

Kindergarten - 3rd Grade		English Language Arts Curriculum + Common Core State Standards Overview	
Reading	Writing	Language	Speaking & Listening
<p><b>Montessori</b> <b>Pink, Blue and Green Series</b> <i>short vowel sounds, consonant blends, and phonetic combinations</i></p> <p><b>Montessori</b> <b>Waseca Reading Program</b> <i>systematic and sequential presentation of the phonetic elements</i></p> <p><b>Evidence-Based</b> <b>Literacy Instruction (EBLI)</b> <i>explicit, systematic process of teaching reading, writing, and spelling</i></p> <p><b>Guided Reading</b> <b>+ Fountas &amp; Pinnell Texts</b> <i>using data for small group instruction, building fluent and skilled readers</i></p> <p><b>Interactive Read-Aloud</b> <i>method of reading a book aloud with modeling key components of reading</i></p> <p><b>Literature Circles</b> <i>small groups gather together to discuss a piece of literature in depth</i></p> <p><b>Freckle Education</b> <i>online differentiated reading passages</i></p>	<p><b>Writing A to Z</b> <i>lessons, resources, online tools for capable and confident writers</i></p> <p><b>4 Square Writing</b> <i>scaffolding graphic organizer used to develop complete paragraphs for various text types and purposes</i></p> <p><b>Journal Writing</b> <i>relaxed format that provides a non-threatening way to be able to explore different thoughts, ideas and topics</i></p> <p><b>Poetry</b> <i>lessons, activities, units</i></p> <p><b>Handwriting Without Tears</b> <i>multi-sensory, developmentally appropriate strategies to increase success with early writing skills</i></p>	<p><b>Montessori Parts of Speech</b> <i>hands-on material for the nine parts of speech (functions of words)</i></p> <p><b>Montessori Sentence Analysis</b> <i>hands-on material for diagramming simple sentences</i></p> <p><b>Montessori Word Study</b> <i>hands-on material for studying the English language and developing vocabulary</i></p> <p><b>Spiral Language Levels</b> <i>incremental instruction and daily practice for mastery-based learning</i></p> <p><b>Words Their Way</b> <i>developmental spelling, phonics, and vocabulary program</i></p> <p><b>Freckle Education</b> <i>online differentiated word study tool</i></p>	<p><b>Montessori</b> <b>Grace and Courtesy Lessons</b> <i>role-play for how to participate in the learning environment</i></p> <p><b>Montessori</b> <b>Peace Education Initiatives</b> <i>problem-solving, empathy, cooperative learning, conflict-resolution skills</i></p> <p><b>Author's Chair + Reader's Theater</b> <i>sharing student writing or stories with intonation and prosody</i></p> <p><b>Project Presentations</b> <i>cross-curricular, multi-media presentations implanting public speaking and listening skills</i></p>

4th - 5th Grade		English Language Arts Curriculum + Common Core State Standards Overview	
Reading	Writing	Language	Speaking & Listening
<p><b>Guided Reading</b> + <b>Fountas &amp; Pinnell Texts</b> <i>using data for small group instruction, building fluent and skilled readers</i></p> <p><b>Interactive Read-Aloud</b> <i>method of reading a book aloud with modeling key components of reading</i></p> <p><b>Literature Novel Study Guides</b> <i>small groups gather together to discuss a piece of literature in depth</i></p> <p><b>Newsela Current Events</b> <i>online differentiated reading passages</i></p> <p><b>PQ3R Partner Reading</b> <i>study strategy for non-fiction texts and developing oral reading fluency</i></p> <p><b>Super-Speed 1000</b> <i>teaching the 1,000 most common sight words and building fluency</i></p>	<p><b>Writing A to Z</b> <i>lessons, resources, online tools for capable and confident writers</i></p> <p><b>4 Square Writing</b> <i>scaffolding graphic organizer used to develop complete paragraphs for various text types and purposes</i></p> <p><b>Journal Writing</b> <i>relaxed format that provides a non-threatening way to be able to explore different thoughts, ideas and topics</i></p> <p><b>Poetry</b> <i>lessons, activities, units</i></p> <p><b>Writing Across the Content Areas</b> <i>written responses for science, social studies, history, and math</i></p>	<p><b>Montessori Parts of Speech</b> <i>hands-on material for the nine parts of speech (functions of words)</i></p> <p><b>Montessori Sentence Analysis</b> <i>hands-on material for diagramming simple sentences</i></p> <p><b>Spiral Language Levels</b> <i>incremental instruction and daily practice for mastery-based learning</i></p> <p><b>Weekly Vocabulary Levels</b> <i>developmental spelling, phonics, and vocabulary program</i></p> <p><b>Freckle Education</b> <i>online differentiated word study tool</i></p>	<p><b>Montessori Grace and Courtesy Lessons</b> <i>role-play for how to participate in the learning environment</i></p> <p><b>Montessori Peace Education Initiatives</b> <i>problem-solving, empathy, cooperative learning, conflict-resolution skills</i></p> <p><b>Author's Chair + Reader's Theater</b> <i>sharing student writing or stories with intonation and prosody</i></p> <p><b>Project Presentations</b> <i>cross-curricular, multi-media presentations implanting public speaking and listening skills</i></p>

