the Year		
Oral Language	Reading	Writing
<p>1.1 The student will continue to demonstrate growth in the use of oral language.</p> <p>a) Listen and respond to a variety of electronic media and other age-appropriate materials.</p> <p>c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.</p> <p>d) Participate in creative dramatics.</p> <p>e) Express ideas orally in complete sentences.</p> <p>1.2 The student will expand understanding and use of word meanings.</p> <p>a) Increase listening and speaking vocabularies.</p> <p>d) Use vocabulary from other content areas.</p> <p>1.3 The student will adapt or change oral language to fit the situation.</p> <p>a) Initiate conversation with peers and adults.</p> <p>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</p> <p>a) Create rhyming words.</p>	<p><b>Concepts About Print:</b></p> <p>1.5 The student will apply knowledge of how print is organized and read.</p> <p>d) Read his/her own writing.</p> <p><b>Word Knowledge:</b></p> <p>1.6 The student will apply phonetic principles to read and spell.</p> <p>h) Read and spell commonly used sight words.</p> <p>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <p>a) Use words, phrases and sentences.</p> <p>f) Reread and self-correct.</p> <p><b>Vocabulary:</b></p> <p>1.8 The student will expand vocabulary.</p> <p>b) Develop vocabulary by listening to and reading a variety of texts.</p> <p>e) Use vocabulary from other content areas.</p> <p><b>Comprehension/Fiction:</b></p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <p>i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p> <p><b>Comprehension/Nonfiction:</b></p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <p>h) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p>	<p>1.12 The student will print legibly.</p> <p>c) Use the alphabetic code to write unknown words phonetically.</p> <p>1.14 The student will use available technology for reading and writing.</p> <p><b>Composition and Written Expression:</b></p> <p>1.13 The student will write to communicate ideas for a variety of purposes.</p> <p>g) Share writing with others.</p> <p><b>Usage and Mechanics:</b></p> <p>1.13 The student will write to communicate ideas for a variety of purposes.</p> <p>d) Use complete sentences in final copies.</p> <p>e) Begin each sentence with a capital letter and use ending punctuation in final copies.</p> <p>f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.</p>



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p>1.3 The student will adapt or change oral language to fit the situation.                      b) Follow rules for conversation using appropriate voice level in small-group settings.                      c) Ask and respond to questions.</p> <p>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.                      b) Count phonemes (sounds) in one-syllable words.                      c) Blend sounds to make one-syllable words.                      d) Segment one-syllable words into individual speech sounds (phonemes).</p>	<p><b>Concepts About Print:</b></p> <p>1.5 The student will apply knowledge of how print is organized and read.                      a) Read from left to right and from top to bottom.                      b) Match spoken words with print.</p> <p><b>Word Knowledge:</b></p> <p>1.6 The student will apply phonetic principles to read and spell.                      a) Use beginning and ending consonants to decode and spell single-syllable words.                      b) Use two-letter consonant blends to decode and spell single-syllable words.                      c) Use beginning consonant digraphs to decode and spell single-syllable words.                      d) Use short vowel sounds to decode and spell single-syllable words.                      e) Blend beginning, middle and ending sounds to recognize and read words.</p> <p>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.                      b) Use titles and pictures.                      c) Use information in the story to read words.</p> <p><b>Vocabulary:</b></p> <p>1.8 The student will expand vocabulary.                      a) Discuss meanings of words in contexts.  <i>*Growing Words: -s/-es, -ing, -ed</i></p> <p><b>Comprehension/Fiction:</b></p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p>	<p>1.12 The student will print legibly.                      a) Form letters accurately.                      b) Space words within sentences.</p> <p><b>Composition and Written Expression:</b></p> <p>1.13 The student will write to communicate ideas for a variety of purposes.                      a) Generate ideas.                      b) Focus on one topic.</p>



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
	<ul style="list-style-type: none"> <li>a) Preview the selection.</li> <li>b) Set a purpose for reading.</li> <li>c) Relate previous experiences to what is read.</li> </ul> <p><b>Comprehension/Nonfiction:</b></p> <p>2.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> <li>a) Preview the selection.</li> <li>b) Use prior and background knowledge as context for new learning.</li> <li>c) Set a purpose for reading.</li> </ul>	



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p>1.1 The student will continue to demonstrate growth in the use of oral language. b) Tell and retell stories and events in logical order.</p> <p>1.2 The student will expand understanding and use of word meanings. b) Begin to ask for clarification and explanation of words and ideas.</p> <p>1.3 The student will adapt or change oral language to fit the situation. d) Follow simple two-step oral directions.</p> <p>1.4 The student will orally identify, produce and manipulate various units of speech sounds within words. e) Add or delete phonemes (sounds) to make new words.</p>	<p><b>Word Knowledge:</b></p> <p>1.6 The student will apply phonetic principles to read and spell. f) Use word patterns to decode unfamiliar words.</p> <p>1.7 The student will use semantic clues and syntax to expand vocabulary when reading. d) Use knowledge of sentence structure. e) Use knowledge of story structure.</p> <p><b>Vocabulary:</b></p> <p>1.8 The student will expand vocabulary. c) Ask for the meaning of unknown words and make connections to familiar words. <i>*Growing Words: -er, -est, un-, re-</i></p> <p><b>Comprehension/Fiction:</b></p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts. d) Make and confirm predictions. f) Identify characters, setting, and important events. g) Retell stories and events, using beginning, middle, and end.</p> <p><b>Comprehension/Nonfiction:</b></p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. d) Identify text features such as pictures, headings, charts, and captions. e) Make and confirm predictions.</p> <p><b>Comprehension/Reference Materials:</b></p> <p>1.11 The student will use simple reference materials. b) Use a picture dictionary to find meanings of unfamiliar words.</p>	<p><b>Composition and Written Expression:</b></p> <p>1.13 The student will write to communicate ideas for a variety of purposes. c) Revise by adding descriptive words when writing about people, places, things, and events.</p>



<b>Standards Introduced and Explicitly Taught During This Quarter</b>		
<b>Oral Language</b>	<b>Reading</b>	<b>Writing</b>
<p>1.2 The student will expand understanding and use of word meanings. c) Use common singular and plural nouns.</p> <p>1.3 The student will adapt or change oral language to fit the situation. e) Give simple two-step oral directions.</p>	<p><b>Vocabulary:</b></p> <p>1.8 The student will expand vocabulary. d) Use text clues such as words or pictures to discern meanings of unknown words. <i>*Growing Words: -ly, -y, -ful</i></p> <p><b>Word Knowledge:</b></p> <p>1.6 The student will apply phonetic principles to read and spell. g) Read and spell simple two-syllable compound words.</p> <p><b>Comprehension/Fiction:</b></p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts. e) Ask and answer who, what, when, where, why and how questions about what is read. h) Identify the main idea or theme.</p> <p><b>Comprehension/Nonfiction:</b></p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts. f) Ask and answer who, what where, when, why, and how questions about what is read. g) Identify the main idea.</p> <p><b>Comprehension/Reference Materials:</b></p> <p>1.11 The student will use simple reference materials. a) Use knowledge of alphabetical order by first letter.</p>	<p>1.12 The student will print legibly. a) Form letters accurately. (Reteach throughout the year as necessary.)</p> <p>See standards to teach throughout the year.</p>



