

August 22 -----

1.SL.1 • Participate in collaborative conversations with diverse partners about *grade 1 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- c. Ask questions to clear up any confusion about the topics and texts under discussion.

1.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- A Print all upper- and lowercase letters.
- B Use common, proper, and possessive nouns.
- C Use singular and plural nouns with matching verbs in basic sentences

2.SL.1 • Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (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).
- b. Build on others' talk in conversations by linking their comments to the remarks of others.
- c. Ask for clarification and further explanation as needed about the topics and texts under discussion.

2.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use collective nouns (e.g., *group*).
- b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).

3.SL.1 • 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.

- a. 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.
- b. 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).
- c. 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.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- b. Form and use regular and irregular plural nouns.
- c. Use abstract nouns (e.g., *childhood*).

August 29 -----

1.RL.1 • Ask and answer questions about key details in a text.

1.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).

2.RL.1 • Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

2.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

- a. Use reflexive pronouns (e.g., *myself, ourselves*).

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

September 5-----

1.RI.1 • Ask and answer questions about key details in a text.

1.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).

2.RI.1 • Ask and answer such questions as *who, what, where, when, why, and how* to demonstrate understanding of key details in a text.

2.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, and told*).

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

3.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Form and use regular and irregular verbs.

a. Form and use regular and irregular verbs.

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

c. Ensure subject-verb and pronoun-antecedent agreement.

d. Ensure subject-verb and pronoun-antecedent agreement.

September 12-----

1.RL.2 • Retell stories, including key details, and demonstrate understanding of their central message or lesson.

1.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use frequently occurring adjectives.

2.RL.2 • Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

2.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use adjectives and adverbs, and choose between them depending on what is to be modified.

3.RL.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.

3.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified

September 19-----

1.RI.2 • Identify the main topic and retell key details of a text.

1.SL.2 • Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

1.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).

Use determiners (e.g., *articles, demonstratives*).

Use frequently occurring prepositions (e.g., *during, beyond, toward*).

2.RI.2 • Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

2.SL.2 • Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

3.RL.2 • Determine the main idea of a text; recount the key details and explain how they support the main idea.

3.SL.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.

September 26-----

1.RL.3 • Describe characters, settings, and major events in a story, using key details.

1.W.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.

1.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
a. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

2.RL.3 • Describe how characters in a story respond to major events and challenges.

2.W.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. (2.W.3)

2.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
a. Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*).

3.RL.3 • Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

1. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

c. Use temporal words and phrases to signal event order.

3.W.3 • Provide a sense of closure.

3.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

d. Produce simple, compound, and complex sentences.

October 3-----

1.RI.3 • Describe the connection between two individuals, events, ideas, or pieces of information in a text.

1.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Write multiple sentences in an order that supports a main idea or story.

2.RI.3 • Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

2.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Write multiple sentences in an order that supports a main idea or story.

3.RI.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.

3.L.1 • Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
Write multiple sentences in an order that supports a main idea or story.

October 10-----

1.SL.4 • Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

1.L.2 • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

a. Capitalize dates and names of people.

2.SL.4 • Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

2.L.2 • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize holidays, product names, and geographic names.
- b. Use end punctuation for sentences.

3.SL.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.

3.L.2 • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Capitalize appropriate words in titles.

October 17-----

1.RL.4 • Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

1.RI.4 • Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

1.L.2 • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

- a. Use commas in dates and to separate single words in a series.

2.RL.4 • Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song

2.RI.4 • Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

2.L.2 • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Use commas in greetings and closings of letters.

Use an apostrophe to form contractions and frequently occurring possessives.

3.RL.4 • Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

3.RI.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.L.2 • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Use commas in addresses.

Use commas and quotation marks in dialogue.

Form and use possessives.

October 24-----

1.RL.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.

1.L.2 • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.

2.RL.5 • Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

2.L.2 • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).

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

3.L.2 • Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

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

October 31-----

- 1.W.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.
- 1.L.2. • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
- 2.W.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., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.
- 2.L.2 • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
- 3.W.1 • Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
 - b. Provide reasons that support the opinion.
 - c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. Provide a concluding statement or section.

