

Mapping Cambridge Primary English (Stages 1–6) to Common Core State Standards English (Grades Kindergarten–5)

Introduction

Cambridge International Examinations has mapped the Cambridge Primary English (Stages 1 to 6) to CCSS English Grades Kindergarten to 5. This mapping document shows where the CCSS English standards are covered in the Cambridge Primary English Framework and scheme of work.

The Cambridge Primary Framework provides a comprehensive set of progressive learning objectives for English. The objectives detail what the learner should know or what they should be able to do in English in Stages 1 to 6 (the equivalent of the US Grades Kindergarten to 5) of primary education. They provide a structure for teaching and learning and a reference against which learners' ability and understanding can be checked. Each learning objective has a unique curriculum framework code, e.g. **1Rf7**. These codes appear in the Cambridge Teacher Guide, schemes of work and other published resources.

Cambridge Primary English Teacher Guide Appendix D – Opportunities for ICT outlines where in the Cambridge Curriculum Primary Framework opportunities for using ICT may be used if the equipment is available. A copy of the Teacher Guide and scheme of work, can be found at <https://cambridgeprimary.cie.org.uk/>

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CCSS English Standards	Cambridge Primary English	
CCSS Grade Kindergarten	Stage 1	
Key ideas and details	Framework – learning objectives	Scheme of work – units
RL.K.1 With prompting & support ask & answer questions about key details in a text.	1Rf6 Anticipate what happens next in a story. 1Rf7 Talk about events in a story and make simple inferences about characters and events to show understanding.	Units 1A, 2A, 3A Units 1A, 2A, 3B
RL.K.2 With prompting & support, retell familiar stories, including key details.	1Rf9 Retell stories, with some appropriate use of story language.	Units 1A, 2A, 3A, 3B, 3C
RL.K.3 With prompting & support, identify characters, settings, & major events in a story.	1Rf8 Recognise story elements, e.g. beginning, middle and end.	Units 1A, 2A, 3A, 3C.
RL.K.4 Ask and answer questions about unknown words in a text.	1Rf4 Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C



CCSS Grade Kindergarten	Stage 1	
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	1Rf11 Enjoy a range of books, discussing preferences	Units 1A, 2A, 3A, 1C, 2C, 3C
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.		
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		
RL.K.8 (Not applicable to literature).		
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	1Rf7 Talk about events in a story and make simple inferences about characters and events to show understanding	Ongoing work in reading, Units 1A, 2A



CCSS Grade Kindergarten	Stage 1	
RL.K.10 Actively engage in group reading activities with purpose and understanding.		
RI.K.1 With prompting and support, ask and answer questions about key details in a text.		
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	1Rf9 Retell stories, with some appropriate use of story language.	Units 1A, 2A, 3A, 3B, 3C.
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.		



CCSS Grade Kindergarten	Stage 1	
RI.K.5 Identify the front cover, back cover, and title page of a book.	1Rn2 Know the parts of a book, e.g. title page, contents.	Units 1B, 2B, 2C
RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	1Rn3 Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.	Units 1A, 2B, 3B
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.		
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		



CCSS Grade Kindergarten	Stage 1	
RI.K.10 Actively engage in group reading activities with purpose and understanding.		
RF.K.1 Demonstrate understanding of the organization and basic features of print.	1Rn3 Show awareness that texts for different purposes look different, e.g. use of photographs, diagrams, etc.	Units 1A, 2B, 3B
RF.K.1.a Follow words from left to right, top to bottom, and page by page.	1Rf2 Know that in English, print is read from left to right and top to bottom.	Ongoing work in handwriting and reading
RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.	1Rf1 Join in with reading familiar, simple stories and poems. Demonstrate an understanding that one spoken word corresponds with one written word.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C
RF.K.1.c Understand that words are separated by spaces in print.		



CCSS Grade Kindergarten	Stage 1	
RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.	1PSV2 Know and name the most common sound associated with every letter in the English alphabet.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	1PSV1 Hear, read and write initial letter sounds.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
RF.K.2a Recognize and produce rhyming words.	1PSV3 Identify separate sounds (phonemes) within words, which may be represented by more than one letter, e.g. 'th', 'ch', 'sh'.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	1PSV9 Use rhyme and relate this to spelling patterns.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.	1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C



CCSS Grade Kindergarten	Stage 1	
RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.	1PSV5 Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)		
RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	1PSV7 Use knowledge of sounds to write simple regular words, and to attempt other words. 1PSV4 Use knowledge of sounds to read and write single syllable words with short vowels.	Units 1A, 1B, 1C Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.		



CCSS Grade Kindergarten	Stage 1	
RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	1PSV2 Know the name and most common sound associated with every letter in the English alphabet.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
RF.K.3b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.	1PSV6 Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.	Units 3A, 3B, 3C
RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	1Rf3 Read a range of common words on sight.	Ongoing development of vocabulary, Unit 1C
RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	1PSV8 Spell familiar common words accurately, drawing on sight vocabulary.	Ongoing development of vocabulary
RF.K.4 Read emergent-reader texts with purpose and understanding.	1Rf5 Read aloud from simple books independently.	Ongoing work in reading



CCSS Grade Kindergarten	Stage 1	
<p>W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).</p>		
<p>W.K.2 Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>1GPw2 Write sentence-like structures which may be joined by <i>and</i>.</p> <p>1Wn1 Write for a purpose using some basic features of text type.</p> <p>1Wn2 Write simple information texts (with labels, captions, lists, questions and instructions for a purpose).</p>	<p>Unit 2A</p> <p>Units 3A, 3B</p> <p>Units 1B, 2B</p>
<p>W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>1Wf2 Write a sequence of sentences retelling a familiar story or recounting an experience.</p>	<p>Units 1A, 1B, 1C, 2A, 2C, 3A, 3B, 3C</p>
<p>W.K.4 (Begins in Grade 3)</p>		



CCSS Grade Kindergarten	Stage 1	
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	1Rn4 Read and talk about own writing.	Units 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.		
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	1SL4 Answer questions and explain further when asked. 1Rf12 Make links to own experiences	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C. Ongoing work in reading, Units 3A, 3B
W.K.9 (Begins in Grade 4)		



CCSS Grade Kindergarten	Stage 1	
W.K.10 (Begins in Grade 3)		
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	1SL2 Converse audibly with friends, teachers and other adults.	Ongoing work in reading
SL.K.1a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	1SL6 Take turns in speaking.	Ongoing work in reading, Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
SL.K.1b Continue a conversation through multiple exchanges.	1SL7 Listen to others and respond appropriately.	Ongoing work in reading, Unit 1A
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	1SL8 Listen carefully to questions and instructions. 1SL4 Answer Questions and explain further when asked	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C



CCSS Grade Kindergarten	Stage 1	
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	1SL4 Answer Questions and explain further when asked.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	1SL5 Speak confidently to a group to share an experience.	Ongoing work in reading, Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	1SL3 Show some awareness of the listener through non-verbal communication.	
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly	1SL1 Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest.	Units 1A, 1B, 1C, 2A, 2B, 3A, 3B, 3C