<b>Review, apply, and extend based on formative assessment data and information</b>		
<b>Oral Language</b>	<b>Reading</b>	<b>Writing</b>
<p>1.1 The student will continue to demonstrate growth in the use of oral language.</p> <ul style="list-style-type: none"> <li>a) Listen and respond to a variety of electronic media and other age-appropriate materials.</li> <li>b) Tell and retell stories and events in logical order.</li> <li>c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.</li> <li>d) Participate in creative dramatics.</li> <li>e) Express ideas orally in complete sentences.</li> </ul> <p>1.2 The student will expand understanding and use of word meanings.</p> <ul style="list-style-type: none"> <li>a) Increase listening and speaking vocabularies.</li> <li>b) Begin to ask for clarification and explanation of words and ideas.</li> <li>c) Use common singular and plural nouns.</li> <li>d) Use vocabulary from other content areas.</li> </ul> <p>1.3 The student will adapt or change oral language to fit the situation.</p> <ul style="list-style-type: none"> <li>a) Initiate conversation with peers and adults.</li> <li>b) Follow rules for conversation using appropriate voice level in small-group settings.</li> <li>c) Ask and respond to questions.</li> <li>d) Follow simple two-step oral directions.</li> <li>e) Give simple two-step oral directions.</li> </ul>	<p><b>Concepts About Print:</b></p> <p>1.5 The student will apply knowledge of how print is organized and read.</p> <ul style="list-style-type: none"> <li>a) Read from left to right and from top to bottom.</li> <li>b) Match spoken words with print.</li> <li>c) Identify letters, words, sentences, and ending punctuation.</li> <li>d) Read his/her own writing.</li> </ul> <p><b>Word Knowledge:</b></p> <p>1.6 The student will apply phonetic principles to read and spell.</p> <ul style="list-style-type: none"> <li>a) Use beginning and ending consonants to decode and spell single-syllable words.</li> <li>b) Use two-letter consonant blends to decode and spell single-syllable words.</li> <li>c) Use beginning consonant digraphs to decode and spell single-syllable words.</li> <li>d) Use short vowel sounds to decode and spell single-syllable words.</li> <li>e) Blend beginning, middle, and ending sounds to recognize and read words.</li> <li>f) Use word patterns to decode unfamiliar words.</li> <li>g) Read and spell simple two-syllable compound words.</li> <li>h) Read and spell commonly used sight words.</li> </ul> <p>1.7 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) Use words, phrases, and sentences.</li> <li>b) Use titles and pictures.</li> <li>c) Use information in the story to read words.</li> <li>d) Use knowledge of sentence structure.</li> <li>e) Use knowledge of story structure.</li> <li>f) Reread and self-correct.</li> </ul>	<p>1.12 The student will print legibly.</p> <ul style="list-style-type: none"> <li>a) Form letters accurately.</li> <li>b) Space words within sentences.</li> <li>c) Use the alphabetic code to write unknown words phonetically.</li> </ul> <p>1.14 The student will use available technology for reading and writing.</p> <p><b>Composition and Written Expression:</b></p> <p>1.13 The student will write to communicate ideas for a variety of purposes.</p> <ul style="list-style-type: none"> <li>a) Generate ideas.</li> <li>b) Focus on one topic.</li> <li>g) Share writing with others.</li> </ul> <p><b>Usage and Mechanics:</b></p> <p>1.13 The student will write to communicate ideas for a variety of purposes.</p> <ul style="list-style-type: none"> <li>c) Revise by adding descriptive words when writing about people, places, things, and events.</li> <li>d) Use complete sentences in final copies.</li> <li>e) Begin each sentence with a capital letter and use ending punctuation in final copies.</li> <li>f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.</li> </ul>





Review, apply, and extend based on formative assessment data and information		
Oral Language	Reading	Writing
<p>1.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</p> <ul style="list-style-type: none"> <li>a) Create rhyming words.</li> <li>b) Count phonemes (sounds) in one-syllable words.</li> <li>c) Blend sounds to make one-syllable words.</li> <li>d) Segment one-syllable words into individual speech sounds (phonemes).</li> <li>e) Add or delete phonemes (sounds) to make new words.</li> </ul>	<p><b>Vocabulary:</b></p> <p>1.8 The student will expand vocabulary.</p> <ul style="list-style-type: none"> <li>a) Discuss meanings of words in context.</li> <li>b) Develop vocabulary by listening to and reading a variety of texts.</li> <li>c) Ask for the meaning of unknown words and make connections to familiar words.</li> <li>d) Use text clues such as words or pictures to discern meanings of unknown words.</li> <li>e) Use vocabulary from other content areas. *Growing Words: mis-, dis- (these are new for 4<sup>th</sup> Quarter)</li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>1.9 The student will read and demonstrate comprehension of a variety of fictional texts.</p> <ul style="list-style-type: none"> <li>a) Preview the selection.</li> <li>b) Set a purpose for reading.</li> <li>c) Relate previous experiences to what is read.</li> <li>d) Make and confirm predictions.</li> <li>e) Ask and answer who, what, when, where, why and how questions about what is read.</li> <li>f) Identify characters, setting, and important events.</li> <li>g) Retell stories and events, using beginning, middle, and end.</li> <li>h) Identify the main idea or theme.</li> <li>i) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</li> </ul> <p><b>Comprehension/Nonfiction:</b></p> <p>1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.</p> <ul style="list-style-type: none"> <li>a) Preview the selection.</li> </ul>	



Review, apply, and extend based on formative assessment data and information		
Oral Language	Reading	Writing
	<p>b) Use prior and background knowledge as context for new learning.</p> <p>c) Set a purpose for reading.</p> <p>d) Identify text features such as pictures, headings, charts, and captions.</p> <p>e) Make and confirm predictions.</p> <p>f) Ask and answer who, what, where, when, why, and how questions about what is read.</p> <p>g) Identify the main idea.</p> <p>h) Read and reread familiar passages with fluency.</p> <p><b>Comprehension/Reference Materials:</b></p> <p>1.11 The student will use simple reference materials.</p> <p>a) Use knowledge of alphabetical order by first letter.</p> <p>b) Use a picture dictionary to find meanings of unfamiliar words.</p>	

## Grade 2 Standards



These are the standards for what is taught throughout the year in Grade 2. It is the expectation that these skills will be reinforced after they have been taught.

**Bold text** indicates skill from SOL Blueprints.

b>

Taught Throughout the Year		
Oral Language	Reading	Writing
<p>2.1 The student will demonstrate an understanding of oral language structure.</p> <ul style="list-style-type: none"> <li>a) Create oral stories to share with others.</li> <li>b) Create and participate in oral dramatic activities.</li> <li>c) Use correct verb tenses in oral communication.</li> <li>d) Use increasingly complex sentence structures.</li> <li>e) Begin to self-correct errors in language use.</li> </ul> <p>2.2 The student will expand understanding and use of word meanings.</p> <ul style="list-style-type: none"> <li>a) Increase listening and speaking vocabularies.</li> <li>b) Use words that reflect a growing range of interests and knowledge.</li> <li>c) Clarify and explain words and ideas orally.</li> <li>d) Identify and use synonyms and antonyms.</li> <li>e) Use vocabulary from other content areas.</li> </ul>	<p><b>Word Knowledge:</b></p> <p>2.5 The student will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> <li>a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.</li> <li>b) Use knowledge of short, long and r-controlled vowel patterns to decode and spell words.</li> <li>c) <b>Decode regular multisyllabic words.</b></li> </ul> <p>2.6 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) <b>Use information in the story to read words.</b></li> <li>b) <b>Use knowledge of sentence structure.</b></li> <li>c) <b>Use knowledge of story structure and sequence.</b></li> <li>d) Reread and self-correct.</li> </ul> <p><b>Vocabulary:</b></p> <p>2.7 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.</li> <li>e) <b>Use vocabulary from other content areas.</b></li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>2.8 The student will read and demonstrate comprehension of fictional texts.</p> <ul style="list-style-type: none"> <li>j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</li> </ul> <p><b>Comprehension/Nonfiction:</b></p> <p>2.9 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>h) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</li> </ul>	<p>2.11 The student will maintain legible printing.</p> <p>2.14 The student will use available technology for reading and writing.</p>

# Grade 2 Standards – 1<sup>st</sup> Quarter

**Bold text** indicates skill from SOL Blueprints.



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p>2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</p> <ul style="list-style-type: none"> <li>a) Count phonemes (sounds) within one-syllable words.</li> <li>b) Blend sounds to make one-syllable words.</li> <li>c) Segment one-syllable words into individual speech sounds (phonemes).</li> <li>d) Add or delete phonemes (sounds) to make words.</li> <li>e) Blend and segment multisyllabic words at the syllable level.</li> </ul>	<p><b>Vocabulary:</b></p> <p>2.7 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>c) <b>Use knowledge of antonyms and synonyms.</b> *Growing Words: -ed, -ing, -s/-es, un-, re-</li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>2.8 The student will read and demonstrate comprehension of fictional texts.</p> <ul style="list-style-type: none"> <li>a) <b>Make and confirm predictions.</b></li> <li>b) Relate previous experiences to the main idea.</li> <li>e) <b>Describe characters, setting and important events in fiction and poetry.</b></li> <li>f) <b>Identify the problem and solution.</b></li> </ul> <p><b>Comprehension/Nonfiction:</b></p> <p>2.9 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>b) <b>Make and confirm predictions about the main idea.</b></li> <li>c) Use prior and background knowledge as context for new learning.</li> <li>d) Set purpose for learning.</li> </ul> <p><b>Comprehension/Reference Materials:</b></p> <p>2.10 The student will demonstrate comprehension of information in reference materials.</p> <ul style="list-style-type: none"> <li>a) <b>Use table of contents.</b></li> </ul>	<p><b>Composition and Written Expression:</b></p> <p>2.12 The student will write stories, letters, and simple explanations.</p> <ul style="list-style-type: none"> <li>a) Generate ideas before writing.</li> <li>b) Organize writing to include a beginning, middle, and end for narrative and expository writing.</li> </ul> <p><b>Usage and Mechanics:</b></p> <p>2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a) Recognize and use complete sentences.</li> <li>b) Use and punctuate declarative, interrogative, and exclamatory sentences.</li> <li>c) Capitalize all proper nouns and the word <i>I</i>.</li> <li>h) Use correct spelling for commonly used sight words, including compound words and regular plurals.</li> </ul>