6th - 8th Grade		English Language Arts Curriculum + Common Core State Standards Overview	
Reading	Writing	Language	Speaking & Listening
<p><b>Interactive Read-Aloud</b> <i>method of reading a book aloud with modeling key components of reading</i></p> <p><b>Literature Novel Study Guides</b> <i>small groups gather together to discuss a piece of literature in depth</i></p> <p><b>Newsela Current Events</b> <i>online differentiated reading passages</i></p> <p><b>PQ3R + Partner Reading</b> <i>study strategy for non-fiction texts and developing oral reading fluency</i></p> <p><b>Reading Buddies + Mentoring</b> <i>pairing older and younger students together to read aloud to each other, benefiting both students' skills.</i></p>	<p><b>MAISA Writing Units</b> <i>lessons, resources, tools for capable and confident writers</i></p> <p><b>5 Box Writing Graphic Organizer</b> <i>scaffolding graphic organizer used to develop complete paragraphs for various text types and purposes</i></p> <p><b>Journal Writing</b> <i>relaxed format that provides a non-threatening way to be able to explore different thoughts, ideas and topics</i></p> <p><b>Poetry</b> <i>lessons, activities, units</i></p> <p><b>Writing Across the Content Areas</b> <i>written responses for science, social studies, history, and math</i></p>	<p><b>Spiral Language Levels</b> <i>incremental instruction and daily practice for mastery-based learning</i></p> <p><b>Language Presentations</b> <i>grammar, word study, figures of speech, analogies, and vocabulary</i></p>	<p><b>Montessori Grace and Courtesy Lessons</b> <i>role-play for how to participate in the learning environment</i></p> <p><b>Montessori Peace Education Initiatives</b> <i>problem-solving, empathy, cooperative learning, conflict-resolution skills</i></p> <p><b>Author's Chair + Reader's Theater</b> <i>sharing student writing or stories with intonation and prosody</i></p> <p><b>Project Presentations</b> <i>cross-curricular, multi-media presentations implanting public speaking and listening skills</i></p>

# English Language Arts Anchor Standards Overview

## Walden Green Montessori K-8th

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## R Reading

### Key Ideas & Details

- 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3 Analyze how and why individuals, events, or ideas develop and interact over the course of a text. characters in a story.

### Craft & Structure

- 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6 Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge & Ideas

- 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Reading Range / Text Complexity

- 10 Read and comprehend complex literary and informational texts independently and proficiently.

## W Writing

### Text Types & Purposes

- 1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- 3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

### Production & Distribution of Writing

- 4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- 6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build Knowledge

- 7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- 8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- 9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

- 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 tasks, purposes, and audiences.

## L Language

### Conventions of Standard English

- 1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- 2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

- 3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition & Use

- 4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- 5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## SL Speaking & Listening

### Comprehension & Collaboration

- 1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

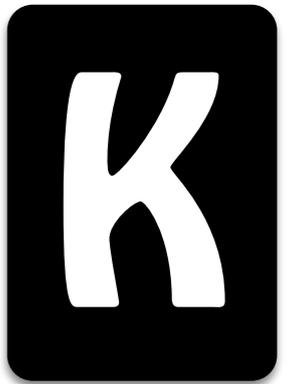
### Presentation of Knowledge & Ideas

- 4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
- 5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
- 6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

# Checklist of Goals / Objectives

## CCSS ELA Grade K

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Name \_\_\_\_\_

Date \_\_\_\_\_

### RL Reading: Literature

#### 1 Key Ideas & Details

[RL.K.1, RL.K.2, RL.K.3]

- \_\_\_ 1 With prompting and support, ask and answer questions about key details in a text.
- \_\_\_ 2 With prompting and support, retell familiar stories, including key details.
- \_\_\_ 3 With prompting and support, identify characters in a story.
- \_\_\_ 4 With prompting and support, identify settings in a story.
- \_\_\_ 5 With prompting and support, identify major events in a story.

#### 2 Craft & Structure

[RL.K.4, RL.K.5, RL.K.6]

- \_\_\_ 1 With prompting and support, ask and answer questions about unknown words in a text.
- \_\_\_ 2 Recognize common types of text.
- \_\_\_ 3 With prompting and support, name the author and illustrator of a story.
- \_\_\_ 4 With prompting and support, define the role of the author in a story.
- \_\_\_ 5 With prompting and support, define the role of the illustrator in a story.

#### 3 Integration of Knowledge & Ideas

[RL.K.7, RL.K.9]

- \_\_\_ 1 With prompting and support, describe the relationship between illustrations and the story in which they appear.
- \_\_\_ 2 With prompting and support, compare the adventures and experiences of characters in familiar stories.
- \_\_\_ 3 With prompting and support, contrast the adventures and experiences of characters in familiar stories.

#### 4 Reading Range / Text Complexity

[RL.K.10]

- \_\_\_ 1 Actively engage in group reading activities with purpose and understanding.

### RI Reading: Informational Text

#### 1 Key Ideas & Details

[RI.K.1, RI.K.2, RI.K.3]

- \_\_\_ 1 With prompting and support, ask and answer questions about key details in a text.
- \_\_\_ 2 With prompting and support, identify the main topic and retell key details of a text.
- \_\_\_ 3 With prompting and support, describe the connection between two individuals in a text.
- \_\_\_ 4 With prompting and support, describe the connection between two events in a text.
- \_\_\_ 5 With prompting and support, describe the connection between two ideas in a text.
- \_\_\_ 6 With prompting and support, describe the connection between two pieces of information in a text.

#### 2 Craft & Structure

[RI.K.4, RI.K.5, RI.K.6]

- \_\_\_ 1 With prompting and support, ask and answer questions about unknown words in a text.
- \_\_\_ 2 Identify the front cover, back cover, and title page of a book.
- \_\_\_ 3 Name the author and illustrator of a text.
- \_\_\_ 4 Define the role of the author in presenting the ideas or information in a text.
- \_\_\_ 5 Define the role of the illustrator in presenting the ideas or information in a text.

#### 3 Integration of Knowledge & Ideas

[RI.K.7, RI.K.8, RI.K.9]

- \_\_\_ 1 With prompting and support, describe the relationship between illustrations and the text in which they appear.
- \_\_\_ 2 With prompting and support, identify the reasons an author gives to support ideas in a text.
- \_\_\_ 3 With prompting and support, identify basic similarities in two texts on the same topic.
- \_\_\_ 4 With prompting and support, identify basic differences between two texts on the same topic.

#### 4 Reading Range / Text Complexity

[RI.K.10]

- \_\_\_ 1 Actively engage in group reading activities with purpose and understanding.

### RF Reading: Foundational Skills

#### 1 Print Concepts

[RF.K.1]

- \_\_\_ 1 Follow words from left to right, top to bottom, and page by page.
- \_\_\_ 2 Recognize that spoken words are represented in written language by specific sequences of letters.
- \_\_\_ 3 Understand that words are separated by spaces in print.
- \_\_\_ 4 Recognize and name all upper- and lowercase letters of the alphabet.