CCSS Grade Kindergarten	Stage 1	
<p>L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>1Wf4 Compose and write a simple sentence with a capital letter and a full stop.</p> <p>1GPr1 Pause at full stops when reading.</p> <p>1GPr2 Identify sentences in a text.</p>	<p>Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Ongoing work in reading and handwriting.</p>
<p>L.K.1a Print many upper- and lowercase letters.</p>	<p>1Wp2 Form letters correctly.</p>	<p>Ongoing work in handwriting and reading.</p>
<p>L.K.1b Use frequently occurring nouns and verbs.</p>	<p>1Wf5 Use relevant vocabulary.</p>	<p>Units 3A, 3B</p>
<p>L.K.1c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>		



CCSS Grade Kindergarten	Stage 1	
L.K.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	1Wf5 Use relevant vocabulary.	Units 3A, 3B
L.K.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	1Wf5 Use relevant vocabulary.	Units 3A, 3B
L.K.1f Produce and expand complete sentences in shared language activities.		
L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<p>1GPr3 Know that a capital letter is used for I, for proper nouns and for the start of a sentence.</p> <p>1GPw1 Mark some sentence endings with a full stop.</p> <p>1Wf4 Compose and write a simple sentence with a capital letter and a full stop.</p>	<p>Ongoing work in handwriting and reading.</p> <p>Units 1A, 1B, 1C, 2A, 2C, 3A, 3B, 3C</p>



CCSS Grade Kindergarten	Stage 1	
L.K.2a Capitalize the first word in a sentence and the pronoun I.	1GPr3 Know that a capital letter is used for I, for proper nouns and for the start of a sentence.	Ongoing work in handwriting and reading.
L.K.2b Recognize and name end punctuation.	1GPw1 Mark some sentence endings with a full stop.	Unit 1A
L.K.2c Write a letter or letters for most consonant and short-vowel sounds (phonemes).		Units.
L.K.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	1PSV6 Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'. 1PSV7 Use knowledge of sounds to write simple regular words, and attempt other words.	Units 3A, 3B, 3C Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C



CCSS Grade Kindergarten	Stage 1	
L.K.3 (Begins in Grade 2)		
L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.		
L.K.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).		
L.K.4b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	1PSV10 Recognise common word endings, e.g. -s, -ed, -ing.	
L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings.		



CCSS Grade Kindergarten	Stage 1	
L.K.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent		
L.K.5b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).		
L.K.5c Identify real-life connections between words and their use (e.g., note places at school that are colorful).		
L.K.5d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		



CCSS Grade Kindergarten	Stage 1	
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	1Rf12 Make links to own experiences.	Units 3A, 3B, Ongoing work in vocabulary
	Stage 1 Framework not mapped: 1Rf10, 1Rf13, 1Rf14, 1Rn1, 1Wf1, 1Wf3, 1Wf5, 1Wn,3, 1Wp1, 1SL9, 1SL10	



CCSS English Standards	Cambridge Primary English	
CCSS Grade 1	Stage 2	
Key ideas and details	Framework – learning objectives	Scheme of work – units
RL.1.1 Ask and answer questions about key details in a text.	2Rf7 Talk about what happens at the beginning, in the middle or at the end of a story.	Ongoing work in reading, Unit 3A
RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	2Rf7 Talk about what happens at the beginning, in the middle or at the end of a story.	Ongoing work in reading, Unit 3A
RL.1.3 Describe characters, settings, and major events in a story, using key details.	2Rf7 Talk about what happens at the beginning, in the middle or at the end of a story. 2Rf4 Identify and describe story settings and characters, recognising that they may be from different times and places.	Ongoing work in reading, Unit 3A Units 1A, 2A, 3A



CCSS Grade 1	Stage 2	
RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	2Rf6 Make simple inferences from the words on the page, e.g. about feelings.	Units 1A, 1C, 2A, 2C, 3A, 3C
RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.		
RL.1.6 Identify who is telling the story at various points in a text.		
RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.		
RL.1.8 (Not applicable to literature).		



CCSS Grade 1	Stage 2	
RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	2Rf4 Identify and describe story settings and characters, recognising that they may be from different times and places.	Units 1A, 2A, 3A
RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for Grade 1.	2Rf10 Read poems and comment on words and sounds, rhyme and rhythm.	Units 1C, 2C, 3C
RI.1.1 Ask and answer questions about key details in a text.	2Rn3 Find answers to questions by reading a section of text.	Units 1C, 2B, 2C, 3B, 3C
RI.1.2 Identify the main topic and retell key details of a text.		
RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	2Rn6 Show some awareness that texts have different purposes.	Unit 3B



CCSS Grade 1	Stage 2	
RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	2PSV8 Discuss the meaning of unfamiliar words encountered in reading.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	2Rn2 Locate words by initial letter in simple dictionaries, glossaries and indexes. 2GPw5 Use a variety of simple organisational devices in non-fiction, e.g. headings, captions.	Units 2B, 3B Unit 1B
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	2Rn4 Find factual information from different formats, e.g. charts, labelled diagrams.	Units 2B, 3B
RI.1.7 Use the illustrations and details in a text to describe its key ideas.	2Rn4 Find factual information from different formats, e.g. charts, labelled diagrams	Units 2B, 3B



CCSS Grade 1	Stage 2	
RI.1.8 Identify the reasons an author gives to support points in a text.		
RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	2Rn6 Show some awareness that texts have different purposes.	Unit 3B
RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	2Rn1 Read and follow simple instructions, e.g. in a recipe.	Unit 1B
RF.1.1 Demonstrate understanding of the organization and basic features of print.	2Rn5 Identify general features of known text types.	Unit 3B
RF.1.1.a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).		

CCSS Grade 1	Stage 2	
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	2PSV3 Apply knowledge of phonemes and spelling patterns in writing independently. 2Rf3 Read aloud with increased accuracy, fluency and expression.	Ongoing work in reading
RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	2PSV2 Learn the different ways in which vowels can be pronounced, e.g. how, low; apple, apron.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.		
RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.		
RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).		



CCSS Grade 1	Stage 2	
RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	2Rf1 Extend the range of common words recognised on sight.	Ongoing work in reading.
	2Rf2 Use phonics as the main method of tackling unfamiliar words.	Ongoing work in phonics/spelling development.
RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.	2PSV1 Learn the different common spellings of long vowel phonemes.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
RF.1.3b Decode regularly spelled one-syllable words.	2Rf1 Extend the range of common words recognised on sight.	Ongoing work in reading, Units 1A, 1B, 1C, 2A, 2C, 3A, 3C
RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.		
RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.		