# Grade 2 Standards – 2<sup>nd</sup> Quarter

**Bold text** indicates skill from SOL Blueprints.



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p>2.3 The student will use oral communication skills.</p> <ul style="list-style-type: none"> <li>a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.</li> <li>b) Share stories or information orally with an audience.</li> <li>c) Participate as a contributor and leader in a group.</li> </ul>	<p><b>Vocabulary:</b></p> <p>2.7 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) <b>Use knowledge of homophones.</b> *Growing Words: dis-, -ly, -y, in-, il-/im-/ir-</li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>2.8 The student will read and demonstrate comprehension of fictional texts.</p> <ul style="list-style-type: none"> <li>c) <b>Ask and answer questions about what is read.</b></li> <li>d) <b>Locate information to answer questions.</b></li> </ul> <p><b>Comprehension/Nonfiction:</b></p> <p>2.9 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>e) <b>Ask and answer questions about what is read.</b></li> <li>f) <b>Locate information to answer questions.</b></li> </ul> <p><b>Comprehension/Reference Materials:</b></p> <p>2.10 The student will demonstrate comprehension of information in reference materials.</p> <ul style="list-style-type: none"> <li>c) <b>Use dictionaries, glossaries, and indices.</b></li> <li>d) <b>Use online resources.</b></li> </ul>	<p><b>Composition and Written Expression:</b></p> <p>2.12 The student will write stories, letters, and simple explanations.</p> <ul style="list-style-type: none"> <li>c) Expand writing to include descriptive detail.</li> </ul> <p><b>Usage and Mechanics:</b></p> <p>2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>d) Use singular and plural nouns and pronouns.</li> <li>g) Use knowledge of simple abbreviations.</li> <li>j) Use verbs and adjectives correctly in sentences.</li> </ul>

# Grade 2 Standards – 3<sup>rd</sup> Quarter

**Bold text** indicates skill from SOL Blueprints.



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p>2.3 The student will use oral communication skills.</p> <ul style="list-style-type: none"> <li>d) Retell information shared by others.</li> <li>e) Follow three- and four-step directions.</li> <li>f) Give three- and four-step directions.</li> </ul>	<p><b>Vocabulary:</b></p> <p>2.7 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li><b>b) Use knowledge of prefixes and suffixes.</b> *<i>Growing Words</i>: -er/-or, -er/-est, mis-, pre-, sub-</li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>2.8 The student will read and demonstrate comprehension of fictional texts.</p> <ul style="list-style-type: none"> <li><b>g) Identify the main idea.</b></li> <li><b>h) Summarize stories and events with beginning, middle and end in the correct sequence.</b></li> <li><b>i) Draw conclusions based on the text.</b></li> </ul> <p><b>Comprehension/Nonfiction:</b></p> <p>2.9 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li><b>a) Preview the selection using text features.</b></li> <li><b>g) Identify the main idea.</b></li> </ul> <p><b>Comprehension/Reference Materials:</b></p> <p>2.10 The student will demonstrate comprehension of information in reference materials.</p> <ul style="list-style-type: none"> <li><b>b) Use pictures, captions, and charts.</b></li> </ul>	<p>2.11 The student will maintain legible printing and begin to make the transition to cursive.</p> <p><b>Composition and Written Expression:</b></p> <p>2.12 The student will write stories, letters, and simple explanations.</p> <ul style="list-style-type: none"> <li>d) Revise writing for clarity.</li> </ul> <p><b>Usage and Mechanics:</b></p> <p>2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>e) Use apostrophes in contractions and possessives.</li> <li>f) Use contractions and singular possessives.</li> <li>i) Use commas in the salutation and closing of a letter.</li> </ul>

**Bold text** indicates skill from SOL Blueprints.



**All Standards Are Reviewed ... Review, Apply, and Extend Based on Formative Assessment Data and Information**

Oral Language	Reading	Writing
<p>2.1 The student will demonstrate an understanding of oral language structure.</p> <ul style="list-style-type: none"> <li>a) Create oral stories to share with others.</li> <li>b) Create and participate in oral dramatic activities.</li> <li>c) Use correct verb tenses in oral communication.</li> <li>d) Use increasingly complex sentence structures.</li> <li>e) Begin to self-correct errors in language use.</li> </ul> <p>2.2 The student will expand understanding and use of word meanings.</p> <ul style="list-style-type: none"> <li>a) Increase listening and speaking vocabularies.</li> <li>b) Use words that reflect a growing range of interests and knowledge.</li> <li>c) Clarify and explain words and ideas orally.</li> <li>d) Identify and use synonyms and antonyms.</li> <li>e) Use vocabulary from other content areas.</li> </ul> <p>2.3 The student will use oral communication skills.</p> <ul style="list-style-type: none"> <li>a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.</li> <li>b) Share stories or information orally with an audience.</li> </ul>	<p><b>Word Knowledge:</b></p> <p>2.5 The student will use phonetic strategies when reading and spelling.</p> <ul style="list-style-type: none"> <li>a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.</li> <li>b) Use knowledge of short, long, and r-controlled vowel patterns to decode and spell words.</li> <li>c) <b>Decode regular multisyllabic words.</b></li> </ul> <p>2.6 The student will use semantic clues and syntax to expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) <b>Use information in the story to read words.</b></li> <li>b) <b>Use knowledge of sentence structure.</b></li> <li>c) <b>Use knowledge of story structure and sequence.</b></li> <li>d) Reread and self-correct.</li> </ul> <p><b>Vocabulary:</b></p> <p>2.7 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) <b>Use knowledge of homophones.</b></li> <li>b) <b>Use knowledge of prefixes and suffixes.</b></li> <li>c) <b>Use knowledge of antonyms and synonyms.</b></li> <li>d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.</li> <li>e) <b>Use vocabulary from other content areas.</b></li> </ul> <p><i>*Growing Words: -less, -ful, -ness, non-</i></p> <p><b>Comprehension/Fiction:</b></p> <p>2.8 The student will read and demonstrate comprehension of fictional texts.</p> <ul style="list-style-type: none"> <li>a) <b>Make and confirm predictions.</b></li> <li>b) Relate previous experiences to the main idea.</li> <li>c) <b>Ask and answer questions about what is read.</b></li> </ul>	<p>2.11 The student will maintain legible printing and begin to make the transition to cursive.</p> <p>2.14 The student will use available technology for reading and writing.</p> <p><b>Composition and Written Expression:</b></p> <p>2.12 The student will write stories, letters, and simple explanations.</p> <ul style="list-style-type: none"> <li>a) Generate ideas before writing.</li> <li>b) Organize writing to include a beginning, middle, and end for narrative and expository writing.</li> <li>c) Expand writing to include descriptive detail.</li> <li>d) Revise writing for clarity.</li> </ul> <p><b>Usage and Mechanics:</b></p> <p>2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a) Recognize and use complete sentences</li> <li>b) Use and punctuate declarative, interrogative, and exclamatory sentences.</li> <li>c) Capitalize all proper nouns and the word <i>I</i>.</li> <li>d) Use singular and plural nouns and pronouns.</li> <li>e) Use apostrophes in contractions and possessives.</li> <li>f) Use contractions and singular possessives.</li> </ul>



