

## August 22-26

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

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.

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).

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Explain their own ideas and understanding in light of the discussion. **(3.SL.1)**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.

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.

Follow agreed-upon rules for discussions and carry out assigned roles.

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.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **(4.SL.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.

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.

Follow agreed-upon rules for discussions and carry out assigned roles.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**(5.SL.1)**

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 6 topics, texts, and issues*, building on others' ideas and expressing their own clearly.

e. Come to discussions prepared having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

f. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

g. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

**(6.SL.1)**

---

3.L.2. b Use commas in addresses.

## August 29-Sept 2

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **(3.RL.1)**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(4.RL.1)**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **(5.RL.1)**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(6.RL.1)**

---

**(AZ.3.L.1)j** Write multiple sentences in an order that supports a main idea or story.

**(3.L.1)a** Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

## September 5-9

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **(3.RI.1)**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(4.RI.1)**

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **(5.RI.1)**

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **(6.RI.1)**

---

**(3.L.1)b** Form and use regular and irregular plural nouns.

**(3.L.1)c** Use abstract nouns (e.g., *childhood*).

## September 12-16

---

Determine the main idea of a text; recount the key details and explain how they support the main idea. **(3.RI.2)**

Determine the main idea of a text and explain how it is supported by key details; summarize the text. **(4.RI.2)**

Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **(5.RI.2)**

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. **(6.RI.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. **(3.SL.2)**

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **(4.SL.2)**

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **(5.SL.2)**

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, and orally) and explain how it contributes to a topic, text, or issue under study. **(6.SL.2)sl.3**

---

4.L.1.a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

6L1a Ensure that pronouns are in the proper case (subjective, objective, and possessive).

## September 19-23

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. <b>(3.RL.2)</b>	Determine a theme of a story, drama, or poem from details in the text; summarize the text. <b>(4.RL.2)</b>	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. <b>(5.RL.2)</b>	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <b>(6.RL.2)</b>
--	--	---	--

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. Use temporal words and phrases to signal event order. Provide a sense of closure. <b>(3.W.3)</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. <b>(4.W.3)</b>	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. <b>(5.W.3)</b>	3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. <ol style="list-style-type: none"> <li>Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</li> <li>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</li> <li>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</li> <li>Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.</li> </ol>
--	---	---	--

Provide a conclusion that follows from the narrated experiences or events. **(6.W.3)**

3.L.5.b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

6.I.1b Use intensive pronouns (e.g., *myself*, *ourselves*).

6.I.1c Recognize and correct inappropriate shifts in pronoun number and person.

## September 26-30

---

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**(3.RL.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). **(4.RL.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). **(5.RL.3)**

Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

**(6.RL.3)**

**(3.L.1)d** Form and use regular and irregular verbs.

**(3.L.1)e** Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.

6L1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

## October 3 -7

---

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.) **(3.W.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.) **(4.W.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.) **(5.W.5)**

With some 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 6.) **(6.W.5)**

---

4.L.1.c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.

3.L.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, and wondered).

## October 10-14

---

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. **(3.RI.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. **(4.RI.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. **(5.RI.3)**

Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). **(6.RI.3)**

---

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **(3.W.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. **(4.W.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. **(5.W.8)**

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **(6.W.8)**

---

**(3.L.1)f** Ensure subject-verb and pronoun-antecedent agreement.

## October 17-21

---

<p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. <b>(3.SL.3)</b></p>	<p>Identify the reasons and evidence a speaker provides to support particular points. <b>(4.SL.3)</b></p>	<p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. <b>(5.SL.3)</b></p>	<p>Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. <b>(6.SL.3)</b></p>
<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., <i>also</i>, <i>another</i>, <i>and</i>, <i>more</i>, <i>but</i>) to connect ideas within categories of information. Provide a concluding statement or section. <b>(3.W.2)</b></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. <b>(4.W.2)</b></p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly. 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. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>). Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. <b>(5.W.2)</b></p>	<p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"><li>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li><li>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li><li>Use appropriate transitions to clarify the relationships among ideas and concepts.</li><li>Use precise language and domain-specific vocabulary to inform about or explain the topic.</li><li>Establish and maintain a formal style.</li></ol> <p>Provide a concluding statement or section that follows from the information or explanation presented. <b>(6.W.2)</b></p>

---

AZ.5.L.1.f Construct one or more paragraphs that contain:

- a topic sentence,
- supporting details,
- relevant information, and
- concluding sentences. (AZ.5.L.1)

## October 24-28

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**(3.RL.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). **(4.RL.4)**

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**(5.RL.4)**

Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

**(6.RL.4)**

---

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

**(3.RI.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*. **(4.RI.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*.