#### 2 Phonological Awareness

[RF.K.2]

- \_\_\_ 1 Recognize and produce rhyming words.
- \_\_\_ 2 Count, pronounce, blend, and segment syllables in spoken words.
- \_\_\_ 3 Blend and segment onsets and rimes of single-syllable spoken words.
- \_\_\_ 4 Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.
- \_\_\_ 5 Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

#### 3 Phonics and Word Recognition

[RF.K.3]

- \_\_\_ 1 Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- \_\_\_ 2 Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- \_\_\_ 3 Read common high-frequency words by sight.
- \_\_\_ 4 Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

#### 4 Fluency

[RF.K.4]

- \_\_\_ 1 Read emergent-reader texts with purpose and understanding.

# Checklist of Goals / Objectives

## CCSS ELA Grade K

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### W Writing

#### 1 Text Types & Purposes

[W.K.1, W.K.2, W.K.3]

- \_\_\_ 1 Use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book you are writing about.
- \_\_\_ 2 State an opinion or preference about the topic or book.
- \_\_\_ 3 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what you are writing about.
- \_\_\_ 4 Supply some information about the topic of the informative/explanatory text.
- \_\_\_ 5 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.
- \_\_\_ 6 Tell about the events in the order in which they occurred, and provide a reaction to what happened.

#### 2 Production & Distribution of Writing

[W.K.5, W.K.6]

- \_\_\_ 1 With guidance and support from adults, respond to questions and suggestions from peers.
- \_\_\_ 2 Add details to strengthen writing as needed.
- \_\_\_ 3 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### 3 Research to Build & Present Knowledge

[W.K.7, W.K.8]

- \_\_\_ 1 Participate in shared research and writing projects
- \_\_\_ 2 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### L Language

#### 1 Conventions of Standard English

[L.K.1, L.K.2]

- \_\_\_ 1 Print many upper- and lowercase letters.
- \_\_\_ 2 Use frequently occurring nouns and verbs.
- \_\_\_ 3 Form regular plural nouns orally by adding /s/ or /es/.
- \_\_\_ 4 Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- \_\_\_ 5 Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- \_\_\_ 6 Produce and expand complete sentences in shared language activities.
- \_\_\_ 7 Capitalize the first word in a sentence and the pronoun *I*.
- \_\_\_ 8 Recognize and name end punctuation.
- \_\_\_ 9 Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- \_\_\_ 10 Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

#### 2 Vocabulary Acquisition & Use

[L.K.4, L.K.5, L.K.6]

- \_\_\_ 1 Identify new meanings for familiar words and apply them accurately.
- \_\_\_ 2 Use the most frequently occurring inflections and affixes.
- \_\_\_ 3 Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- \_\_\_ 4 Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- \_\_\_ 5 Identify real-life connections between words and their use.
- \_\_\_ 6 Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.
- \_\_\_ 7 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

### SL Speaking & Listening

#### 1 Comprehension and Collaboration

[SL.K.1, SL.K.2, SL.K.3]

- \_\_\_ 1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- \_\_\_ 2 Follow agreed-upon rules for discussions.
- \_\_\_ 3 Continue a conversation through multiple exchanges.
- \_\_\_ 4 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- \_\_\_ 5 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

#### 2 Presentation of Knowledge & Ideas

[SL.K.4, SL.K.5, SL.K.6]

- \_\_\_ 1 Describe familiar people, places, things, and events.
- \_\_\_ 2 With prompting and support, provide additional detail about familiar people, places, things, and events.
- \_\_\_ 3 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- \_\_\_ 4 Speak audibly and express thoughts, feelings, and ideas clearly.

Notes:

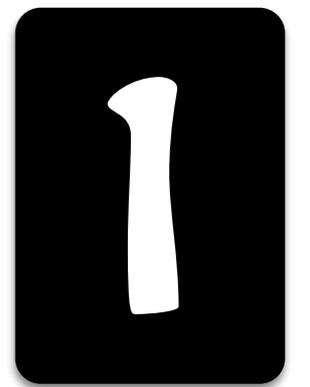
# Checklist of Goals / Objectives

## CCSS ELA Grade 1

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Name \_\_\_\_\_

Date \_\_\_\_\_



### RL Reading: Literature

#### 1 Key Ideas & Details

[RL.1.1, RL.1.2, RL.1.3]

- \_\_\_ 1 Ask and answer questions about key details in a text.
- \_\_\_ 2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- \_\_\_ 3 Describe characters in a story using key details.
- \_\_\_ 4 Describe settings in a story using key details.
- \_\_\_ 5 Describe major events in a story using key details.

#### 2 Craft & Structure

[RL.1.4, RL.1.5, RL.1.6]

- \_\_\_ 1 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
- \_\_\_ 2 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
- \_\_\_ 3 Identify who is telling the story at various points in a text.

#### 3 Integration of Knowledge & Ideas

[RL.1.7, RL.1.9]

- \_\_\_ 1 Use illustrations and details in a story to describe its characters.
- \_\_\_ 2 Use illustrations and details in a story to describe its settings
- \_\_\_ 3 Use illustrations and details in a story to describe its events.
- \_\_\_ 4 Compare and contrast the adventures and experiences of characters in stories.

#### 4 Reading Range / Text Complexity

[RL.1.10]

- \_\_\_ 1 With prompting and support, read prose and poetry of appropriate complexity for grade 1.

### RI Reading: Informational Text

#### 1 Key Ideas & Details

[RI.1.1, RI.1.2, RI.1.3]

- \_\_\_ 1 Ask and answer questions about key details in a text.
- \_\_\_ 2 Identify the main topic and retell key details of a text.
- \_\_\_ 3 Describe the connection between two individuals in a text.
- \_\_\_ 4 Describe the connection between two events in a text.
- \_\_\_ 5 Describe the connection between two ideas in a text.
- \_\_\_ 6 Describe the connection between two pieces of information in a text.

#### 2 Craft & Structure

[RI.1.4, RI.1.5, RI.1.6]

- \_\_\_ 1 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- \_\_\_ 2 Know and use various text features to locate key facts or information in a text.
- \_\_\_ 3 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

#### 3 Integration of Knowledge & Ideas

[RI.1.7, RI.1.8, RI.1.9]

- \_\_\_ 1 Use the illustrations and details in a text to describe its key ideas.
- \_\_\_ 2 Identify the reasons an author gives to support points in a text.
- \_\_\_ 3 Identify basic similarities in and differences between two texts on the same topic.