CCSS Grade 1	Stage 2	
RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.	2PSV4 Secure the spelling of high frequency words and common irregular words. 2PSV5 Identify syllables and split familiar compound words into parts.	Ongoing work in phonics and spelling, Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C Ongoing work in phonics and spelling
RF.1.3f Read words with inflectional endings.	2Rf3 Read aloud with increased accuracy, fluency and expression. 2GPr1 Begin to read with fluency and expression, taking some notice of punctuation, including speech marks.	Ongoing work in reading, Units 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C Ongoing work in reading, Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	2PSV4 Secure the spelling of high frequency words and common irregular words.	Ongoing work in phonics and spelling, Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	2Rf3 Read aloud with increased accuracy, fluency and expression.	Ongoing work in reading, Units 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C



CCSS Grade 1	Stage 2	
RF.1.4a Read on-level text with purpose and understanding.		
RF.1.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	2Rf3 Read aloud with increased accuracy, fluency and expression.	Ongoing work in reading, Units 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	2Rf9 Begin to develop likes and dislikes in reading. 2Wn1 Write simple evaluations of books read.	Ongoing work in reading, Unit 3A Units 1A, 2A, 3A
W.1.2 Write informative/ explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	2Wn2 Write instructions and recount events and experiences.	Unit 1B



CCSS Grade 1	Stage 2	
<p>W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>2Wf2 Structure a story with a beginning, middle and end.</p> <p>2Wf1 Develop stories with a setting, characters and a sequence of events.</p>	<p>Units 1A, 2A, 3A</p> <p>Units 1A, 2A, 3A</p>
<p>W.1.4 (Begins in Grade 3)</p>		
<p>W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>		
<p>W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>		
<p>W.1.7 Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>		



CCSS Grade 1	Stage 2	
W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		
W.1.9 (Begins in Grade 4)		
W.1.10 (Begins in Grade 3)		
SL.1.1 Participate in collaborative conversations with diverse partners about <i>Grade 1 topics and texts</i> with peers and adults in small and larger groups.	2SL1 Recount experiences and explore possibilities.	
SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	2SL7 Listen carefully and respond appropriately, asking questions of others.	Units 1A, 1B, 1C, 2A, 2C, 3A, 3C



CCSS Grade 1	Stage 2	
SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	2SL5 Show awareness of the listener by including relevant details. 2SL2 Explain plans and ideas, extending them in the light of discussion.	Units 2A, 2B, 3A
SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.		
SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.		
SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	2SL8 Demonstrate 'attentive listening' and engage with another speaker.	Ongoing work in reading, Units 1A, 2A, 3A
SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	2SL5 Show awareness of the listener by including relevant details.	Units 2A, 2B, 3A



CCSS Grade 1	Stage 2	
SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.		
SL.1.6 Produce complete sentences when appropriate to task and situation. (See Grade 1 Language standards 1 and 3 for specific expectations.)	2SL6 Attempt to express ideas precisely, using a growing vocabulary.	Units 2A, 2B, 3A
L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	2GPw1 Write in clear sentences using capital letters, full stops and question marks.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B
L.1.1a Print all upper- and lowercase letters.	2Wp1 Form letters correctly and consistently.	Ongoing work in vocabulary and handwriting, Unit 2C
L.1.1b. Use common, proper, and possessive nouns.		



CCSS Grade 1	Stage 2	
L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).		
L.1.1d Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).		
L.1.1e Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	2GPw2 Use past and present tenses accurately but not always consistently.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
L.1.1f Use frequently occurring adjectives.	2PSV9 Choose interesting words and phrases, e.g. in describing people and places.	Units 1A, 2A, 3A
L.1.1g Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).		



CCSS Grade 1	Stage 2	
L.1.1h Use determiners (e.g., articles, demonstratives).		
L.1.1i Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	2PSV7 Build and use collections of interesting and significant words.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	2GPw3 Use mainly simple and compound sentences with <i>and/but</i> used to connect ideas. <i>Because</i> may begin to be used in a complex sentence. 2Wf5 Write a variety of sentence types.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3C Unit 3A
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	2GPw1 Write in clear sentences using capital letters, full stops and question marks.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B



CCSS Grade 1	Stage 2	
L.1.2a Capitalize dates and names of people.		
L.1.2b Use end punctuation for sentences.	2GPw1 Write in clear sentences using capital letters, full stops and question marks.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B
L.1.2c Use commas in dates and to separate single words in a series.		
L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	2PSV6 Spell words with common prefixes and suffixes, e.g. un-, dis-, -ful and -ly.	Ongoing work in phonics and spelling
L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	2PSV3 Apply knowledge of phonemes and spelling patterns in writing independently.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C



CCSS Grade 1	Stage 2	
L.1.3 (Begins in Grade 2)		
L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 1 reading and content</i> , choosing flexibly from an array of strategies.		
L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.		
L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	2Rf2 Use phonics as the main method of tackling unfamiliar words.	Ongoing work in developing phonics/spelling and handwriting/vocabulary. Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
L.1.4c Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).		



CCSS Grade 1	Stage 2	
L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	2Wf3 Link ideas in sections, grouped by content.	
L.1.5b Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).	2PSV7 Build and use collections of interesting and significant words.	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>).	2PSV9 Choose interesting words and phrases, e.g. in describing people and places. 2Wf9 Choose interesting words and phrases, e.g. in describing people and places.	Units 1A, 2A, 3A Units 1A, 1C, 2A, 2C, 3A, 3B, 3C



CCSS Grade 1	Stage 2	
<p>L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</p>	<p>2PSV9 Choose interesting words and phrases, e.g. in describing people and places.</p> <p>2Wf9 Choose interesting words and phrases, e.g. in describing people and places.</p>	<p>Units 1A, 2A, 3A</p> <p>Units 1A, 1C, 2A, 2C, 3A, 3B, 3C</p>
<p>L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>		
	<p>Stage 2 Framework not mapped: 2GPr4, 2GPw4,6, 2Rf5, 2Rf8-., 2Rn7, 2Wf4,6-8, 2Wn3-5, 2Wp2, 2SL3,4, 2SL9-11, 2GPr2</p>	<p>2GPr2 mapped in Grade 2</p>

CCSS English Standards	Cambridge Primary English	
CCSS Grade 2	Stage 3	
Key ideas and details	Framework—Learning Objective	Scheme of Work
RL.2.1 Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	2GPr2 Read and respond to question words, e.g. what, where, when, who, why.	Ongoing work in reading.
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	3Rf6 Identify the main points or gist of a text. 3Rf5 Identify different types of stories and typical story themes.	Units 1B, 2B, 3B Units 1A, 2A, 3A
RL.2.3 Describe how characters in a story respond to major events and challenges.		
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	3Rf12 Practise learning and reciting poems.	Units 1C, 2C, 3C



CCSS Grade 2	Stage 3	
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.		
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	3Rf2 Read aloud with expression to engage the listener. 3Rf11 Read play-scripts and dialogue, with awareness of different voices.	Units 1C, 2C, 3C Units 1A, 1C
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	3Rf4 Begin to infer meanings beyond the literal, e.g. about motives and character.	Units 1A, 2A, 2B, 3A
RL.2.8 (Not applicable to literature).		



CCSS Grade 2	Stage 3	
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	3Rf9 Read a range of story, poetry and information books and begin to make links between them.	Units 1A, 2A, 3A
RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the Grade 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	3Rf1 Sustain the reading of 48 and 64 page books, noting how a text is organised into sections or chapters.	Units 1A, 2A, 2B, 3A, 3B
RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	3Rf3 Answer questions with some reference to single points in a text.	Unit 2A
RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	3Rf6 Identify the main points or gist of a text. 3Rn6 Identify the main purpose of a text.	Units 1B, 2B, 3B Units 1B, 2B, 3B
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	3Rn3 Read and follow instructions to carry out an activity.	Unit 1B



CCSS Grade 2	Stage 3	
RI.2.4 Determine the meaning of words and phrases in a text relevant to a <i>Grade 2 topic or subject area</i> .	3PSV12 Infer the meaning of unknown words from the context.	Units 1C, 2C, 3C
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	3Rn2 Locate information in non-fiction texts using contents page and index.	Units 1B, 3B
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	3Rn6 Identify the main purpose of a text.	Units 1B, 2B, 3B
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	3Rn4 Consider ways that information is set out on page and on screen, e.g. lists, charts, bullet points.	Units 1B, 3B
RI.2.8 Describe how reasons support specific points the author makes in a text.		