**Bold text** indicates skill from SOL Blueprints.

All Standards Are Reviewed ... Review, Apply, and Extend Based on Formative Assessment Data and Information		
Oral Language	Reading	Writing
<p>c) Participate as a contributor and leader in a group.</p> <p>d) Retell information shared by others.</p> <p>e) Follow three- and four-step directions.</p> <p>f) Give three- and four-step directions.</p> <p>2.4 The student will orally identify, produce, and manipulate various units of speech sounds within words.</p> <p>a) Count phonemes (sounds) within one-syllable words.</p> <p>b) Blend sounds to make one-syllable words.</p> <p>c) Segment one-syllable words into individual speech sounds (phonemes).</p> <p>d) Add or delete phonemes (sounds) to make words.</p> <p>e) Blend and segment multisyllabic words at the syllable level.</p>	<p><b>d) Locate information to answer questions.</b></p> <p><b>e) Describe characters, setting, and important events in fiction and poetry.</b></p> <p><b>f) Identify the problem and solution.</b></p> <p><b>g) Identify the main idea.</b></p> <p><b>h) Summarize stories and events with beginning, middle, and end in the correct sequence.</b></p> <p><b>i) Draw conclusions based on the text.</b></p> <p>j) Read and reread familiar stories, poems, and passages with fluency, accuracy, and meaningful expression.</p> <p><b>Comprehension/Nonfiction:</b></p> <p>2.9 The student will read and demonstrate comprehension of nonfiction texts.</p> <p><b>a) Preview the selection using text features.</b></p> <p><b>b) Make and confirm predictions about the main idea.</b></p> <p>c) Use prior and background knowledge as context for new learning.</p> <p>d) Set purpose for reading.</p> <p><b>e) Ask and answer questions about what is read.</b></p> <p><b>f) Locate information to answer questions.</b></p> <p><b>g) Identify the main idea.</b></p> <p>h) Read and reread familiar passages with fluency, accuracy, and meaningful expression.</p> <p><b>Comprehension/Reference Materials:</b></p> <p>2.10 The student will demonstrate comprehension of information in reference materials.</p> <p><b>a) Use table of contents.</b></p> <p><b>b) Use pictures, captions, and charts.</b></p> <p><b>c) Use dictionaries, glossaries, and indices.</b></p> <p><b>d) Use online resources.</b></p>	<p>g) Use knowledge of simple abbreviations.</p> <p>h) Use correct spelling for commonly used sight words, including compound words and regular plurals.</p> <p>i) Use commas in the salutation and closing of a letter.</p> <p>j) Use verbs and adjectives correctly in sentences.</p>



## Grade 3 Standards



These are the standards for what is taught throughout the year in Grade 3. It is the expectation that these skills will be reinforced after they have been taught.

**Bold text** indicates skill from SOL Blueprints.

b)

Taught Throughout the Year		
Oral Language	Reading	Writing
<p>3.1 The student will use effective communication skills in group activities.</p> <ul style="list-style-type: none"> <li>a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.</li> <li>b) Ask and respond to questions from teachers and other group members.</li> <li>c) Explain what has been learned</li> <li>d) Use language appropriate for context.</li> <li>e) Increase listening and speaking vocabularies.</li> </ul>	<p><b>Word Knowledge:</b></p> <p>3.3 The student will apply word-analysis skills when reading</p> <ul style="list-style-type: none"> <li>a) Use knowledge of regular &amp; irregular vowel patterns.</li> <li><b>b) Decode regular multisyllabic words.</b></li> </ul> <p><b>Vocabulary:</b></p> <p>3.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li><b>c) Apply meaning clues, language structure and phonetic strategies.</b></li> <li>e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.</li> <li><b>f) Use vocabulary from other content areas.</b></li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>3.5 The student will read and demonstrate comprehension of fictional text and poetry.</p> <ul style="list-style-type: none"> <li>k) Use reading strategies to monitor comprehension throughout the reading process.</li> <li>m) Read with fluency and accuracy.</li> </ul> <p><b>Comprehension/Nonfiction:</b></p> <p>3.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>k) Use reading strategies to monitor comprehension throughout the reading process.</li> <li>l) Read with fluency and accuracy.</li> </ul>	<p>3.8 The student will write legibly in cursive.</p> <p>3.12 The student will use available technology for reading and writing.</p>

**Bold text** indicates skill from SOL Blueprints.



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
	<p><b>Vocabulary:</b></p> <p>3.4 The student will expand vocabulary when reading.</p> <p><b>a) Use knowledge of homophones.</b>  <b>b) Use knowledge of roots, affixes, synonyms, and antonyms.</b>  <i>*Growing Words: un-, re-, dis-, in-/im-/il-/ir-, -ed, -ing, -ly, -s/-es</i></p> <p><b>Comprehension/Fiction:</b></p> <p>3.5 The student will read &amp; demonstrate comprehension of fictional text &amp; poetry.</p> <p>a) Set a purpose for reading.                      b) Make connections between previous experiences and reading selections.  <b>c) Make, confirm, or revise predictions.</b>  <b>l) Differentiate between fiction and nonfiction.</b></p> <p><b>Comprehension/Nonfiction:</b></p> <p>3.6 The student will continue to read &amp; demonstrate comprehension of nonfiction texts.</p> <p>b) Use prior and background knowledge as context for new learning.  <b>c) Preview and use text features.</b>                      k) Identify new information gained from reading.</p> <p><b>Comprehension/Reference Materials:</b></p> <p>3.7 The student will demonstrate comprehension of information from a variety of print &amp; electronic resources.</p> <p><b>b) Use table of contents, indices, and charts.</b></p>	<p><b>Composition and Written Expression:</b></p> <p>3.9 The student will write for a variety of purposes.</p> <p>a) Identify the intended audience.                      b) Use a variety of prewriting strategies.</p> <p><b>Usage and Mechanics:</b></p> <p>3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <p>a) Use complete sentences.                      c) Use the word <i>I</i> in compound subjects.                      i) Use the articles <i>a, an,</i> and <i>the</i> correctly.                      j) Use correct spelling for frequently used sight words, including irregular plurals.</p>

# Grade 3 Standards – 2<sup>nd</sup> Quarter

**Bold text** indicates skill from SOL Blueprints.



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
	<p><b>Vocabulary:</b></p> <p>3.4 The student will expand vocabulary when reading.</p> <p><b>d) Use context to clarify meaning of unfamiliar words.</b> *Growing Words: en-/em-, non-, in-/im-, over-, -er/-or, -est, -ion/-tion/-ation/-ition</p> <p><b>Comprehension/Fiction:</b></p> <p>3.5 The student will read &amp; demonstrate comprehension of fictional text &amp; poetry.</p> <p><b>d) Compare and contrast settings, characters, and events.</b> <b>h) Identify the problem and solution.</b> <b>i) Identify the main idea.</b> <b>j) Identify supporting details.</b></p> <p><b>Comprehension/Nonfiction:</b></p> <p>3.6 The student will continue to read &amp; demonstrate comprehension of nonfiction texts.</p> <p><b>f) Summarize major points found in nonfiction texts.</b> <b>g) Identify the main idea.</b> <b>h) Identify supporting details.</b></p> <p><b>Comprehension/Reference Materials:</b></p> <p>3.7 The student will demonstrate comprehension of information from a variety of print &amp; electronic resources.</p> <p><b>a) Use encyclopedias &amp; other reference books, including online reference materials.</b></p>	<p><b>Composition and Written Expression:</b></p> <p>3.9 The student will write for a variety of purposes.</p> <p>c) Write a clear topic sentence focusing on the main idea. d) Write a paragraph on the same topic.</p> <p><b>Usage and Mechanics:</b></p> <p>3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <p>d) Use past and present verb tense. f) Use commas in a simple series. g) Use simple abbreviations.</p>