#### 4 Reading Range / Text Complexity

[RI.1.10]

- \_\_\_ 1 With prompting and support, read informational texts appropriately complex for grade 1.

### RF Reading: Foundational Skills

#### 1 Print Concepts

[RF.1.1]

- \_\_\_ 1 Recognize the distinguishing features of a sentence.

#### 2 Phonological Awareness

[RF.1.2]

- \_\_\_ 1 Distinguish long from short vowel sounds in spoken single-syllable words.
- \_\_\_ 2 Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- \_\_\_ 3 Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.
- \_\_\_ 4 Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

#### 3 Phonics and Word Recognition

[RF.1.3]

- \_\_\_ 1 Know the spelling-sound correspondences for common consonant digraphs.
- \_\_\_ 2 Decode regularly spelled one-syllable words.
- \_\_\_ 3 Know final -e and common vowel team conventions for representing long vowel sounds.
- \_\_\_ 4 Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
- \_\_\_ 5 Decode two-syllable words following basic patterns by breaking the words into syllables.
- \_\_\_ 6 Read words with inflectional endings.
- \_\_\_ 7 Recognize and read grade-appropriate irregularly spelled words.

#### 4 Fluency

[RF.1.4]

- \_\_\_ 1 Read grade-level text with purpose and understanding.
- \_\_\_ 2 Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- \_\_\_ 3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# Checklist of Goals / Objectives

## CCSS ELA Grade 1

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### W Writing

#### 1 Text Types & Purposes

[W.1.1, W.1.2, W.1.3]

- \_\_\_ 1 Write opinion pieces in which you introduce the topic or name the book you are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
- \_\_\_ 2 Write informative/explanatory texts in which you name a topic, supply some facts about the topic, and provide some sense of closure.
- \_\_\_ 3 Write narratives in which you 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.

#### 2 Production & Distribution of Writing

[W.1.5, W.1.6]

- \_\_\_ 1 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 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### 3 Research to Build & Present Knowledge

[W.1.7, W.1.8]

- \_\_\_ 1 Participate in shared research and writing projects.
- \_\_\_ 2 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

### L Language

#### 1 Conventions of Standard English

[L.1.1, L.1.2]

- \_\_\_ 1 Print all upper- and lowercase letters.
- \_\_\_ 2 Use common, proper, and possessive nouns.
- \_\_\_ 3 Use singular and plural nouns with matching verbs in basic sentences.
- \_\_\_ 4 Use personal, possessive, and indefinite pronouns.
- \_\_\_ 5 Use verbs to convey a sense of past, present, and future.
- \_\_\_ 6 Use frequently occurring adjectives.
- \_\_\_ 7 Use frequently occurring conjunctions.
- \_\_\_ 8 Use determiners.
- \_\_\_ 9 Use frequently occurring prepositions.
- \_\_\_ 10 Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
- \_\_\_ 11 Capitalize dates and names of people.
- \_\_\_ 12 Use end punctuation for sentences.
- \_\_\_ 13 Use commas in dates and to separate single words in a series.
- \_\_\_ 14 Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
- \_\_\_ 15 Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

#### 2 Vocabulary Acquisition & Use

[L.1.4, L.1.5, L.1.6]

- \_\_\_ 1 Use sentence-level context as a clue to the meaning of a word or phrase.
- \_\_\_ 2 Use frequently occurring affixes as a clue to the meaning of a word.
- \_\_\_ 3 Identify frequently occurring root words and their inflectional forms.
- \_\_\_ 4 Sort words into categories to gain a sense of the concepts the categories represent.
- \_\_\_ 5 Define words by category and by one or more key attributes.
- \_\_\_ 6 Identify real-life connections between words and their use.
- \_\_\_ 7 Distinguish shades of meaning among verbs differing in manner and adjectives differing in intensity by defining or choosing them or by acting out the meanings.
- \_\_\_ 8 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.

### SL Speaking & Listening

#### 1 Comprehension and Collaboration

[SL.1.1, SL.1.2, SL.1.3]

- \_\_\_ 1 Follow agreed-upon rules for discussions.
- \_\_\_ 2 Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
- \_\_\_ 3 Ask questions to clear up any confusion about the topics and texts under discussion.
- \_\_\_ 4 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

#### 2 Presentation of Knowledge & Ideas

[SL.1.4, SL.1.5, SL.1.6]

- \_\_\_ 1 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- \_\_\_ 2 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
- \_\_\_ 3 Produce complete sentences when appropriate to task and situation.

Notes:

# Checklist of Goals / Objectives

## CCSS ELA Grade 2

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### W Writing

#### 1 Text Types & Purposes

[W.2.1, W.2.2, W.2.3]

- \_\_\_ 1 Write opinion pieces in which you introduce the topic or book you are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
- \_\_\_ 2 Write informative/explanatory texts in which you introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
- \_\_\_ 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 Production & Distribution of Writing

[W.2.5, W.2.6]

- \_\_\_ 1 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
- \_\_\_ 2 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

#### 3 Research to Build & Present Knowledge

[W.2.7, W.2.8]

- \_\_\_ 1 Participate in shared research and writing projects.
- \_\_\_ 2 Recall information from experiences or gather information from provided sources to answer a question.

### L Language

#### 1 Conventions of Standard English

[L.2.1, L.2.2]

- \_\_\_ 1 Use collective nouns.
- \_\_\_ 2 Form and use frequently occurring irregular plural nouns.
- \_\_\_ 3 Use reflexive pronouns.
- \_\_\_ 4 Form and use the past tense of frequently occurring irregular verbs.
- \_\_\_ 5 Use adjectives and adverbs, and choose between them depending on what is to be modified.
- \_\_\_ 6 Produce, expand, and rearrange complete simple and compound sentences.
- \_\_\_ 7 Capitalize holidays, product names, and geographic names.
- \_\_\_ 8 Use commas in greetings and closings of letters.
- \_\_\_ 9 Use an apostrophe to form contractions and frequently occurring possessives.
- \_\_\_ 10 Generalize learned spelling patterns when writing words.
- \_\_\_ 11 Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

#### 2 Knowledge of Language

[L.2.3]

- \_\_\_ 1 Compare formal and informal uses of English.