CCSS Grade 2	Stage 3	
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.		
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	3PSV1 Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.	Ongoing work in Phonics, spelling and vocabulary; Units 1A, 1B, 1C, 2C, 3A, 3B, 3C
RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	3PSV1 Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.	Ongoing work in Phonics, spelling and vocabulary; Units 1A, 1B, 1C, 2C, 3A, 3B, 3C



CCSS Grade 2	Stage 3	
RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	3PSV4 Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics.	Units 2A, 2B, 2C, 3A, 3B, 3C
RF.2.3c Decode regularly spelled two-syllable words with long vowels.	3PSV1 Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.	Ongoing work in Phonics, spelling and vocabulary; Units 1A, 1B, 1C, 2C, 3A, 3B, 3C
RF.2.3d Decode words with common prefixes and suffixes.	3PSV1 Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.	Ongoing work in Phonics, spelling and vocabulary; Units 1A, 1B, 1C, 2C, 3A, 3B, 3C
RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	3PSV7 Explore words that have the same spelling but different meanings (homonyms), e.g. form, wave	Ongoing work in phonics, spelling and vocabulary, Unit 3C



CCSS Grade 2	Stage 3	
RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	<p>3PSV1 Use effective strategies to tackle blending unfamiliar words to read, including sounding out, separating into syllables, using analogy, identifying known suffixes and prefixes, using context.</p> <p>3PSV4 Use effective strategies to tackle segmenting unfamiliar words to spell, including segmenting into individual sounds, separating into syllables, using analogy, identifying known suffixes and prefixes, applying known spelling rules, visual memory, mnemonics.</p> <p>3PSV3 Know irregular forms of common verbs.</p>	<p>Ongoing work in Phonics, spelling and vocabulary; Units 1A, 1B, 1C, 2C, 3A, 3B, 3C</p> <p>Units 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Unit 2A</p>
RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	3Rf6 Identify the main points or gist of a text.	Units 1B, 2B, 3B
RF.2.4a Read on-level text with purpose and understanding.		



CCSS Grade 2	Stage 3	
RF.2.4b Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	3Rf2 Read aloud with expression to engage the listener.	Units 1C, 2C, 3C
	3SL6 Practice to improve performance when reading aloud.	Units 1C, 2C, 3B, 3C
RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because</i> , <i>and</i> , <i>also</i>) to connect opinion and reasons, and provide a concluding statement or section.		
W.2.2 Write informative/ explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	3Wn4 Make a record of information drawn from a text, e.g. by completing a chart. 3Wn1 Write book reviews. summarising what a book is about. 3Wn3 Write letters, notes and messages.	Unit 2B



CCSS Grade 2	Stage 3	
W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	3Wf1 Write first-person accounts and descriptions based on observation. 3Wf5 Plan main points oas a structure for story writing.	Units 1A, 2A, 3A
W.2.4 (Begins in Grade 3)		
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		
W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	3Wp4 Use ICT to write, edit and present work.	Ongoing work in writing, Unit 3B
W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	3Wn4 Make a record of information drawn from a text, e.g. by completing a chart.	



CCSS Grade 2	Stage 3	
W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	3Rn7 Use ICT sources to locate simple information.	Unit 3B
	3Wn2 Establish purpose for writing, using features and style based on model texts.	Units 1B, 3B
W.2.9 (Begins in Grade 4)		
W.2.10 (Begins in Grade 3)		
SL.2.1 Participate in collaborative conversations with diverse partners about <i>Grade 2 topics and texts</i> with peers and adults in small and larger groups.	3SL1 Speak clearly and confidently in a range of contexts, including longer speaking turns.	Units 1B, 1C, 3B, 3C
	3SL2 Adapt tone of voice, use of vocabulary and non-verbal features for different audiences.	Units 1A, 2A, 3A, 3B



CCSS Grade 2	Stage 3	
SL.2.1a Follow agreed-upon rules for discussions (e.g. gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	3SL3 Take turns in discussion, building on what others have said.	Units 1B, 2B, 3B
SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.	3SL4 Listen and respond appropriately to others' views and opinions.	Units 1B, 2B, 3B
SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	3SL4 Listen and respond appropriately to others' views and opinions.	Units 1B, 2B, 3B
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	3SL5 Listen and remember a sequence of instructions.	Unit 1B
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.		



CCSS Grade 2	Stage 3	
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	3SL1 Speak clearly and confidently in a range of contexts, including longer speaking turns.	Units 1B, 1C, 3B, 3C
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.		
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 2 Language standards 1 and 3 for specific expectations.)		
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	3GPr5 Understand that verbs are necessary for meaning in a sentence. 3GPw5 Ensure grammatical agreement of pronouns and verbs in using standard English.	Units 1B, 3A, 3B Units 3A, 3B



CCSS Grade 2	Stage 3	
L.2.1a Use collective nouns (e.g., <i>group</i>).	3GPr3 Collect examples of nouns, verbs and adjectives, and use the terms appropriately.	Units 3A, 3B
L.2.1b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	3GPr6 Understand pluralisation and use the terms 'singular' and 'plural'.	Unit 3A
L.2.1c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	3GPr4 Identify pronouns and understand their function in a sentence.	Units 1B, 3A
L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	3GPw4 Continue to improve consistency in the use of tenses.	Ongoing work in grammar. Units 1B, 3A, 3B
L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	3GPw7 Begin to vary sentence openings, e.g. with simple adverbs.	



CCSS Grade 2	Stage 3	
L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	3GPw6 Use a wider variety of sentence types including simple, compound and some complex sentences.	Units 2B, 3B
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	3GPw1 Maintain accurate use of capital letters and full stops in showing sentences.	Units 1A, 2B, 3B
L.2.2a Capitalize holidays, product names, and geographic names.		
L.2.2b Use commas in greetings and closings of letters.		
L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	3GPr2 Recognise the use of the apostrophe to mark omission in shortened words, e.g. can't, don't.	Ongoing work in grammar and punctuation.



CCSS Grade 2	Stage 3	
L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).		
L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	3PSV8 Use a dictionary or electronic means to find the spelling and meaning of words.	Ongoing work in phonics, spelling and vocabulary. Units 2A, 2B, 2C, 3A, 3B, 3C
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	3GPr1 Use knowledge of punctuation and grammar to read age-appropriate texts with fluency, understanding and expression.	Ongoing work in grammar and punctuation. Unit 3C
L.2.3a Compare formal and informal uses of English.		
L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 2 reading and content</i> , choosing flexibly from an array of strategies.		



