

## Ongoing: Reading Foundation and Writing Foundation Skills

### August 14-18

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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.

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 and carry out assigned roles.

c. 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.

d. Review the key ideas expressed and explain their own ideas and understanding based on 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.

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 and carry out assigned roles.

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

d. Review the key ideas expressed and draw conclusions based on 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.

a. 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.

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

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

d. Review the key ideas expressed, draw conclusions, and demonstrate understanding of multiple perspectives through reflection and paraphrasing. **(6.SL.1)**

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**4.L.2.a** Use correct capitalization.

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

## August 21-25

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>(4.RL.1)</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>(5.RL.1)</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>(6.RL.1)</b>
<b>4.L.2.b</b> Use commas and quotation marks to mark direct speech and quotations from a text. timelines		

## August 28- September 1

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <b>(4.RI.1)</b>	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <b>(5.RI.1)</b>	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <b>(6.RI.1)</b>
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <b>(4.SL.2)</b>	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <b>(5.SL.2)</b>	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. <b>(6.SL.2)</b>
I Identify the reasons and evidence a speaker provides to support particular points. <b>(4.SL.3)</b>	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. <b>(5.SL.3)</b>	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>

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

## September 5-8

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

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events. **(4.W.3)**

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

- a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.
- c. Use a variety of transitional words and phrases to manage the sequence of events.
- d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- e. Provide a conclusion that follows from the narrated experiences or events. **(5.W.3)**

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

- a. 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.
  - b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - d. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
  - e. Provide a conclusion that follows from the narrated experiences or events. **(6.W.3)**
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Determine a theme of a story, drama, or poem from details in the text; summarize the text. **(4.RL.2)**

Determine a theme of a story, drama, or poem from details of the text; include how characters in story or drama respond to challenges, how the speaker in a poem reflects upon a topic, and a summary of the text. **(5.RL.2)**

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. **(6.RL.2)**

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**6.L.1.a** Ensure that pronouns are in the proper case (subjective, objective, and possessive).

## September 11-15

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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)**

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

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

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

## September 18-21

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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)**

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**6.L.1.d** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

## September 25-29

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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)**

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

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

**6.L.4.b** 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 2-6

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 developed in a text (e.g., through examples or anecdotes). **(6.RI.3)**

**4.L.1.h.** Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task. (Construction of paragraph(s) should demonstrate command of Writing standards 1-3.)

**5.L.1.f.** Write and organize one or more paragraphs that contain: a topic sentence, supporting details, and a conclusion that is appropriate to the writing task (Reference Writing standards 1-3).

## October 9-11

Determine the meaning of words, phrases, and figurative language found in stories, poetry, myths, and traditional literature from different cultures, including those that allude to significant characters. **(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)**

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

## October 16-20

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)**

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

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

## October 23-27

a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. 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.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented. **(4.W.2)**

a. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

a. 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.

b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Provide a concluding statement or section related to the information or explanation presented. **(5.W.2)**

2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

a. 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.

b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

c. Use appropriate transitions to clarify the relationships among ideas and concepts.

d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

e. Establish and maintain a formal style.

f. Provide a concluding statement or section that follows from the information or explanation presented. **(6.W.2)**

Explain the overall structure and major differences between poetry, drama, and prose. **(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)**

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. **(6.RL.5)**

## October 30-November 3

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

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. **(5.RI.5)**

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. **(6.RI.5)**

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

## November 6-10

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)**

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

**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 13-17

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)**

### **2 sessions- PART 1- CONJUNCTIONS PART 2- INTERJECTIONS**

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



## November 20-21 Short Week

Friendly Letters

## November 27-December 1

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

## December 4-8

Play Writing...

## December 11-15

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 purpose, meaning, or tone of the 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)**

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**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?).

## December 18-21

Invitations

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

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

## January 8-12

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)**

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

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

## January 16-19

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 complete a writing task. **(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 in order to complete a writing task. **(5.W.6)**

Use technology, including the internet, to type and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to complete a writing task in a single sitting. **(6.W.6)**

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)**

## January 22-26

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.\*

## January 29- February 2

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

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

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

## February 5-9

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 consistent style and tone.

## February 12-16

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. 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.
- b. Provide reasons that are supported by facts and details.
- c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- d. Provide a concluding statement or section related to the opinion presented. **(4.W.1)**

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. 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.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
- d. Provide a concluding statement or section related to the opinion presented. **(5.W.1)**

Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s) and organize the reasons and evidence clearly.
- b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from the argument presented. **(6.W.1)**

**4.L.5.c** Demonstrate understanding of words by relating them to their synonyms and antonyms.

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

## February 19-21- Short Week

**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.5.a** Interpret figures of speech (e.g., personification) in context.

## February 26 - March 1

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. <b>(4.RI.9)</b>	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <b>(5.RI.9)</b>	Compare and contrast one author's presentation of events with that of another author. <b>(6.RI.9)</b>
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**6.L.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy, scrimping, economical, unwasteful, thrifty*).

**4.L.1.e (and part of 5.L.1a)** Form and use prepositional phrases.

## March 4-8

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

a. Apply grade 4 Reading standards to literature.

b. Apply grade 4 Reading standards to informational texts.

**(4.W.9)**

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

a. Apply grade 5 Reading standards to literature.

b. Apply grade 5 Reading standards to informational texts.

**(5.W.9)**

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.9)**

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

## March 18-22

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

**March 25-29**


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<p>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. <b>(4.W.10)</b></p>	<p>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. <b>(5.W.10)</b></p>	<p>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. <b>(6.W.10)</b></p>
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**4.L.4.c** Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

**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.

**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.

**April 1-5**

**April 8-12**

**TESTING**



## April 15-19

(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)

Conduct short research projects that build knowledge through investigation of different aspects of a topic. <b>(4.W.7)</b>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question. <b>(5.W.7)</b>	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. <b>(6.W.7)</b>
By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.. <b>(4.RL.10)</b>	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5. <b>(5.RL.10)</b>	By the end of the year, proficiently and independently read and comprehend literature, including stories, dramas, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6. <b>(6.RL.10)</b>

## April 22-26

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

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

**6.L.2 b** Use correct spelling.

**April 29-May 3**

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). <b>(4.W.4)</b>	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.) <b>(5.W.4)</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <b>(6.W.4)</b>
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**May 6-10**

Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources. <b>(4.W.8)</b>	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. <b>(5.W.8)</b>	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. <b>(6.W.8)</b>
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(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, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4. <b>(4.RI.10)</b>	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5. <b>(5.RI.10)</b>	By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 6. <b>(6.RI.10)</b>
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## May 13-17

**4.L.6** Acquire and accurately use 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.