# Grade 3 Standards – 3<sup>rd</sup> Quarter

**Bold text** indicates skill from SOL Blueprints.



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p>3.2 The student will present brief oral reports using visual media.</p> <ul style="list-style-type: none"> <li>a) Speak clearly.</li> <li>b) Use appropriate volume and pitch.</li> <li>c) Speak at an understandable rate.</li> <li>d) Organize ideas sequentially or around major points of information.</li> <li>e) Use contextually appropriate language and specific vocabulary to communicate ideas.</li> </ul>	<p><b>Vocabulary:</b></p> <p>3.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li><b>g) Use word reference resources including the glossary, dictionary and thesaurus</b> *Growing Words: mis-, sub-, pre-, inter-, -ible/-able, -al/-ial, -y, -ness</li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>3.5 The student will read &amp; demonstrate comprehension of fictional text &amp; poetry.</p> <ul style="list-style-type: none"> <li><b>e) Identify the author’s purpose.</b></li> <li><b>f) Ask and answer questions about what is read.</b></li> <li><b>g) Draw conclusions about text.</b></li> </ul> <p><b>Comprehension/Nonfiction:</b></p> <p>3.6 The student will continue to read &amp; demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li><b>a) Identify the author’s purpose.</b></li> <li><b>d) Ask and answer questions about what is read.</b></li> <li><b>e) Draw conclusions based on text.</b></li> <li><b>i) Compare and contrast the characteristics of biographies and autobiographies.</b></li> </ul> <p><b>Comprehension/Reference Materials:</b></p> <p>3.7 The student will demonstrate comprehension of information from a variety of print &amp; electronic resources.</p> <ul style="list-style-type: none"> <li><b>a) Use encyclopedias and other reference books, including online reference materials.</b></li> <li><b>b) Use table of contents, indices, and charts.</b></li> </ul>	<p><b>Composition and Written Expression:</b></p> <p>3.9 The student will write for a variety of purposes.</p> <ul style="list-style-type: none"> <li>e) Use strategies for organization of information and elaboration according to the type of writing.</li> <li>f) Include details that elaborate the main idea.</li> <li>g) Revise writing for clarity of content using specific vocabulary and information.</li> </ul> <p><b>Usage and Mechanics:</b></p> <p>3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>b) Use transition words to vary sentence structure.</li> <li>e) Use singular possessives.</li> <li>h) Use apostrophes in contractions with pronouns and in possessives.</li> </ul> <p><b>Research:</b></p> <p>3.11 The student will write a short report.</p> <ul style="list-style-type: none"> <li>a) Construct questions about the topic.</li> <li>b) Identify appropriate resources.</li> <li>c) Collect and organize information about the topic into a short report.</li> <li>d) Understand the difference between plagiarism and using own words.</li> </ul>

# Grade 3 Standards – 4<sup>th</sup> Quarter

**Bold text** indicates skill from SOL Blueprints.

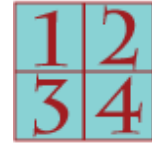


All Standards Are Reviewed ... Review, Apply, and Extend Based on Formative Assessment Data and Information		
Oral Language	Reading	Writing
<p>3.1 The student will use effective communication skills in group activities.</p> <ul style="list-style-type: none"> <li>a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.</li> <li>b) Ask and respond to questions from teachers and other group members.</li> <li>c) Explain what has been learned.</li> <li>d) Use language appropriate for context.</li> <li>e) Increase listening and speaking vocabularies.</li> </ul> <p>3.2 The student will present brief oral reports using visual media.</p> <ul style="list-style-type: none"> <li>a) Speak clearly.</li> <li>b) Use appropriate volume and pitch.</li> <li>c) Speak at an understandable rate.</li> <li>d) Organize ideas sequentially or around major points of information.</li> <li>e) Use contextually appropriate language and specific vocabulary to communicate ideas.</li> </ul>	<p><b>Word Knowledge:</b></p> <p>3.3 The student will apply word-analysis skills when reading.</p> <ul style="list-style-type: none"> <li>a) Use knowledge of regular and irregular vowel patterns.</li> <li>b) <b>Decode regular multisyllabic words.</b></li> </ul> <p><b>Vocabulary:</b></p> <p>3.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) <b>Use knowledge of homophones.</b></li> <li>b) <b>Use knowledge of roots, affixes, synonyms, and antonyms.</b></li> <li>c) <b>Apply meaning clues, language structure, and phonetic strategies.</b></li> <li>d) <b>Use context to clarify meaning of unfamiliar words.</b></li> <li>e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.</li> <li>f) <b>Use vocabulary from other content areas.</b></li> <li>g) <b>Use word reference resources including the glossary, dictionary, and thesaurus.</b> *Growing Words: fore-, de-, trans-, super-, -ity, -ment, -ic, -ous/-ious</li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>3.5 The student will read and demonstrate comprehension of fictional text and poetry.</p> <ul style="list-style-type: none"> <li>a) Set a purpose for reading.</li> <li>b) Make connections between previous experiences and reading selections.</li> <li>c) <b>Make, confirm, or revise predictions.</b></li> <li>d) <b>Compare and contrast settings, characters, and events.</b></li> <li>e) <b>Identify the author’s purpose.</b></li> <li>f) <b>Ask and answer questions about what is read.</b></li> <li>g) <b>Draw conclusions about text.</b></li> </ul>	<p>3.8 The student will write legibly in cursive.</p> <p>3.12 The student will use available technology for reading and writing.</p> <p><b>Composition and Written Expression:</b></p> <p>3.9 The student will write for a variety of purposes.</p> <ul style="list-style-type: none"> <li>a) Identify the intended audience</li> <li>b) Use a variety of prewriting strategies.</li> <li>c) Write a clear topic sentence focusing on the main idea.</li> <li>d) Write a paragraph on the same topic.</li> <li>e) Use strategies for organization of information and elaboration according to the type of writing.</li> <li>f) Include details that elaborate the main idea.</li> <li>g) Revise writing for clarity of content using specific vocabulary and information.</li> </ul> <p><b>Usage and Mechanics:</b></p> <p>3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.</p> <ul style="list-style-type: none"> <li>a) Use complete sentences.</li> <li>b) Use transition words to vary sentence structure.</li> </ul>



All Standards Are Reviewed ... Review, Apply, and Extend Based on Formative Assessment Data and Information		
Oral Language	Reading	Writing
	<p>h) <b>Identify the problem and solution.</b>                      i) <b>Identify the main idea.</b>                      j) <b>Identify supporting details.</b>                      k) Use reading strategies to monitor comprehension throughout the reading process.                      l) <b>Differentiate between fiction and nonfiction.</b>                      m) Read with fluency and accuracy.</p> <p><b>Comprehension/Nonfiction:</b></p> <p>3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.</p> <p>a) <b>Identify the author’s purpose.</b>                      b) Use prior and background knowledge as context for new learning.                      c) <b>Preview and use text features.</b>                      d) <b>Ask and answer questions about what is read.</b>                      e) <b>Draw conclusions based on text.</b>                      f) <b>Summarize major points found in nonfiction texts.</b>                      g) <b>Identify the main idea.</b>                      h) <b>Identify supporting details.</b>                      i) <b>Compare and contrast the characteristics of biographies and autobiographies.</b>                      j) Use reading strategies to monitor comprehension throughout the reading process.                      k) Identify new information gained from reading.                      l) Read with fluency and accuracy.</p> <p><b>Comprehension/Reference Materials:</b></p> <p>3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.</p> <p>a) <b>Use encyclopedias and other reference books, including online reference materials.</b>                      b) <b>Use table of contents, indices, and charts.</b></p>	<p>c) Use the word <i>I</i> in compound subjects.                      d) Use past and present verb tense.                      e) Use singular possessives.                      f) Use commas in a simple series.                      g) Use simple abbreviations.                      h) Use apostrophes in contractions with pronouns and in possessives.                      i) Use the articles <i>a</i>, <i>an</i>, and <i>the</i> correctly.                      j) Use correct spelling for frequently used sight words, including irregular plurals.</p> <p>3.11 The student will write a short report.</p> <p>a) Construct questions about the topic.                      b) Identify appropriate resources.                      c) Collect and organize information about the topic into a short report.                      d) Understand the difference between plagiarism and using own words.</p>

## Grade 4 Standards



These are the standards for what is taught throughout the year in Grade 4. It is the expectation that these skills will be reinforced after they have been taught

**Bold text** indicates skill from SOL Blueprints.

<b>Taught Throughout the Year</b>		
<b>Oral Language</b>	<b>Reading</b>	<b>Writing</b>
<p><b>Communication - Speaking and Literacy:</b></p> <p>4.1 The student will use effective oral communication skills in a variety of settings.</p> <p>b) Contribute to group discussions across content areas.</p> <p>g) Demonstrate the ability to collaborate with diverse teams.</p> <p>h) Demonstrate the ability to work independently.</p>	<p><b>Vocabulary:</b></p> <p>4.4 The student will expand vocabulary when reading.</p> <p>d) Develop vocabulary by listening to and reading a variety of texts.</p> <p>e) <b>Use vocabulary from other content areas.</b></p> <p><b>Comprehension/Fiction:</b></p> <p>4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <p>k) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>l) Read with fluency and accuracy.</p> <p><b>Comprehension/Nonfiction:</b></p> <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>k) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>l) Read with fluency and accuracy.</p>	<p><b>Composition and Written Expression:</b></p> <p>4.7 The student will write cohesively for a variety of purposes.</p> <p><b>Usage and Mechanics:</b></p> <p>4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p>