CCSS Grade 2	Stage 3	
L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.		
L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).	3PSV6 Extend earlier work on prefixes and suffixes.	Units 1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C
L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).		
L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).	3PSV2 Use and spell compound words.	Units 2A, 2B, 2C
L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	3PSV8 Use a dictionary or electronic means to find the spelling and meaning of words.	Ongoing work in phonics, spelling and vocabulary. Units 2A, 2B, 2C, 3A, 3B, 3C



CCSS Grade 2	Stage 3	
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.		
L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).		
L.2.5b Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).	3PSV11 Consider how choice of words can heighten meaning.	Units 1A, 1C, 2A, 2B, 2C, 3A, 3C
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).		
	Stage 3 Framework not mapped: ., 3PSV5, 3PSV9-10, 3PSV13-14, 3GPw2-3, 3Rf7-8, 3Rf10, 3Rn1, 3Rn5, ., 3Wf2-4, 6-10, 3Wn. 2Wp1-3, .2, 3SL7-8	

CCSS English Standards	Cambridge Primary English	
CCSS Grade 3	Stage 4	
Key ideas and details	Framework – learning objectives	Scheme of work – units
<p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	<p>4Rf8 Retell or paraphrase events from the text in response to questions.</p>	<p>Unit 1A</p>
<p>RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>	<p>4Rf8 Retell or paraphrase events from the text in response to questions.</p>	<p>Unit 1A</p>
<p>RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p>4Rf3 Investigate how settings and characters are built up from details and identify key words and phrases</p>	<p>Units 1A, 2A, 3A,</p>



CCSS Grade 3	Stage 4	
<p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.</p>	<p>4Rf5 Recognise meaning in figurative language.</p> <p>4Rf4 Explore implicit as well as explicit meanings within a text.</p> <p>4Rf13 Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as...as a...</p>	<p>Units 1A, 2A, 2B, 3A, 3B</p> <p>Units 1A, 1C, 2A, 2B, 2C, 3A, 3C</p> <p>Units 1C, 2A, 2C, 3A, 3C</p>
<p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p>	<p>4Rn2 Understand how paragraphs and chapters are used to organize ideas.</p> <p>4Rf14 Compare and contrast poems and investigate poetic features.</p> <p>4Rf6 Understand the main stages in a story from introduction to resolution.</p>	<p>Units 1B, 2A, 3A, 3B</p> <p>Units 1C, 2C, 3C</p> <p>Units 1A,2A,3A</p>
<p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p>4Rf10 Express a personal response to a text and link characters and settings to personal experience</p>	<p>Units 2A, 3A, 3C</p>



CCSS Grade 3	Stage 4	
RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).		Units.
RL.3.8 (Not applicable to literature).		
RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	4Rf11 Read further stories or poems by a favourite writer, and compare them.	Units 1C, 2A, 2C, 3A, 3CUnits
RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.	4Rf1 Extend the range of reading	Ongoing work in reading. Units 1A, 1C
RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4Rf8 Retell or paraphrase events from the text in response to questions	Unit 1A



CCSS Grade 3	Stage 4	
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	4Rn6 Note key words and phrases to identify the main points in a passage	Units 1B, 2B, 3B
RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	4Rn1 Understand how points are ordered to make a coherent argument.	Units 1B, 3B
RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>Grade 3 topic or subject area</i> .		
RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	4Rn4 Read newspaper reports and consider how they engage the reader.	Unit 2B
RI.3.6 Distinguish their own point of view from that of the author of a text.	4Rn5 Investigate how persuasive writing is used to convince a reader. 4Rn7 Distinguish between fact and opinion in print and ICT sources.	Units 2B,3B Units 1B,2B



CCSS Grade 3	Stage 4	
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).		
RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/ effect, first/second/third in a sequence).	4Rf7 Explore narrative order and the focus on significant events.	Units 1A, 2A, 3A
RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	.	Units.
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2–3 text complexity band independently and proficiently.		
RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	4PSV3 Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.	Ongoing work in phonics and spelling.



CCSS Grade 3	Stage 4	
RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	4PSV1 Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes.	Ongoing work in spelling. Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
RF.3.3b Decode words with common Latin suffixes.		
RF.3.3c Decode multi-syllable words.	4PSV4 Identify syllabic patterns in multisyllabic words.	Ongoing work in phonics and spelling.
RF.3.3d Read grade-appropriate irregularly spelled words.		
RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	4Rf8 Retell or paraphrase events from the text in response to questions.	Unit 1A



CCSS Grade 3	Stage 4	
RF.3.4a Read on-level text with purpose and understanding.		
RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	4Wf5 Begin to adopt a viewpoint as a writer, expressing opinions about characters or places.	Unit 2B
W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	4Wn4 Present an explanation or a point of view in ordered points, e.g. in a letter.	Units 2B, 3B



CCSS Grade 3	Stage 4	
W.3.1b Provide reasons that support the opinion.		
W.3.1c Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.	4GPw4 Use a wider variety of connectives in an increasing range of sentences.	Units 2A,3A
W.3.1d Provide a concluding statement or section.	4Wf4 Explore alternative openings and endings for stories.	Units 1A, 1B, 2A, 2B, 2C, 3A, 3B
W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	4Wn5 Collect and present information from non-fiction texts. 4Wn3 Write newspaper-style reports, instructions and non-chronological reports.	Units 1B, 2B, 3B Units 1B,2B



CCSS Grade 3	Stage 4	
W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	4Wn1 Explore the layout and presentation of writing, in the context of helping it fit its purpose.	Units 3B, 3C
W.3.2b Develop the topic with facts, definitions, and details.		
W.3.2c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.	4GPw4 Use a wider variety of connectives in an increasing range of sentences.	Units 2A,3A
W.3.2d Provide a concluding statement or section.		
W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	4Wf2 Elaborate on basic information with some detail.	Units 1A, 2A, 3A



CCSS Grade 3	Stage 4	
W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.		
W.3.3c Use temporal words and phrases to signal event order.		
W.3.3d Provide a sense of closure.		
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		



CCSS Grade 3	Stage 4	
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 3.)	4Wf1 Explore different ways of planning stories, and write longer stories from plans.	Units 1A, 2A, 3A
W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	.	
W.3.7 Conduct short research projects that build knowledge about a topic.	4Wn5 Collect and present information from non-fiction texts.	Units 1B, 2B, 3B
W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	4Wn6 Make short notes from a text and use these to aid writing.	Units 1B, 2B, 3B
W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		



CCSS Grade 3	Stage 4	
<p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>Grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>		
<p>SL.3.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p>		
<p>SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p>	<p>4SL4 Deal politely with opposing points of view.</p> <p>4SL5 Listen carefully in discussion, contributing relevant comments and questions.</p>	<p>Ongoing work in speaking and listening. Unit 3B</p> <p>Units 1B, 2A, 2B, 3A, 3B</p>
<p>SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>4SL3 Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments.</p>	<p>Units 1B, 3B</p>
<p>SL.3.1d Explain their own ideas and understanding in light of the discussion.</p>	<p>4SL3 Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments.</p>	<p>Units 1B, 3B</p>



CCSS Grade 3	Stage 4	
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	4SL3 Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments.	Units 1B, 3B
SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	4SL3 Understand the gist of an account or the significant points and respond to main ideas with relevant suggestions and comments.	Units 1B, 3B
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	4SL6 Adapt the pace and loudness of speaking appropriately when performing or reading aloud. 4SL2 Vary use of vocabulary and level of detail according to purpose.	Ongoing work in reading. Unit 2A
SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.		
SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See Grade 3 Language standards 1 and 3 for specific expectations.)	4SL1 Organise ideas in a longer speaking turn to help the listener.	Ongoing work in speaking and listening. Unit 3B



CCSS Grade 3	Stage 4	
L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	4GPr1 Use knowledge of punctuation and grammar to read with fluency, understanding and expression.	Ongoing work in reading.
L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	4GPr5 Identify adverbs and their impact on meaning. 4GPr6 Investigate past, present and future tenses of verbs.	Units 1A, 1B, 2A, 2B, 3A, 3B
L.3.1b Form and use regular and irregular plural nouns.		
L.3.1c Use abstract nouns (e.g., <i>childhood</i>).		
L.3.1d Form and use regular and irregular verbs.		