#### 3 Vocabulary Acquisition & Use

[L.2.4, L.2.5, L.2.6]

- \_\_\_ 1 Use sentence-level context as a clue to the meaning of a word or phrase.
- \_\_\_ 2 Determine the meaning of the new word formed when a known prefix is added to a known word.
- \_\_\_ 3 Use a known root word as a clue to the meaning of an unknown word with the same root.
- \_\_\_ 4 Use knowledge of the meaning of individual words to predict the meaning of compound words.
- \_\_\_ 5 Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
- \_\_\_ 6 Identify real-life connections between words and their use.
- \_\_\_ 7 Distinguish shades of meaning among closely related verbs and closely related adjectives.
- \_\_\_ 8 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

### SL Speaking & Listening

#### 1 Comprehension and Collaboration

[SL.2.1, SL.2.2, SL.2.3]

- \_\_\_ 1 Follow agreed-upon rules for discussions.
- \_\_\_ 2 Build on others' talk in conversations by linking their comments to the remarks of others.
- \_\_\_ 3 Ask for clarification and further explanation as needed about the topics and texts under discussion.
- \_\_\_ 4 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
- \_\_\_ 5 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 Presentation of Knowledge & Ideas

[SL.2.4, SL.2.5, SL.2.6]

- \_\_\_ 1 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
- \_\_\_ 2 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 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Notes:

# Checklist of Goals / Objectives

## CCSS ELA Grade 3

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Name \_\_\_\_\_

Date \_\_\_\_\_

# 3

### RL Reading: Literature

#### 1 Key Ideas & Details

[RL.3.1, RL.3.2, RL.3.3]

- \_\_\_ 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- \_\_\_ 2 Recount stories, including fables, folktales, and myths from diverse cultures.
- \_\_\_ 3 Determine the central message, lesson, or moral of a story and explain how it is conveyed through key details in the text.
- \_\_\_ 4 Describe characters in a story and explain how their actions contribute to the sequence of events.

#### 2 Craft & Structure

[RL.3.4, RL.3.5, RL.3.6]

- \_\_\_ 1 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- \_\_\_ 2 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 Distinguish their own point of view from that of the narrator or those of the characters.

#### 3 Integration of Knowledge & Ideas

[RL.3.7, RL.3.9]

- \_\_\_ 1 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
- \_\_\_ 2 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters.

#### 4 Reading Range / Text Complexity

[RL.3.10]

- \_\_\_ 1 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.

### RI Reading: Informational Text

#### 1 Key Ideas & Details

[RI.3.1, RI.3.2, RI.3.3]

- \_\_\_ 1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- \_\_\_ 2 Determine the main idea of a text.
- \_\_\_ 3 Recount the key details of a text and explain how they support the main idea.
- \_\_\_ 4 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.

#### 2 Craft & Structure

[RI.3.4, RI.3.5, RI.3.6]

- \_\_\_ 1 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.
- \_\_\_ 2 Use text features and search tools to locate information relevant to a given topic efficiently.
- \_\_\_ 3 Distinguish your own point of view from that of the author of a text.

#### 3 Integration of Knowledge & Ideas

[RI.3.7, RI.3.8, RI.3.9]

- \_\_\_ 1 Use information gained from illustrations and the words in a text to demonstrate understanding of the text.
- \_\_\_ 2 Describe the logical connection between particular sentences and paragraphs in a text.
- \_\_\_ 3 Compare and contrast the most important points and key details presented in two texts on the same topic.

#### 4 Reading Range / Text Complexity

[RI.3.10]

- \_\_\_ 1 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

### RF Reading: Foundational Skills

#### 1 Phonics and Word Recognition

[RF.3.3]

- \_\_\_ 1 Identify and know the meaning of the most common prefixes and derivational suffixes.
- \_\_\_ 2 Decode words with common Latin suffixes.
- \_\_\_ 3 Decode multisyllable words.
- \_\_\_ 4 Read grade-appropriate irregularly spelled words.

#### 2 Fluency

[RF.3.4]

- \_\_\_ 1 Read grade-level text with purpose and understanding.
- \_\_\_ 2 Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- \_\_\_ 3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# W Writing

## 1 Text Types & Purposes

[W.3.1, W.3.2, W.3.3]

### OPINION PIECES

- \_\_\_ 1 Introduce the topic or text you are writing about, state an opinion, and create an organizational structure that lists reasons.
- \_\_\_ 2 Provide reasons that support the opinion.
- \_\_\_ 3 Use linking words / phrases to connect opinion / reasons.
- \_\_\_ 4 Provide a concluding statement or section.

### INFORMATIVE / EXPLANATORY TEXTS

- \_\_\_ 5 Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- \_\_\_ 6 Develop the topic with facts, definitions, and details.
- \_\_\_ 7 Use linking words and phrases to connect ideas within categories of information.
- \_\_\_ 8 Provide a concluding statement or section.

### NARRATIVES

- \_\_\_ 9 Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- \_\_\_ 10 Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- \_\_\_ 11 Use temporal words and phrases to signal event order.
- \_\_\_ 12 Provide a sense of closure.

## 2 Production & Distribution of Writing

[W.3.4, W.3.5, W.3.6]

- \_\_\_ 1 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- \_\_\_ 2 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- \_\_\_ 3 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

## 3 Research to Build & Present Knowledge

[W.3.7, W.3.8]

- \_\_\_ 1 Conduct short research projects that build knowledge about a topic.
- \_\_\_ 2 Recall information from experiences or gather information from print and digital sources.
- \_\_\_ 3 Take brief notes on sources and sort evidence into provided categories.

## 4 Range of Writing

[W.3.10]

- \_\_\_ 1 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.