# Grade 4 Standards – 1<sup>st</sup> Quarter

**Bold text** indicates skill from SOL Blueprints.



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p><b>Communication - Speaking and Literacy:</b></p> <p>4.1 The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> <li>a) Present accurate directions to individuals and small groups.</li> <li>c) Seek ideas and opinions of others.</li> <li>d) Use evidence to support opinions.</li> <li>e) Use grammatically correct language and specific vocabulary to communicate ideas.</li> <li>f) Communicate new ideas to others.</li> </ul>	<p><b>Vocabulary:</b></p> <p>4.4 The student will expand vocabulary when reading.</p> <p><b>b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</b>                      *Growing Words: un-, re-, dis-, in-/il-/im-/ir-, -ly, semi-, anti, mid-</p> <p><b>Comprehension/Fiction:</b></p> <p>4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <ul style="list-style-type: none"> <li>e) <b>Identify the problem and solution.</b></li> <li>f) Describe the relationship between text and previously read materials.</li> <li>i) <b>Make, confirm, or revise predictions.</b></li> </ul> <p><b>Comprehension/Nonfiction:</b></p> <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>a) <b>Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.</b></li> <li>i) Use prior knowledge and build additional background knowledge as context for new learning.</li> <li>j) Identify new information gained from reading.</li> </ul>	<p><b>Composition and Written Expression:</b></p> <p>4.7 The student will write cohesively for a variety of purposes.</p> <ul style="list-style-type: none"> <li>a) Identify intended audience.</li> <li>b) Focus on one aspect of a topic.</li> <li>c) Use a variety of pre-writing strategies.</li> <li>e) Recognize different modes of writing have different patterns of organization.</li> </ul> <p><b>Usage and Mechanics:</b></p> <p>4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> <li>a) Use subject-verb agreement.</li> <li>b) Include prepositional phrases.</li> <li>g) Use correct spelling for frequently used words, including common homophones.</li> </ul>



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Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p><b>Communication - Speaking and Literacy:</b></p> <p>4.2 The student will make and listen to oral presentations and reports.</p> <ul style="list-style-type: none"> <li>a) Use subject-related information and vocabulary.</li> <li>b) Listen to and record information.</li> <li>c) Organize information for clarity.</li> <li>d) Use language and style appropriate to the audience, topic, and purpose.</li> </ul>	<p><b>Vocabulary:</b></p> <p>4.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) <b>Use context to clarify meanings of unfamiliar words.</b> *Growing Words: under-, -en, -ive/-ative/-itive, graph, fin, gram, aud(i), spec/spect</li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <ul style="list-style-type: none"> <li>c) <b>Identify the main idea.</b></li> <li>d) <b>Summarize supporting details.</b></li> <li>j) <b>Identify cause and effect relationships.</b></li> </ul> <p><b>Comprehension/Nonfiction:</b></p> <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>d) <b>Identify the main idea.</b></li> <li>e) <b>Summarize supporting details.</b></li> <li>g) <b>Distinguish between cause and effect.</b></li> <li>h) <b>Distinguish between fact and opinion.</b></li> </ul>	<p><b>Composition and Written Expression:</b></p> <p>4.7 The student will write cohesively for a variety of purposes.</p> <ul style="list-style-type: none"> <li>d) Organize writing to convey a central idea.</li> <li>f) Write a clear topic sentence focusing on the main idea.</li> <li>g) Write two or more related paragraphs on the same topic.</li> </ul> <p><b>Usage and Mechanics:</b></p> <p>4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> <li>d) Use noun-pronoun agreement.</li> <li>e) Use commas in series, dates, and addresses.</li> <li>h) Use singular possessives.</li> </ul> <p><b>Research:</b></p> <p>4.9 The student will demonstrate comprehension of information resources to research a topic.</p> <ul style="list-style-type: none"> <li>a) Construct questions about a topic.</li> <li>b) Collect information from multiple resources including online, print, and media.</li> <li>c) Use technology as a tool to organize, evaluate, and communicate information.</li> <li>d) Give credit to sources used in research.</li> <li>e) Understand the difference between plagiarism and using own words.</li> </ul>

# Grade 4 Standards – 3<sup>rd</sup> Quarter

**Bold text** indicates skill from SOL Blueprints.



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p><b>Communication - Media Literacy:</b></p> <p>4.3 The student will learn how media messages are constructed and for what purposes.</p> <ul style="list-style-type: none"> <li>a) Differentiate between auditory, visual, and written media messages.</li> <li>b) Identify the characteristics of various media messages.</li> </ul>	<p><b>Vocabulary:</b></p> <p>4.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>c) <b>Use word-reference materials, including the glossary, dictionary, and thesaurus.</b> *Growing Words: terr, tract, voc, mob/mov/mot, port, vid/vis, dic/dict, scrib/script</li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <ul style="list-style-type: none"> <li>a) <b>Explain the author’s purpose.</b></li> <li>b) <b>Describe how the choice of language, setting, characters, and information contributes to the author’s purpose.</b></li> <li>g) <b>Identify sensory words.</b></li> <li>h) <b>Draw conclusions/make inferences about text.</b></li> </ul> <p><b>Comprehension/Nonfiction:</b></p> <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>b) <b>Formulate questions that might be answered in the selection</b></li> <li>c) <b>Explain the author’s purpose.</b></li> <li>f) <b>Draw conclusions and make simple inferences using textual information as support.</b></li> </ul>	<p><b>Composition and Written Expression:</b></p> <p>4.7 The student will write cohesively for a variety of purposes.</p> <ul style="list-style-type: none"> <li>h) Use transition words for sentence variety.</li> <li>i) Utilize elements of style, including word choice and sentence variation.</li> <li>j) Revise writing for clarity of content using specific vocabulary and information.</li> </ul> <p><b>Usage and Mechanics:</b></p> <p>4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> <li>c) Eliminate double negatives.</li> <li>f) Incorporate adjectives and adverbs.</li> </ul>

# Grade 4 Standards – 4<sup>th</sup> Quarter

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All Standards Are Reviewed ... Review, Apply, and Extend Based on Formative Assessment Data and Information		
Oral Language	Reading	Writing
<p><b>Communication - Speaking and Literacy:</b></p> <p>4.1 The student will use effective oral communication skills in a variety of settings.</p> <ul style="list-style-type: none"> <li>a) Present accurate directions to individuals and small groups.</li> <li>b) Contribute to group discussions across content areas.</li> <li>c) Seek ideas and opinions of others.</li> <li>d) Use evidence to support opinions.</li> <li>e) Use grammatically correct language and specific vocabulary to communicate ideas.</li> <li>f) Communicate new ideas to others.</li> <li>g) Demonstrate the ability to collaborate with diverse teams.</li> <li>h) Demonstrate the ability to work independently.</li> </ul> <p>4.2 The student will make and listen to oral presentations and reports.</p> <ul style="list-style-type: none"> <li>a) Use subject-related information and vocabulary.</li> <li>b) Listen to and record information.</li> <li>c) Organize information for clarity.</li> <li>d) Use language and style appropriate to the audience, topic, and purpose.</li> </ul> <p><b>Communication - Media Literacy:</b></p> <p>4.3 The student will learn how media messages are constructed and for what purposes.</p>	<p><b>Vocabulary:</b></p> <p>4.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) <b>Use context to clarify meanings of unfamiliar words.</b></li> <li>b) <b>Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</b></li> <li>c) <b>Use word-reference materials, including the glossary, dictionary, and thesaurus.</b> *Growing Words: chron, duc/duct, ast(r), auto, geo, bio, mit, phil</li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.</p> <ul style="list-style-type: none"> <li>a) <b>Explain the author’s purpose.</b></li> <li>b) <b>Describe how the choice of language, setting, characters, and information contributes to the author’s purpose.</b></li> <li>c) <b>Identify the main idea.</b></li> <li>d) <b>Summarize supporting details.</b></li> <li>e) <b>Identify the problem and solution.</b></li> <li>f) Describe the relationship between text and previously read materials.</li> <li>g) <b>Identify sensory words.</b></li> <li>h) <b>Draw conclusions/make inferences about text.</b></li> <li>i) <b>Make, confirm, or revise predictions.</b></li> <li>j) <b>Identify cause and effect relationships.</b></li> <li>k) Use reading strategies throughout the reading process to monitor comprehension.</li> <li>l) Read with fluency and accuracy.</li> </ul> <p><b>Comprehension/Nonfiction:</b></p> <p>4.6 The student will read and demonstrate comprehension of nonfiction texts.</p>	<p><b>Composition and Written Expression:</b></p> <p>4.7 The student will write cohesively for a variety of purposes.</p> <ul style="list-style-type: none"> <li>a) Identify intended audience.</li> <li>b) Focus on one aspect of a topic.</li> <li>c) Use a variety of pre-writing strategies.</li> <li>d) Organize writing to convey a central idea.</li> <li>e) Recognize different modes of writing have different patterns of organization.</li> <li>f) Write a clear topic sentence focusing on the main idea.</li> <li>g) Write two or more related paragraphs on the same topic.</li> <li>h) Use transition words for sentence variety.</li> <li>i) Utilize elements of style, including word choice and sentence variation.</li> <li>j) Revise writing for clarity of content using specific vocabulary and information.</li> <li>k) Include supporting details that elaborate the main idea.</li> </ul> <p><b>Usage and Mechanics:</b></p> <p>4.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> <li>a) Use subject-verb agreement.</li> </ul>