CCSS Grade 3	Stage 4	
L.3.1e Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.	4GPr6 Investigate past, present and future tenses of verbs.	Units 1A, 1B, 2A, 2B
L.3.1f Ensure subject-verb and pronoun-antecedent agreement.*		
L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.		
L.3.1h Use coordinating and subordinating conjunctions.	4GPw4 Use a wider variety of connectives in an increasing range of sentences.	Units 2A,3A
L.3.1i Produce simple, compound, and complex sentences.		



CCSS Grade 3	Stage 4	
L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		
L.3.2a Capitalize appropriate words in titles.		
L.3.2b Use commas in addresses.		
L.3.2c Use commas and quotation marks in dialogue.	4GPw2 Use speech marks and begin to use other associated punctuation. 4GPr4 Practise using commas to mark out meaning within sentences.	Units 2A, 3A Units 1A, 1B, 2A, 2B, 3B



CCSS Grade 3	Stage 4	
L.3.2d Form and use possessives.		
L.3.2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).	4PSV1 Extend knowledge and use of spelling patterns, e.g. vowel phonemes, double consonants, silent letters, common prefixes and suffixes.	Ongoing work in spelling. Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
L.3.2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	4PSV6 Investigate spelling patterns; generate and test rules that govern them.	Ongoing work in phonics and spelling.
L.3.2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		
L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	4GPr1 Use knowledge of punctuation and grammar to read with fluency, understanding and expression.	Ongoing work in reading.



CCSS Grade 3	Stage 4	
L.3.3a Choose words and phrases for effect.*	4PSV12 Use more powerful verbs, e.g. <i>rushed</i> instead of <i>went</i> .	Units 1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C
L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.		
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>Grade 3 reading and content</i> , choosing flexibly from a range of strategies.	4PSV3 Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.	Ongoing work in phonics and spelling.
L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.		
L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).		



CCSS Grade 3	Stage 4	
<p>L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p>	<p>4PSV15 Collect and classify words with common roots, e.g. <i>invent, prevent</i>.</p>	
<p>L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>		
<p>L.3.5 . Demonstrate understanding of word relationships and nuances in word meanings.</p>		
<p>L.3.5a Distinguish the literal and non-literal meanings of words and phrases in context (e.g., <i>take steps</i>).</p>		
<p>L.3.5b Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i>).</p>		



CCSS Grade 3	Stage 4	
<p>L.3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p>	<p>4PSV13 Explore degrees of intensity in adjectives, e.g <i>cold, tepid, warm, hot</i>.</p>	<p>Units 1C, 2A, 2C, 3C</p>
<p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>		
	<p>Stage 4 Framework not mapped: 4PSV2, 5, 7-10, 11, 14,16, 4GPr2, 4GPr2,3,7,8, 4GPw1,3,5, 4Rf2, ., 4Rf9, 4Rf12, 4Rn5, 4Wf3, 4Wf6-7, 4Wn.2, 4Wn.7, 4Wp1, 4SL7-8</p>	

CCSS English Standards	Cambridge Primary English	
CCSS Grade 4	Stage 5	
Key ideas and details	Framework – learning objectives	Scheme of work – units
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	5Rf2 Provide accurate textual reference from more than one point in a story to support answers to questions.	
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	5Rf13 Read poems from significant poets and compare style, forms and themes.	Unit 1C
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	5Rf9 Read and identify characteristics of myths, legends and fables.	Unit 1A



CCSS Grade 4	Stage 5	
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5Rf1 Read widely and explore the features of different fiction genres. 5Rf3 Compare the structure of different stories	Ongoing work in reading. Units 1A, 1C, 2A, 2B. Units 1A, 3A
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	5Rf7 Identify the point of view from which a story is told.	Unit 3A
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	5Rf10 Compare and evaluate the print and film versions of a novel or play. 5Rf11 Compare dialogue and dramatic conventions in film narrative.	Unit 2A
RL.4.8 (Not applicable to literature)		



CCSS Grade 4	Stage 5	
RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	5Rf3 Compare the structure of different stories.	Units 1A, 3A
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	5Rf1 Read widely and explore the features of different fiction genres.	Ongoing work in reading. Units 1A, 1C, 2B
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	5Rn1 Look for information in non-fiction texts to build on what is already known.	Unit 1B
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	5Rn3 Skim read to gain an overall sense of a text and scan for specific information. 5Rn4 Develop note-taking to extract key points and to group and link ideas.	Ongoing work in reading. Units 1B, 1C



CCSS Grade 4	Stage 5	
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	5Rn2 Locate information confidently and efficiently from different sources.	Units 1B, 1C
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 4 topic or subject area.		
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5Rn8 Read and evaluate non-fiction texts for purpose, style, clarity and organisation.	Ongoing work in reading. Unit 1B
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	5Rn6 Explore the features of texts which are about events and experiences, e.g. diaries.	Unit 2B
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.		



CCSS Grade 4	Stage 5	
<p>RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.</p>	<p>5Rn5 Note the use of persuasive devices, words and phrases in print and other media.</p> <p>5Rn9 Compare writing that informs and persuades.</p>	<p>Unit 3B</p> <p>Unit 3B</p>
<p>RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>		
<p>RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the Grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>		
<p>RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>		



CCSS Grade 4	Stage 5	
RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	5PSV13 Identify unfamiliar words, explore definitions and use new words in context.	Ongoing work in phonics and spelling.
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.		
RF.4.4a Read on-level text with purpose and understanding.		
RF.4.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	5Rf12 Read and perform narrative poems.	Units 2C, 3B, 3C
RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		



CCSS Grade 4	Stage 5	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	5Wn5 Write a commentary on an issue, setting out and justifying a personal view.	Unit 3B
W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	5Wf1 Map out writing to plan structure, e.g. paragraphs, sections, chapters.	Units 1A, 2A, 2B, 3A, 3B
W.4.1b Provide reasons that are supported by facts and details.		
W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).		
W.4.1d Provide a concluding statement or section related to the opinion presented.		



CCSS Grade 4	Stage 5	
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	5Wn4 Write non-chronological reports and explanations.	Unit 1B
W.4.2a Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.		
W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.		
W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).		
W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	5Wn3 Use a more specialised vocabulary to match the topic.	Unit 3B



CCSS Grade 4	Stage 5	
W.4.2e Provide a concluding statement or section related to the information or explanation presented.		
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.		
W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.		
W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.		
W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	5Wf4 Choose words and phrases carefully to convey feeling and atmosphere.	Units 1A, 2A, 2B, 2C, 3A, 3B



CCSS Grade 4	Stage 5	
W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.		
W.4.3e Provide a conclusion that follows from the narrated experiences or events.	5Wf2 Write new scenes or characters into a story, or write from another viewpoint.	Units 1A, 3A
W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 4.)	5Wp1 Review, revise and edit writing in order to improve it, using ICT as appropriate. 5GPw7 Practise proofreading and editing own writing for clarity and correctness.	Ongoing work in writing. Units 1A, 1B, 1C, 2A, 2B, 3A, 3B Unit 2A



CCSS Grade 4	Stage 5	
W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.		
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.		
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	5Wn6 Make notes for different purposes, using simple abbreviations and writing ‘in your own words’.	Units 1B, 2B
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
W.4.9a Apply Grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).		