# L Language

## 1 Conventions of Standard English

[L.3.1, L.3.2]

- \_\_\_ 1 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
- \_\_\_ 2 Form and use regular and irregular plural nouns.
- \_\_\_ 3 Use abstract nouns.
- \_\_\_ 4 Form and use regular and irregular verbs.
- \_\_\_ 5 Form and use the simple verb tenses.
- \_\_\_ 6 Ensure subject-verb and pronoun-antecedent agreement.
- \_\_\_ 7 Capitalize holidays, product names, and geographic names.
- \_\_\_ 8 Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- \_\_\_ 9 Use coordinating and subordinating conjunctions.
- \_\_\_ 10 Produce simple, compound, and complex sentences.
- \_\_\_ 11 Capitalize appropriate words in titles.
- \_\_\_ 12 Use commas in addresses.
- \_\_\_ 13 Use commas and quotation marks in dialogue.
- \_\_\_ 14 Form and use possessives.
- \_\_\_ 15 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words.
- \_\_\_ 16 Use spelling patterns and generalizations in writing words.
- \_\_\_ 17 Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

## 2 Knowledge of Language

[L.3.3]

- \_\_\_ 1 Choose words and phrases for effect.
- \_\_\_ 2 Recognize and observe differences between the conventions of spoken and written standard English.

## 3 Vocabulary Acquisition & Use

[L.3.4, L.3.5, L.3.6]

- \_\_\_ 1 Use sentence-level context as a clue to the meaning of a word or phrase.
- \_\_\_ 2 Determine the meaning of the new word formed when a known affix is added to a known word.
- \_\_\_ 3 Use a known root word as a clue to the meaning of an unknown word with the same root.
- \_\_\_ 4 Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- \_\_\_ 5 Distinguish the literal and nonliteral meanings of words and phrases in context.
- \_\_\_ 6 Identify real-life connections between words and their use.
- \_\_\_ 7 Distinguish shades of meaning among related words that describe states of mind or degrees of certainty.
- \_\_\_ 8 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.

# Checklist of Goals / Objectives

## CCSS ELA Grade 3

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# SL Speaking & Listening

## 1 Comprehension and Collaboration

[SL.3.1, SL.3.2, SL.3.3]

- \_\_\_ 1 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.
- \_\_\_ 2 Follow agreed-upon rules for discussions.
- \_\_\_ 3 Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- \_\_\_ 4 Explain their own ideas and understanding in light of the discussion.
- \_\_\_ 5 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.
- \_\_\_ 6 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

## 2 Presentation of Knowledge & Ideas

[SL.3.4, SL.3.5, SL.3.6]

- \_\_\_ 1 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.
- \_\_\_ 2 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 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

# Checklist of Goals / Objectives

## CCSS ELA Grade 4

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Name \_\_\_\_\_

Date \_\_\_\_\_

### RL Reading: Literature

#### 1 Key Ideas & Details

[RL.4.1, RL.4.2, RL.4.3]

- \_\_\_ 1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- \_\_\_ 2 Determine a theme of a story, drama, or poem from details in the text.
- \_\_\_ 3 Summarize a text.
- \_\_\_ 4 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text.

#### 2 Craft & Structure

[RL.4.4, RL.4.5, RL.4.6]

- \_\_\_ 1 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
- \_\_\_ 2 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems and drama when writing or speaking about a text.
- \_\_\_ 3 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

#### 3 Integration of Knowledge & Ideas

[RL.4.7, RL.4.9]

- \_\_\_ 1 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.
- \_\_\_ 2 Compare and contrast the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.

#### 4 Reading Range / Text Complexity

[RL.4.10]

- \_\_\_ 1 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.

### RI Reading: Informational Text

#### 1 Key Ideas & Details

[RI.4.1, RI.4.2, RI.4.3]

- \_\_\_ 1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- \_\_\_ 2 Determine the main idea of a text and explain how it is supported by key details.
- \_\_\_ 3 Summarize a text.
- \_\_\_ 4 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.

#### 2 Craft & Structure

[RI.4.4, RI.4.5, RI.4.6]

- \_\_\_ 1 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- \_\_\_ 2 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text.
- \_\_\_ 3 Compare and contrast a firsthand and secondhand account of the same event or topic.
- \_\_\_ 4 Describe the differences in focus and the information provided.

#### 3 Integration of Knowledge & Ideas

[RI.4.7, RI.4.8, RI.4.9]

- \_\_\_ 1 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.
- \_\_\_ 2 Explain how an author uses reasons and evidence to support particular points in a text.
- \_\_\_ 3 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

#### 4 Reading Range / Text Complexity

[RI.4.10]

- \_\_\_ 1 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.

### RF Reading: Foundational Skills

#### 1 Phonics and Word Recognition

[RF.4.3]

- \_\_\_ 1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

#### 2 Fluency

[RF.4.4]

- \_\_\_ 1 Read grade-level text with purpose and understanding.
- \_\_\_ 2 Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- \_\_\_ 3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# W Writing

## I Text Types & Purposes

[W.4.1, W.4.2, W.4.3]

### OPINION PIECES

- \_\_\_ 1 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.
- \_\_\_ 2 Provide reasons that are supported by facts and details.
- \_\_\_ 3 Link opinion and reasons using words and phrases.
- \_\_\_ 4 Provide a concluding statement or section related to the opinion presented.

### INFORMATIVE / EXPLANATORY TEXTS

- \_\_\_ 5 Introduce a topic clearly and group related information in paragraphs and sections.
- \_\_\_ 6 Include formatting, illustrations, and multimedia when useful to aiding comprehension.
- \_\_\_ 7 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- \_\_\_ 8 Link ideas within categories of information using words and phrases.
- \_\_\_ 9 Use precise language and domain-specific vocabulary to inform about or explain the topic.
- \_\_\_ 10 Provide a concluding statement or section related to the information or explanation presented.

### NARRATIVES

- \_\_\_ 11 Orient the reader by establishing a situation and introducing a narrator and/or characters.
- \_\_\_ 12 Organize an event sequence that unfolds naturally.
- \_\_\_ 13 Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- \_\_\_ 14 Use a variety of transitional words and phrases to manage the sequence of events.
- \_\_\_ 15 Use concrete words and phrases and sensory details to convey experiences and events precisely.
- \_\_\_ 16 Provide a conclusion that follows from the narrated experiences or events.