# Grade 4 Standards – 4<sup>th</sup> Quarter

**Bold text** indicates skill from SOL Blueprints.



All Standards Are Reviewed ... Review, Apply, and Extend Based on Formative Assessment Data and Information		
Oral Language	Reading	Writing
<ul style="list-style-type: none"> <li>a) Differentiate between auditory, visual, and written media messages.</li> <li>b) Identify the characteristics of various media messages.</li> </ul>	<ul style="list-style-type: none"> <li><b>a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.</b></li> <li><b>b) Formulate questions that might be answered in the selection.</b></li> <li><b>c) Explain the author’s purpose.</b></li> <li><b>d) Identify the main idea.</b></li> <li><b>e) Summarize supporting details.</b></li> <li><b>f) Draw conclusions and make simple inferences using textual information as support.</b></li> <li><b>g) Distinguish between cause and effect.</b></li> <li><b>h) Distinguish between fact and opinion.</b></li> <li>i) Use prior knowledge and build additional background knowledge as context for new learning.</li> <li>j) Identify new information gained from reading.</li> <li>k) Use reading strategies throughout the reading process to monitor comprehension.</li> <li>l) Read with fluency and accuracy.</li> </ul>	<ul style="list-style-type: none"> <li>b) Include prepositional phrases.</li> <li>c) Eliminate double negatives.</li> <li>d) Use noun-pronoun agreement.</li> <li>e) Use commas in series, dates, and addresses.</li> <li>f) Incorporate adjectives and adverbs.</li> <li>g) Use correct spelling for frequently used words, including common homophones.</li> <li>h) Use singular possessives.</li> </ul>

## Grade 5 Standards



These are the standards for what is taught throughout the year in Grade 5. It is the expectation that these skills will be reinforced after they have been taught

**Bold text** indicates skill from SOL Blueprints.

b>

Taught Throughout the Year		
Oral Language	Reading	Writing
<p><b>Communication - Speaking and Listening:</b></p> <p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>a) Participate in and contribute to discussions across content areas.</p> <p>e) Demonstrate the ability to collaborate with diverse teams.</p> <p>f) Demonstrate the ability to work independently.</p>	<p><b>Vocabulary:</b></p> <p>5.4 The student will expand vocabulary when reading.</p> <p>f) Develop vocabulary by listening to and reading a variety of texts.</p> <p><b>g) Study word meanings across content areas.</b></p> <p><b>Comprehension/Fiction:</b></p> <p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <p>l) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>m) Read with fluency and accuracy.</p> <p><b>Comprehension/Nonfiction:</b></p> <p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>l) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>m) Read with fluency and accuracy.</p>	<p><b>Composition and Expression:</b></p> <p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p><b>Usage and Mechanics:</b></p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p>

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Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p><b>Communication - Speaking and Listening:</b></p> <p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <p>b) Organize information to present in reports of group activities.</p> <p>c) Summarize information gathered in group activities.</p> <p>d) Communicate new ideas to others.</p>	<p><b>Vocabulary:</b></p> <p>5.4 The student will expand vocabulary when reading.</p> <p>c) <b>Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</b></p> <p>d) <b>Identify an author’s use of figurative language.</b> *Growing Words: un-, re-, dis-, in-/im-/il-/ir-, -ly, sens/sent, tele, man</p> <p><b>Comprehension/Fiction:</b></p> <p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <p>a) Describe the relationship between text and previously read materials.</p> <p>d) Describe the characteristics of free verse, rhymed, and patterned poetry.</p> <p>k) <b>Make, confirm or revise predictions.</b></p> <p><b>Comprehension/Nonfiction:</b></p> <p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>a) <b>Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.</b></p> <p>b) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>c) <b>Skim materials to develop a general overview of content and to locate specific information.</b></p> <p>f) <b>Identify structural patterns found in nonfiction.</b></p> <p>k) Identify new information gained from reading.</p>	<p><b>Composition and Written Expression:</b></p> <p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <p>a) <b>Identify intended audience.</b></p> <p>b) <b>Use a variety of prewriting strategies.</b></p> <p><b>Usage and Mechanics:</b></p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <p>a) <b>Use plural possessives.</b></p> <p>b) <b>Use adjective and adverb comparisons.</b></p> <p>c) <b>Identify and use interjections.</b></p> <p>j) <b>Use correct spelling of commonly used words.</b></p> <p><b>Research:</b></p> <p>5.9 The student will find, evaluate, and select appropriate resources for a research product.</p> <p>a) <b>Construct questions about a topic.</b></p> <p>b) <b>Collect information from multiple resources including online, print, and media.</b></p> <p>c) <b>Use technology as a tool to research, organize, evaluate, and communicate information.</b></p> <p>d) <b>Organize information presented on charts, maps, and graphs.</b></p> <p>e) <b>Develop notes that include important concepts, summaries, and identification of information sources.</b></p> <p>f) <b>Give credit to sources used in research.</b></p> <p>g) <b>Define the meaning and consequences of plagiarism.</b></p>

# Grade 5 Standards – 2<sup>nd</sup> Quarter

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Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p><b>Communication - Speaking and Listening:</b></p> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <ul style="list-style-type: none"> <li>a) Maintain eye contact with listeners</li> <li>b) Use gestures to support, accentuate, and dramatize verbal message.</li> <li>c) Use facial expressions to support and dramatize verbal message.</li> <li>d) Use posture appropriate for communication setting.</li> <li>e) Determine appropriate content for audience.</li> <li>f) Organize content sequentially around major ideas.</li> <li>g) Summarize main points as they relate to main idea or supporting details.</li> <li>h) Incorporate visual media to support the presentation.</li> <li>i) Use language and style appropriate to the audience, topic, and purpose.</li> </ul>	<p><b>Vocabulary:</b></p> <p>5.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) <b>Use context to clarify meaning of unfamiliar words and phrases.</b></li> <li>b) <b>Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</b>  <i>*Growing Words:</i> mand/mend, photo, luc, path, bene, phon, omni, jur/jus</li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <ul style="list-style-type: none"> <li>b) <b>Describe character development.</b></li> <li>c) <b>Describe the development of plot and explain the resolution of conflict(s).</b></li> <li>g) <b>Identify main idea.</b></li> <li>h) <b>Summarize supporting details from text.</b></li> <li>j) <b>Identify cause and effect relationships.</b></li> </ul> <p><b>Comprehension/Nonfiction:</b></p> <p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>d) <b>Identify the main idea of nonfiction texts.</b></li> <li>e) <b>Summarize supporting details in nonfiction texts.</b></li> <li>h) <b>Identify cause and effect relationships following transition words signaling the pattern.</b></li> </ul>	<p><b>Composition and Written Expression:</b></p> <p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <ul style="list-style-type: none"> <li>c) <b>Organize information to convey a central idea.</b></li> <li>d) <b>Write a clear topic sentence focusing on the main idea.</b></li> <li>e) <b>Write multi-paragraph compositions.</b></li> <li>i) <b>Include supporting details that elaborate the main idea.</b></li> </ul> <p><b>Usage and Mechanics:</b></p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> <li>d) <b>Use apostrophes in contractions and possessives.</b></li> <li>e) <b>Use quotation marks with dialogue.</b></li> </ul>

# Grade 5 Standards – 3<sup>rd</sup> Quarter

Bold text indicates skill from SOL Blueprints.