November 7-----

- 1.RI.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
- 1.L.2 • Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. **(1.L.2)**.
- 2.RI.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.
- 2.L.3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening. Compare formal and informal uses of English.
- 3.RI.5 • Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- 3.L.2 • Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **(3.L.2)**
- 3.L.4 • Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

November 14-----

- 1.RL.6 • Identify who is telling the story at various points in a text.
- 2.RL.6 • Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.
- 3.RL.6 • Distinguish their own point of view from that of the narrator or those of the characters.
- 3.L.3 • Use knowledge of language and its conventions when writing, speaking, reading, or listening.
 - a. Choose words and phrases for effect. Recognize and observe differences between the conventions of spoken and written Standard English. **(3.L.3)**

November 21-----

- 1.RI.6 • Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
- 1.L.4 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 1 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.
- 2.RI.6 • identify the main purpose of a text, including what the author wants to answer, explain, or describe. **(2.RI.6)**
- 2.L.4 • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grade 2 reading and content*, choosing flexibly from an array of strategies.
 - a. Use sentence-level context as a clue to the meaning of a word or phrase.

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

3.L.4 • Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on *grade 3 reading and content*, choosing flexibly from a range of strategies.

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

November 28-----

1.W.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).

1.L.4 • Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*).

2.W.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).

2.L.4 • Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

2.L.4. • Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

3.W.7 • Conduct short research projects that build knowledge about a topic.

3.L.4 • 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*).

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

December 5-----

1.SL.6 • Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)

1.L.5 • With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

a. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).

b. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*)

2.SL.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 specific expectations.)

2.L.5 • Demonstrate understanding of word relationships and nuances in word meanings.

a. Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

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

3.SL.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.) **(3.SL.6)**

3.L.5 • Demonstrate understanding of word relationships and nuances in word meanings.

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

d. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

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

December 12-----

1.L.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., *because*). **(1.L.6)**

2.L.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., *When other kids are happy that makes me happy*). **(2.L.6)**

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*). **(3.L.6)**

December 19 -----

1.SL.3 • Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. **(1.SL.3)**

2.SL.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. **(2.SL.3)**

3.SL.3 • Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **(3.SL.3)**

January 9 ----- REVIEW

January 16 -----

1.RL.7 • Use illustrations and details in a story to describe its characters, setting, or events.

2.RL.7 • Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

3.RL.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). **(3.RL.7)**

January 23 -----

(1.SL.5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

(2.SL.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.

(3.SL.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.

January 30 -----

(1.W.2) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

(2.W.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.

(3.W.2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

d. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

e. Develop the topic with facts, definitions, and details.

f. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.

Provide a concluding statement or section.

February 6 -----

(1.RI.8) Identify the reasons an author gives to support points in a text.

(2.RI.8) Identify the reasons an author gives to support points in a text.

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

February 13 -----

(1.W.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).

With guidance and support from adults, produce functional writing (e.g., classroom rules, experiments, notes/messages, friendly letters, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. **(AZ.1.W.4)**

(2.W.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).

With guidance and support from adults, produce functional writing (e.g., friendly letters, recipes experiments, notes/messages, labels, graphs/tables, directions, posters) in which the development and organization are appropriate to task and purpose. **(AZ.2.W.4)**

(3.W.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.)

With guidance and support from adults, produce functional writing (e.g., friendly and formal letters, recipes experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose. **(AZ.3.W.4)**

February 20 -----

(1.RL.9) Compare and contrast the adventures and experiences of characters in stories.

(2.RL.9) Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

(3.RL.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).

February 27 -----

(1.RI.9) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

(2.RI.9) Compare and contrast the most important points presented by two texts on the same topic

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

March 6 -----

(1.W.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

(2.W.8) Recall information from experiences or gather information from provided sources to answer a question.

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

March 13 -----

(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.

March 20-----

(1.W.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.

(2.W.5)With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing

(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 3.)

March 27-----

(1.W.6)With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

(2.W.6)With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

(3.W.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.

April 3 ----- REVIEW

April 10 ----- REVIEW

April 17 -----

(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)

(1.RL.10)With prompting and support, read prose and poetry of appropriate complexity for grade 1.

(2.RL.10)By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

(3.RL.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.

April 24 -----

(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)

(1.RI.10)With prompting and support, read informational texts appropriately complex for grade 1.

- a. With prompting and support, read functional texts including history/social studies, science, and technical texts, appropriately complex for grade 1. **(AZ.1.RI.10)**

(2.RI.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. By the end of year, read and comprehend functional 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. **(AZ.2.RI.10)**
(3.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 2–3 text complexity band independently and proficiently. 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)**

May 1 -----

Review

May 8 -----

Review