CCSS Grade 4	Stage 5	
W.4.9b Apply Grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).		
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		
SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>Grade 4 topics and texts</i> , building on others’ ideas and expressing their own clearly.	5SL3 Talk confidently in extended turns and listen purposefully in a range of texts.	Ongoing work in speaking and listening. Units 1A, 1B, 2B
SL.4.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	5SL2 Prepare and present an argument to persuade others to adopt a point of view.	Unit 3B
SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	5SL9 Take different roles and responsibilities within a group.	Ongoing work in speaking and listening.



CCSS Grade 4	Stage 5	
<p>SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>	<p>5SL1 Shape and organise ideas clearly when speaking to aid listener.</p> <p>5SL6 Recall and discuss important features of a talk, possibly contributing new ideas.</p>	<p>Ongoing work in speaking and listening. Units 1A, 2B, 3B</p> <p>Ongoing work in speaking and listening. Units 2B, 3B</p>
<p>SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>5SL7 Ask questions to develop ideas and extend understanding.</p>	<p>Ongoing work in speaking and listening.</p>
<p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		
<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>		



CCSS Grade 4	Stage 5	
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	5SL8 Report back to a group, using notes to present findings about a topic studied. Evaluate what is heard and give reasons for agreement or disagreement.	Units 1B, 1C
SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		
SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See Grade 4 Language standards 1 for specific expectations.)	5SL11 Begin to discuss how and why language choices vary in different situations. 5SL10 Convey ideas about characters in drama through deliberate choice of speech, gesture and movement.	Unit 3B Units 1C, 2C, 3C
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	5GPr3 Understand conventions of standard English, e.g. agreement of verbs.	Ongoing work in grammar.



CCSS Grade 4	Stage 5	
L.4.1a Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	5GPw6 Use pronouns, making clear to what to what or to whom they refer.	Ongoing work in grammar.
L.4.1b Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.		
L.4.1c Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.		
L.4.1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	5GPr3 Understand conventions of standard English, e.g. agreement of verbs.	Ongoing work in grammar.
L.4.1e Form and use prepositional phrases.	5GPr2 Identify prepositions and use the term.	Units 3A, 3B



CCSS Grade 4	Stage 5	
L.4.1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	5GPr5 Investigate clauses within sentences and how they are connected.	Ongoing work in grammar.
L.4.1g Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*	5PSV11 Revise grammatical homophones, e.g. they're, their, there.	Units 3A, 3B
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	5GPr3 Understand conventions of standard English, e.g. agreement of verbs.	Ongoing work in grammar.
L.4.2a Use correct capitalization.	5GPr3 Understand conventions of standard English, e.g. agreement of verbs.	Ongoing work in grammar.



CCSS Grade 4	Stage 5	
L.4.2b Use commas and quotation marks to mark direct speech and quotations from a text.	5GPr1 Learn how dialogue is set out and punctuated. 5GPw3 Begin to set out dialogue appropriately, using a range of punctuation.	Units 1A, 1B, 2A, 2B Unit 2A
L.4.2c Use a comma before a coordinating conjunction in a compound sentence.	5GPw1 Begin to use the comma to separate clauses within sentences and clarify meaning in complex sentences.	Ongoing work in grammar.
L.4.2d Spell grade-appropriate words correctly, consulting references as needed.	5PSV12 Use dictionaries efficiently and carry out ICT spell checks.	Ongoing work in phonics and spelling.
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.*	5GPr3 Understand conventions of standard English, e.g. agreement and verbs.	Ongoing work in grammar.



CCSS Grade 4	Stage 5	
L.4.3a Choose words and phrases to convey ideas precisely.*		
L.4.3b Choose punctuation for effect.*		
L.4.3c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).		
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 4 reading and content</i> , choosing flexibly from a range of strategies.		
L.4.4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.		



CCSS Grade 4	Stage 5	
<p>L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</p>	<p>5PSV9 Extend earlier work on prefixes and suffixes, recognising that different spelling rules apply for suffixes which begin with vowels and those that begin with consonants.</p>	<p>Ongoing work in phonics and spelling.</p>
<p>L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>		
<p>L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>5Wf8 Use imagery and figurative language to evoke imaginative response.</p>	<p>Units 2A, 2B, 3A, 3B</p>
<p>L.4.5a Explain the meaning of simple similes and metaphors (e.g., as <i>pretty as a picture</i>) in context.</p>	<p>5Rf5 Begin to interpret imagery and techniques, e.g. metaphor, personification, simile, adding to understanding beyond the literal.</p> <p>5Rf6 Discuss metaphorical expressions and figures of speech.</p>	<p>Units 2A, 2B, 2C, 3A, 3B, 3C</p> <p>Units 2A, 2B, 3A, 3B</p>



CCSS Grade 4	Stage 5	
L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	5PSV19 Investigate the origin and appropriate use of idiomatic phrases.	Units 2A, 2B, 3A, 3B
L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	5PSV16 Collect synonyms and opposites and investigate shades of meaning.	Units 1A, 1B
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation.)		
	Stage 5 Framework not mapped: 5PSV1-5, 5PSV6,7-8,5PSV10, 5PSV14-15, 5PSV17-18, 5GPr4, 5GPw2,4,.5, .7, 5Rf4, ., 5Rf8, ., 5Rn7, 5Wf3, 5Wf5-7, 5Wn1-2, 5Wn.7,8, 5SL4,5	

CCSS English Standards	Cambridge Primary English	
CCSS Grade 5	Stage 6	
Key ideas and details	Framework – learning objectives	Scheme of work – units
RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	6Rf6 Paraphrase explicit meanings based on information at more than one point in the text	Unit 1A
RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.		
RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	6Rf2 Consider how the author manipulates the reaction of the reader, e.g. how characters and settings are presented.	Units 1C, 2A
RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	6Rf3 Look for implicit meanings, and make plausible inferences based on more than one point in the text. 6Rf6 Paraphrase explicit meanings based on information at more than one point in the text.	Units 1A, 2A



CCSS Grade 5	Stage 6	
RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	6Wf1 Plan plot, characters and structure effectively in writing an extended story.	Units 1A, 2A, 3A
RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.	6Rf9 Take account of viewpoint in a novel, and distinguish voice of author from that of narrator.	Unit 1A
RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).		
RL.5.8 (Not applicable to literature).		
RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.		



CCSS Grade 5	Stage 6	
RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4–5 text complexity band independently and proficiently.	6Rf1 Develop familiarity with the work of established authors and poets, identifying features which are common to more than one text.	Ongoing work in reading. Units 1A, 1C, 2A, 2C, 3A, 3C
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.		
RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.		
RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	6Rn5 Compare the language, style and impact of a range of non-fiction writing.	Units 1B, 3B
RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.		

CCSS Grade 5	Stage 6	
<p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p>	<p>6Rn1 Analyse how paragraphs and chapters are structured and linked.</p> <p>6Rn2 Recognise key characteristics of a range of non-fiction text types.</p>	<p>Units 1A, 1B, 2A, 3A</p> <p>Units 2B, 3B</p>
<p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p>		
<p>RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>		
<p>RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>6Rn4 Identify features of balanced written arguments.</p>	<p>Unit 2B</p>
<p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>		<p>Units</p>



CCSS Grade 5	Stage 6	
RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4–5 text complexity band independently and proficiently.		
RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.		
RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	6PSV5 Develop knowledge of word roots, prefixes and suffixes, including recognising variations, e.g. <i>im, in, ir, il, ad, ap, af, al</i> and knowing when to use double consonants.	Ongoing work in phonics and spelling.
RF.5.4 Read with sufficient accuracy and fluency to support comprehension.		
RF.5.4a Read on-level text with purpose and understanding.		