**(5.RI.4)**

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

**(6.RI.4)**

---

3.L.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

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

**5.L.4.a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.**

6L4a Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

## October 31- November 4

---

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. <b>(3.RI.5)</b>	Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. <b>(4.RI.5)</b>	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. <b>(5.RI.5)</b>	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. <b>(6.RL.5)</b>
Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. Provide reasons that support the opinion. Use linking words and phrases (e.g., <i>because</i> , <i>therefore</i> , <i>since</i> , <i>for example</i> ) to connect opinion and reasons. Provide a concluding statement or section. <b>(3.W.1)</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. Provide reasons that are supported by facts and details. Link opinion and reasons using words and phrases (e.g., <i>for instance</i> , <i>in order to</i> , <i>in addition</i> ). Provide a concluding statement or section related to the opinion presented. <b>(4.W.1)</b>	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 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. Provide logically ordered reasons that are supported by facts and details. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i> , <i>specifically</i> ). Provide a concluding statement or section related to the opinion presented. <b>(5.W.1)</b>	Write arguments to support claims with clear reasons and relevant evidence. <ol style="list-style-type: none"><li>Introduce claim(s) and organize the reasons and evidence clearly.</li><li>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</li><li>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</li><li>Establish and maintain a formal style.</li></ol> Provide a concluding statement or section that follows from the argument presented. <b>(6.W.1)</b>

---

4.L.1.b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

5.L.1.b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

## November 7-11

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. **(3.RL.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. **(4.RL.5)**

Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **(5.RL.5)**

Explain how an author develops the point of view of the narrator or speaker in a text. **(6.RL.6)**

5.L.1.c Use verb tense to convey various times, sequences, states, and conditions.

5.L.1.d Recognize and correct inappropriate shifts in verb tense.\*

## November 14-18

Distinguish their own point of view from that of the author of a text. **(3.RI.6)**

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **(4.RI.6)**

Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **(5.RI.6)**

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. **(6.RI.6)**

**(3.L.1)g** Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

4.L.1.d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

## November 21-22- Short Week

Friendly Letters

6.L.5.b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

## November 28-December 2

---

Distinguish their own point of view from that of the narrator or those of the characters. **(3.RL.6)**

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **(4.RL.6)**

Describe how a narrator's or speaker's point of view influences how events are described. **(5.RL.6)**

Explain how an author develops the point of view of the narrator or speaker in a text. **(6.RL.6)**

**(3.L.1)** Produce simple, compound, and complex sentences.

3.L.2.d Form and use possessives.

## December 5-9

---

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.) **(3.SL.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 and 3 for specific expectations.) **(4.SL.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 for specific expectations.) **(5.SL.6)**

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.) **(6.SL.6)**

Formal Letters / Envelopes

4.L.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). (4.L.3)

3.L.3.b Recognize and observe differences between the conventions of spoken and written Standard English.

## December 12-16

Invitations

4.L.1.f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

3.L.2.a Capitalize appropriate words in titles.

## December 19-22

**(3.L.1)h** Use coordinating and subordinating conjunctions.

5.L.1.e Use correlative conjunctions (e.g., either/or, neither/nor).

## January 9-13

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). **(3.RL.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. **(4.RL.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, and poem). **(5.RL.7)**

Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. **(6.RL.7)**

---

5.L.2.b Use a comma to separate an introductory element from the rest of the sentence.

5.L.2.c 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?).

## January 17-21

Conduct short research projects that build knowledge about a topic. **(3.W.7)**

Conduct short research projects that build knowledge through investigation of different aspects of a topic. **(4.W.7)**

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **(5.W.7)**

Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **(6.W.7)**

---

AZ. 4.L.1.h Write and organize one or more paragraphs about a topic.

3.L.2.c Use commas and quotation marks in dialogue.

4.L.2.b Use commas and quotation marks to mark direct speech and quotations from a text.  
timelines

## January 24-28

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). **(3.RI.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. **(4.RI.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. **(5.RI.7)**

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. **(6.RI.7)**

---

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. **(3.W.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. **(4.W.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. **(5.W.6)**

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 three pages in a single sitting. **(6.W.6)**

5.L.2.d Use underlining, quotation marks, or italics to indicate titles of works.