## 2 Production & Distribution of Writing

[W.4.4, W.4.5, W.4.6]

- \_\_\_ 1 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- \_\_\_ 2 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- \_\_\_ 3 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.
- \_\_\_ 4 Demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

# W Writing

## 3 Research to Build & Present Knowledge

[W.4.7, W.4.8, W.4.9]

- \_\_\_ 1 Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- \_\_\_ 2 Recall relevant information from experiences or gather relevant information from print and digital sources.
- \_\_\_ 3 Take notes, categorize information, and provide a list of sources.
- \_\_\_ 4 Draw evidence from literary or informational texts to support analysis, reflection, and research.

## 4 Range of Writing

[W.4.10]

- \_\_\_ 1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

# SL Speaking & Listening

## I Comprehension and Collaboration

[SL.4.1, SL.4.2, SL.4.3]

- \_\_\_ 1 Come to discussions prepared, having read or studied required material.
- \_\_\_ 2 Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- \_\_\_ 3 Follow agreed-upon rules for discussions and carry out assigned roles.
- \_\_\_ 4 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.
- \_\_\_ 5 Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- \_\_\_ 6 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- \_\_\_ 7 Identify the reasons and evidence a speaker provides to support particular points.

## 2 Presentation of Knowledge & Ideas

[SL.4.4, SL.4.5, SL.4.6]

- \_\_\_ 1 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.
- \_\_\_ 2 Speak clearly at an understandable pace.
- \_\_\_ 3 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- \_\_\_ 4 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.
- \_\_\_ 5 Use formal English when appropriate to task and situation.

# Checklist of Goals / Objectives

CCSS ELA Grade 4

# L Language

## I Conventions of Standard English

[L.4.1, L.4.2]

- \_\_\_ 1 Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
- \_\_\_ 2 Form and use the progressive verb tenses.
- \_\_\_ 3 Use modal auxiliaries to convey various conditions.
- \_\_\_ 4 Order adjectives within sentences according to conventional patterns.
- \_\_\_ 5 Form and use prepositional phrases.
- \_\_\_ 6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
- \_\_\_ 7 Correctly use frequently confused words.
- \_\_\_ 8 Use correct capitalization.
- \_\_\_ 9 Use commas and quotation marks to mark direct speech and quotations from a text.
- \_\_\_ 10 Use a comma before a coordinating conjunction in a compound sentence.
- \_\_\_ 11 Spell grade-appropriate words correctly, consulting references as needed.

## 2 Knowledge of Language

[L.4.3]

- \_\_\_ 1 Choose words and phrases to convey ideas precisely.
- \_\_\_ 2 Choose punctuation for effect.
- \_\_\_ 3 Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.

## 3 Vocabulary Acquisition & Use

[L.4.4, L.4.5, L.4.6]

- \_\_\_ 1 Use context as a clue to the meaning of a word or phrase.
- \_\_\_ 2 Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- \_\_\_ 3 Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- \_\_\_ 4 Explain the meaning of simple similes and metaphors in context.
- \_\_\_ 5 Recognize and explain the meaning of common idioms, adages, and proverbs.
- \_\_\_ 6 Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).
- \_\_\_ 7 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 and that are basic to a particular topic.

# Checklist of Goals / Objectives

## CCSS ELA Grade 5

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# 5

Name \_\_\_\_\_

Date \_\_\_\_\_

### RL Reading: Literature

#### 1 Key Ideas & Details

[RL.5.1, RL.5.2, RL.5.3]

- \_\_\_ 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- \_\_\_ 2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
- \_\_\_ 3 Summarize a text.
- \_\_\_ 4 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

#### 2 Craft & Structure

[RL.5.4, RL.5.5, RL.5.6]

- \_\_\_ 1 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- \_\_\_ 2 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- \_\_\_ 3 Describe how a narrator's or speaker's point of view influences how events are described.

#### 3 Integration of Knowledge & Ideas

[RL.5.7, RL.5.9]

- \_\_\_ 1 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
- \_\_\_ 2 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

#### 4 Reading Range / Text Complexity

[RL.5.10]

- \_\_\_ 1 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.

### RI Reading: Informational Text

#### 1 Key Ideas & Details

[RI.5.1, RI.5.2, RI.5.3]

- \_\_\_ 1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- \_\_\_ 2 Determine two or more main ideas of a text and explain how they are supported by key details.
- \_\_\_ 3 Summarize a text.
- \_\_\_ 4 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.

#### 2 Craft & Structure

[RI.5.4, RI.5.5, RI.5.6]

- \_\_\_ 1 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- \_\_\_ 2 Compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts.
- \_\_\_ 3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

#### 3 Integration of Knowledge & Ideas

[RI.5.7, RI.5.8, RI.5.9]

- \_\_\_ 1 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.
- \_\_\_ 2 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
- \_\_\_ 3 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

#### 4 Reading Range / Text Complexity

[RI.5.10]

- \_\_\_ 1 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

### RF Reading: Foundational Skills

#### 1 Phonics and Word Recognition

[RF.5.3]

- \_\_\_ 1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.

#### 2 Fluency

[RF.5.4]

- \_\_\_ 1 Read grade-level text with purpose and understanding.
- \_\_\_ 2 Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- \_\_\_ 3 Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

# W Writing

## I Text Types & Purposes

[W.5.1, W.5.2, W.5.3]

### OPINION PIECES

- \_\_\_ 1 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.
- \_\_\_ 2 Provide logically ordered reasons that are supported by facts and details.
- \_\_\_ 3 Link opinion and reasons using words, phrases, and clauses.
- \_\_\_ 4 Provide a concluding statement or section related to the opinion presented.

### INFORMATIVE / EXPLANATORY TEXTS

- \_\_\_ 5 Introduce a topic clearly, provide a general observation and focus, and group related information logically.
- \_\_\_ 6 Include formatting, illustrations, and multimedia when useful to aiding comprehension.
- \_\_\_ 7 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- \_\_\_ 8 Link ideas within and across categories of information using words, phrases, and clauses.
- \_\_\_ 9 Use precise language and domain-specific vocabulary to inform about or explain the topic.
- \_\_\_ 10 Provide a concluding statement or section related to the information or explanation presented.