CCSS Grade 5	Stage 6	
RF.5.4b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.		
RF.5.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.		
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	6Wn6 Argue a case in writing, developing points logically and convincingly. 6Wf3 Establish and maintain a clear viewpoint, with some elaboration of personal voice.	Unit 2B
W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	6Wf2 Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning. 6Wn6 Argue a case in writing, developing points logically and convincingly.	Units 1A, 2A, 3A Unit 2B



CCSS Grade 5	Stage 6	
W.5.1b Provide logically ordered reasons that are supported by facts and details.	6Wf5 Use paragraphs, sequencing and linking them appropriately to support overall development of the text.	Units 1A, 2A, 3A, 3B
W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i>).	6Wf6 Use a range of devices to support cohesion within paragraphs. 6Wf7 Develop some imaginative detail through careful use of vocabulary and style.	Units 1A, 2A, 3A Units 1A, 2A, 3A, 3C
W.5.1d Provide a concluding statement or section related to the opinion presented.	6Wf2 Manage the development of an idea throughout a piece of writing, e.g. link the end to the beginning.	Units 1A, 2A, 3A
W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	6Wn1 Use the styles and conventions of journalism to write reports on events.	Unit 1B



CCSS Grade 5	Stage 6	
W.5.2a Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	6Wn2 Adapt the conventions of the text type for a particular purpose.	
W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	6Wn3 Select appropriate non-fiction style and form to suit specific purposes.	
W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	6GPw2 Use a wider range of connectives to clarify relationships between ideas, e.g. however, therefore, although.	Ongoing work in grammar.
W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.		
W.5.2e Provide a concluding statement or section related to the information or explanation presented.		



CCSS Grade 5	Stage 6	
<p>W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.</p>	<p>6Wf1 Plan plot, characters and structure effectively in writing an extended story.</p>	<p>Units 1A, 2A, 3A</p>
<p>W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p>		
<p>W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p>		
<p>W.5.3c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p>		
<p>W.5.3d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</p>		



CCSS Grade 5	Stage 6	
W.5.3e Provide a conclusion that follows from the narrated experiences or events.		
W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.).	6Wf6 Use a range of devices to support cohesion within paragraphs.	Units 1A, 2A, 3A
W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including Grade 5.)		
W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	6Wp1 Use ICT effectively to prepare and present writing for publication.	Ongoing work in writing
W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	6Wn7 Write a balanced report of a controversial issue.	Unit 2B



CCSS Grade 5	Stage 6	
W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources		
W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.		
W.5.9a Apply Grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).		
W.5.9b Apply Grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	6Wn6 Argue a case in writing, developing points logically and convincingly.	Unit 2B
W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		



CCSS Grade 5	Stage 6	
<p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p>		
<p>SL.5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion</p>	<p>6SL8 Prepare, practise and improve a spoken presentation or performance.</p>	<p>Unit 1C</p>
<p>SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.</p>		
<p>SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p>	<p>6SL6 Pay close attention in discussion to what others say, asking and answering questions to introduce new ideas.</p>	<p>Ongoing work in speaking and listening.</p>
<p>SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>		



CCSS Grade 5	Stage 6	
SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	6SL7 Help to move group discussion forward, e.g. by clarifying, summarising.	
SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		
SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 1 and 3 specific expectations.).	6SL3 Vary vocabulary, expression and tone of voice to engage the listener and suit the audience, purpose and context.	Ongoing work in speaking and listening. Unit 3B



CCSS Grade 5	Stage 6	
L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	6GPr7 Understand the conventions of standard English usage in different forms of writing.	Ongoing work in grammar.
L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	6GPw3 Use connectives to structure an argument or discussion. 6GPw4 Develop grammatical control of complex sentences, manipulating them for effect.	Ongoing work in grammar. Ongoing work in grammar.
L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	6GPr2 Revise different word classes.	Ongoing work in grammar.
L.5.1c Use verb tense to convey various times, sequences, states, and conditions.	6GPr6 Explore use of active and passive verbs within a sentence.	Units 2A, 2B, 3A, 3B



CCSS Grade 5	Stage 6	
L.5.1d Recognize and correct inappropriate shifts in verb tense.*	6GPr6 Explore use of active and passive verbs within a sentence.	Units 2A, 2B, 3A, 3B
L.5.1e Use correlative conjunctions (e.g., <i>either/or</i> , <i>neither/nor</i>).	6GPw2 Use a wider range of connectives to clarify relationships between ideas, e.g. however, therefore, although.	Ongoing work in grammar.
L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	6GPw1 Punctuate speech and use apostrophes accurately.	Ongoing work in grammar.
L.5.2a Use punctuation to separate items in a series.*	6GPw5 Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences.	Ongoing work in grammar.
L.5.2b Use a comma to separate an introductory element from the rest of the sentence.	6GPr1 Identify uses of the colon, semi-colon, parenthetic commas, dashes and brackets.	Ongoing work in grammar.



CCSS Grade 5	Stage 6	
<p>L.5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p>	<p>6GPw5 Develop increasing accuracy in using punctuation effectively to mark out the meaning in complex sentences.</p>	<p>Ongoing work in grammar.</p>
<p>L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.</p>		
<p>L.5.2e Spell grade-appropriate words correctly, consulting references as needed.</p>	<p>6PSV3 Continue to learn words, apply patterns and improve accuracy in spelling.</p>	<p>Ongoing work in phonics and spelling.</p>
<p>L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>6GPr7 Understand the conventions of standard English usage in different forms of writing.</p>	<p>Ongoing work in grammar.</p>
<p>L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p>6GPr4 Begin to show awareness of the impact of writers' choices of sentence length and structure.</p>	<p>Unit 2A</p>



CCSS Grade 5	Stage 6	
L.5.3b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	6PSV8 Explore definitions and shades of meaning and use new words in context.	Ongoing work in phonics and spelling.
L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.		
L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase		
L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	6PSV9 Explore word origins and derivations and the use of words from other languages.	Ongoing work in phonics and spelling.
L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		



CCSS Grade 5	Stage 6	
L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	6PSV11 Explore proverbs, sayings and figurative expressions.	Units 1A, 1B
L.5.5a Interpret figurative language, including similes and metaphors, in context.	6PSV11 Explore proverbs, sayings and figurative expressions.	Units 1A, 1B
L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	6PSV11 Explore proverbs, sayings and figurative expressions.	Units 1A, 1B
L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		
L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	6PSV7 Investigate meanings and spellings of connectives.	Ongoing work in grammar.



	<p><u>Stage 6 Framework not mapped:</u> 6PSV1-2, 6PSV4,.6, 6PSV10, 6GPr3, 6GPr5, 6GPr8, 6Rf4, 6Rf5, 6Rf7, 6Rf8, 6Rf10-13, 6Rn3, 6Rn6, 6Wf4, 6Wn4, 6Wn5, 6Wn8, 6SL1, 6SL2, 6SL4, 6SL5, 6SL9, 6SL10</p>	
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