Standards Introduced and Explicitly Taught During This Quarter		
Oral Language	Reading	Writing
<p><b>Communication - Media Literacy:</b></p> <p>5.3 The student will learn how media messages are constructed and for what purposes.</p> <ul style="list-style-type: none"> <li>a) Differentiate between auditory, visual, and written media messages.</li> <li>b) Identify the characteristics and effectiveness of a variety of media messages.</li> </ul>	<p><b>Vocabulary:</b></p> <p>5.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>e) <b>Use dictionary, glossary, thesaurus, and other word-reference materials.</b> *<i>Growing Words</i>: log, log(y), logy, gen, qui(t), vac(u), aqu(a,i), hydr</li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <ul style="list-style-type: none"> <li>e) <b>Describe how an author’s choice of vocabulary contributes to the author’s style.</b></li> <li>f) <b>Identify and ask questions that clarify various points of view.</b></li> <li>i) <b>Draw conclusions and make inferences from text.</b></li> </ul> <p><b>Comprehension/Nonfiction:</b></p> <p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <ul style="list-style-type: none"> <li>g) <b>Locate information to support opinions, predictions, and conclusions.</b></li> <li>i) <b>Differentiate between fact and opinion.</b></li> <li>j) <b>Identify, compare, and contrast relationships.</b></li> </ul>	<p><b>Composition and Written Expression:</b></p> <p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <ul style="list-style-type: none"> <li>f) <b>Use precise and descriptive vocabulary to create tone and voice.</b></li> <li>g) <b>Vary sentence structure by using transition words.</b></li> <li>h) <b>Revise for clarity of content using specific vocabulary and information.</b></li> </ul> <p><b>Usage and Mechanics:</b></p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> <li>f) <b>Use commas to indicate interrupters.</b></li> <li>g) <b>Use a hyphen to divide words at the end of a line.</b></li> <li>h) <b>Edit for fragments and run-on sentences.</b></li> <li>i) <b>Eliminate double negatives.</b></li> <li>k) <b>Identify and use conjunctions.</b></li> </ul>





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<b>All Standards Are Reviewed ... Review, Apply, and Extend Based on Formative Assessment Data and Information</b>		
<b>Oral Language</b>	<b>Reading</b>	<b>Writing</b>
<p><b>Communication - Speaking and Listening:</b></p> <p>5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.</p> <ul style="list-style-type: none"> <li>a) Participate in and contribute to discussions across content areas.</li> <li>b) Organize information to present in reports of group activities.</li> <li>c) Summarize information gathered in group activities.</li> <li>d) Communicate new ideas to others.</li> <li>e) Demonstrate the ability to collaborate with diverse teams.</li> <li>f) Demonstrate the ability to work independently.</li> </ul> <p>5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.</p> <ul style="list-style-type: none"> <li>a) Maintain eye contact with listeners.</li> <li>b) Use gestures to support, accentuate, and dramatize verbal message.</li> <li>c) Use facial expressions to support and dramatize verbal message.</li> <li>d) Use posture appropriate for communication setting.</li> <li>e) Determine appropriate content for audience.</li> </ul>	<p><b>Vocabulary:</b></p> <p>5.4 The student will expand vocabulary when reading.</p> <ul style="list-style-type: none"> <li>a) <b>Use context to clarify meaning of unfamiliar words and phrases.</b></li> <li>b) <b>Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.</b></li> <li>c) <b>Use knowledge of roots, affixes, synonyms, antonyms, and homophones.</b></li> <li>d) <b>Identify an author’s use of figurative language</b></li> <li>e) <b>Use dictionary, glossary, thesaurus, and other word-reference materials.</b></li> <li>f) Develop vocabulary by listening to and reading a variety of texts.</li> <li>g) <b>Study word meanings across content areas.</b> *<i>Growing Words:</i> leg, struct, cred, fort, nat, scop(e), nov, grad</li> </ul> <p><b>Comprehension/Fiction:</b></p> <p>5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.</p> <ul style="list-style-type: none"> <li>a) Describe the relationship between text and previously read materials.</li> <li>b) <b>Describe character development.</b></li> <li>c) <b>Describe the development of plot and explain the resolution of conflict(s).</b></li> <li>d) Describe the characteristics of free verse, rhymed, and patterned poetry.</li> <li>e) <b>Describe how an author’s choice of vocabulary contributes to the author’s style.</b></li> <li>f) <b>Identify and ask questions that clarify various points of view.</b></li> <li>g) <b>Identify main idea.</b></li> </ul>	<p><b>Composition and Written Expression:</b></p> <p>5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.</p> <ul style="list-style-type: none"> <li>a) <b>Identify intended audience.</b></li> <li>b) <b>Use a variety of prewriting strategies.</b></li> <li>c) <b>Organize information to convey a central idea.</b></li> <li>d) <b>Write a clear topic sentence focusing on the main idea.</b></li> <li>e) <b>Write multi-paragraph compositions.</b></li> <li>f) <b>Use precise and descriptive vocabulary to create tone and voice.</b></li> <li>g) <b>Vary sentence structure by using transition words.</b></li> <li>h) <b>Revise for clarity of content using specific vocabulary and information.</b></li> <li>i) <b>Include supporting details that elaborate the main idea.</b></li> </ul> <p><b>Usage and Mechanics:</b></p> <p>5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> <li>a) <b>Use plural possessives.</b></li> <li>b) <b>Use adjective and adverb comparisons.</b></li> <li>c) <b>Identify and use interjections.</b></li> <li>d) <b>Use apostrophes in contractions and possessives.</b></li> </ul>



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All Standards Are Reviewed ... Review, Apply, and Extend Based on Formative Assessment Data and Information		
Oral Language	Reading	Writing
<p>f) Organize content sequentially around major ideas.</p> <p>g) Summarize main points as they relate to main idea or supporting details.</p> <p>h) Incorporate visual media to support the presentation.</p> <p>i) Use language and style appropriate to the audience, topic, and purpose.</p> <p><b>Communication – Media Literacy:</b></p> <p>5.3 The student will learn how media messages are constructed and for what purposes.</p> <p>a) Differentiate between auditory, visual, and written media messages.</p> <p>b) Identify the characteristics and effectiveness of a variety of media messages.</p>	<p>h) <b>Summarize supporting details from text.</b></p> <p>i) <b>Draw conclusions and make inferences from text.</b></p> <p>j) <b>Identify cause and effect relationships.</b></p> <p>k) <b>Make, confirm, or revise predictions.</b></p> <p>l) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>m) Read with fluency and accuracy.</p> <p><b>Comprehension/Nonfiction:</b></p> <p>5.6 The student will read and demonstrate comprehension of nonfiction texts.</p> <p>a) <b>Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.</b></p> <p>b) Use prior knowledge and build additional background knowledge as context for new learning.</p> <p>c) <b>Skim materials to develop a general overview of content and to locate specific information.</b></p> <p>d) <b>Identify the main idea of nonfiction texts.</b></p> <p>e) <b>Summarize supporting details in nonfiction texts.</b></p> <p>f) <b>Identify structural patterns found in nonfiction.</b></p> <p>g) <b>Locate information to support opinions, predictions, and conclusions.</b></p> <p>h) <b>Identify cause and effect relationships following transition words signaling the pattern.</b></p> <p>i) <b>Differentiate between fact and opinion.</b></p> <p>j) <b>Identify, compare, and contrast relationships.</b></p> <p>k) Identify new information gained from reading.</p> <p>l) Use reading strategies throughout the reading process to monitor comprehension.</p> <p>m) Read with fluency and accuracy.</p>	<p>e) Use quotation marks with dialogue.</p> <p>f) Use commas to indicate interrupters.</p> <p>g) Use a hyphen to divide words at the end of a line.</p> <p>h) Edit for fragments and run-on sentences.</p> <p>i) <b>Eliminate double negatives.</b></p> <p>j) <b>Use correct spelling of commonly used words.</b></p> <p>k) <b>Identify and use conjunctions.</b></p> <p><b>Research:</b></p> <p>5.9 The student will find, evaluate, and select appropriate resources for a research product.</p> <p>a) <b>Construct questions about a topic.</b></p> <p>b) <b>Collect information from multiple resources including online, print, and media.</b></p> <p>c) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>d) <b>Organize information presented on charts, maps, and graphs.</b></p> <p>e) <b>Develop notes that include important concepts, summaries, and identification of information sources.</b></p> <p>f) <b>Give credit to sources used in research.</b></p> <p>g) <b>Define the meaning and consequences of plagiarism.</b></p>