4.L.2.a Use correct capitalization.

## January 31- February 3

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. **(3.SL.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. **(4.SL.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. **(5.SL.4)**

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **(6.SL.4)**

---

5.L.2.a Use punctuation to separate items in a series.\*

4.L.2.c Use a comma before a coordinating conjunction in a compound sentence.

## February 6-10

---

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **(3.RI.8)**

Explain how an author uses reasons and evidence to support particular points in a text. **(4.RI.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). **(5.RI.8)**

Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. **(6.RI.8)**

---

Write Procedures

3.L.3.a Choose words and phrases for effect.

4.L.3.a Choose words and phrases to convey ideas precisely.

4.L.3.b Choose punctuation for effect.\*

6.L.2.a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.

## February 13-17

---

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). **(3.RL.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. **(4.RL.9)**

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **(5.RL.9)**

Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. **(6.RL.9)**

5.L.3.a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

6.L3a Vary sentence patterns for meaning, reader/listener interest, and style.

6.L.3b Maintain consistency in style and tone.\*

## February 20-22 Short Week

---

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. **(3.SL.5)**

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **(4.SL.5)**

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **(5.SL.5)**

Include multimedia components (e.g., graphics, images, music, and sound) and visual displays in presentations to clarify information. **(6.SL.5)**

---

4.L.5.c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). (4.L.5)

5.L.5.c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

## February 27- March 3

3.L.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

4.L.5.a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.

5.L.5.a Interpret figurative language, including similes and metaphors, in context.

4.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

5.L.5.b Recognize and explain the meaning of common idioms, adages, and proverbs.

6.L.4.a Interpret figures of speech (e.g., personification) in context.

## March 6-10

---

Compare and contrast the most important points and key details presented in two texts on the same topic. **(3.RI.9)**

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **(4.RI.9)**

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **(5.RI.9)**

Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). **(6.RI.9)**

5.L.3.b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. (

6.L.5.c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*). **(6.L.5)**

## March 13-17

---

(Begins in grade 4)  
**(3.W.9)**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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]").

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").  
**(4.W.9)**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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]").

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]"). **(5.W.9)**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply *grade 6 Reading standards* to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics").

Apply *grade 6 Reading standards* to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not"). **(6.W.9)**

3.L.4.b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).

3.L.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).

**4.L.4.b** Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph*, *photograph*, *autograph*).

**5.L.4.b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).**

6.L.4.b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

## March 20-24

. 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.  
**(3.W.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.  
**(4.W.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.  
**(5.W.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.  
**(6.W.10)**

---

4.L.1.e Form and use prepositional phrases.

5.L.1.a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

## March 27-31

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. **(3.W.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. **(4.W.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. **(5.W.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. **(6.W.10)**

---

3.L.2.g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

3.L.4.d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

**4.L.4.c** 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. **(4.L.4) a.**

**5.L.4.c 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. (5.L.4)**

6.L.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

6.L.4.d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **(6.L.4)**

## April 3-7- TESTING

## April 10-12

3.L.2.f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

4.L.2.d Spell grade-appropriate words correctly, consulting references as needed. (4.L.2)

5.L.2.e Spell grade-appropriate words correctly, consulting references as needed.

6.L.2 b Spell grade-appropriate words correctly, consulting references as needed.

6.L.1.e Recognize variations from Standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

## April 18-21

4.L.1.g Correctly use frequently confused words (e.g., to, too, two; there, their).

3.L.2.e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).

## April 24-28

(This should obviously be happening throughout the year, but hopefully everything will be pulled together for a review and you can assess their reading and growth at this point)

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. **(3.RL.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. **(4.RL.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. **(5.RL.10)**

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(6.RL.10)**

---

## May 1-5

(This should obviously be happening throughout the year, but hopefully everything will be pulled together for a review and you can assess their reading and growth at this point)

. 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. **(3.RI.10)**

By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently. **(AZ.3.RI.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. **(4.RI.10)**

By the end of year, read and comprehend functional 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. **(AZ.4.RI.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. **(5.RI.10)**

By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. **(AZ.5.RI.10)**

By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(6.RI.10)**

By the end of the year, read and comprehend informational and functional text, including history/social studies, science, and technical texts, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(AZ.6.RI.10)**

---

3.L.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., After dinner that night we went looking for them).

4.L.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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

**5.L.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*).

6.L.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.