### NARRATIVES

- \_\_\_ 11 Orient the reader by establishing a situation and introducing a narrator and/or characters.
- \_\_\_ 12 Organize an event sequence that unfolds naturally.
- \_\_\_ 13 Use dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.
- \_\_\_ 14 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- \_\_\_ 15 Use concrete words and phrases and sensory details to convey experiences and events precisely.
- \_\_\_ 16 Provide a conclusion that follows from the narrated experiences or events.

## 2 Production & Distribution of Writing

[W.5.4, W.5.5, W.5.6]

- \_\_\_ 1 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- \_\_\_ 2 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- \_\_\_ 3 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.
- \_\_\_ 4 Demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

# W Writing

## 3 Research to Build & Present Knowledge

[W.5.7, W.5.8, W.5.9]

- \_\_\_ 1 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- \_\_\_ 2 Recall relevant information from experiences or gather relevant information from print and digital sources.
- \_\_\_ 3 Summarize or paraphrase information in notes and finished work, and provide a list of sources.
- \_\_\_ 4 Draw evidence from literary or informational texts to support analysis, reflection, and research.

## 4 Range of Writing

[W.5.10]

- \_\_\_ 1 Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

# SL Speaking & Listening

## I Comprehension and Collaboration

[SL.5.1, SL.5.2, SL.5.3]

- \_\_\_ 1 Come to discussions prepared, having read or studied required material.
- \_\_\_ 2 Explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- \_\_\_ 3 Follow agreed-upon rules for discussions and carry out assigned roles.
- \_\_\_ 4 Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- \_\_\_ 5 Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
- \_\_\_ 6 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- \_\_\_ 7 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

## 2 Presentation of Knowledge & Ideas

[SL.5.4, SL.5.5, SL.5.6]

- \_\_\_ 1 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.
- \_\_\_ 2 Speak clearly at an understandable pace.
- \_\_\_ 3 Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- \_\_\_ 4 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

# Checklist of Goals / Objectives

CCSS ELA Grade 5

# L Language

## I Conventions of Standard English

[L.5.1, L.5.2]

- \_\_\_ 1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- \_\_\_ 2 Form and use the perfect verb tenses.
- \_\_\_ 3 Use verb tense to convey various times, sequences, states, and conditions.
- \_\_\_ 4 Recognize and correct inappropriate shifts in verb tense.
- \_\_\_ 5 Use correlative conjunctions.
- \_\_\_ 6 Use punctuation to separate items in a series.
- \_\_\_ 7 Use a comma to separate an introductory element from the rest of the sentence.
- \_\_\_ 8 Use a comma to set off the words *yes* and *no*, to set off a tag question from the rest of the sentence, and to indicate direct address.
- \_\_\_ 9 Use underlining, quotation marks, or italics to indicate titles of works.
- \_\_\_ 10 Spell grade-appropriate words correctly, consulting references as needed.

## 2 Knowledge of Language

[L.5.3]

- \_\_\_ 1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- \_\_\_ 2 Compare and contrast the varieties of English used in stories, dramas, or poems.

## 3 Vocabulary Acquisition & Use

[L.5.4, L.5.5, L.5.6]

- \_\_\_ 1 Use context as a clue to the meaning of a word or phrase.
- \_\_\_ 2 Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.
- \_\_\_ 3 Consult reference materials, both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- \_\_\_ 4 Interpret figurative language, including similes and metaphors, in context.
- \_\_\_ 5 Recognize and explain the meaning of common idioms, adages, and proverbs.
- \_\_\_ 6 Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
- \_\_\_ 7 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

# Checklist of Goals / Objectives

## CCSS ELA Grade 6

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Name \_\_\_\_\_

Date \_\_\_\_\_

# 6

### RL Reading: Literature

#### 1 Key Ideas & Details

[RL.6.1, RL.6.2, RL.6.3]

- \_\_\_ 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- \_\_\_ 2 Determine a theme or central idea of a text and how it is conveyed through particular details.
- \_\_\_ 3 Provide a summary of the text distinct from personal opinions or judgments.
- \_\_\_ 4 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.

#### 2 Craft & Structure

[RL.6.4, RL.6.5, RL.6.6]

- \_\_\_ 1 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- \_\_\_ 2 Analyze the impact of a specific word choice on meaning and tone.
- \_\_\_ 3 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.
- \_\_\_ 4 Explain how an author develops the point of view of the narrator or speaker in a text.

#### 3 Integration of Knowledge & Ideas

[RL.6.7, RL.6.9]

- \_\_\_ 1 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 you "see" and "hear" when reading the text to what they perceive when they listen or watch.
- \_\_\_ 2 Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

#### 4 Reading Range / Text Complexity

[RL.6.10]

- \_\_\_ 1 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.

### RI Reading: Informational Text

#### 1 Key Ideas & Details

[RI.6.1, RI.6.2, RI.6.3]

- \_\_\_ 1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- \_\_\_ 2 Determine a central idea of a text and how it is conveyed through particular details.
- \_\_\_ 3 Provide a summary of the text distinct from personal opinions or judgments.
- \_\_\_ 4 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

#### 2 Craft & Structure

[RI.6.4, RI.6.5, RI.6.6]

- \_\_\_ 1 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- \_\_\_ 2 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.
- \_\_\_ 3 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

#### 3 Integration of Knowledge & Ideas

[RI.6.7, RI.6.8, RI.6.9]

- \_\_\_ 1 Integrate information presented in different media or formats as well as in words to develop a coherent understanding of a topic or issue.
- \_\_\_ 2 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.
- \_\_\_ 3 Compare and contrast one author's presentation of events with that of another.

#### 4 Reading Range / Text Complexity

[RI.6.10]

- \_\_\_ 1 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.

### SL Speaking & Listening

#### 1 Comprehension and Collaboration

[SL.6.1, SL.6.2, SL.6.3]

- \_\_\_ 1 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.
- \_\_\_ 2 Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- \_\_\_ 3 Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- \_\_\_ 4 Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- \_\_\_ 5 Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.
- \_\_\_ 6 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

#### 2 Presentation of Knowledge & Ideas

[SL.6.4, SL.6.5, SL.6.6]

- \_\_\_ 1 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes.
- \_\_\_ 2 Use appropriate eye contact, adequate volume, and clear pronunciation.
- \_\_\_ 3 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- \_\_\_ 4 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

# Checklist of Goals / Objectives

## CCSS ELA Grade 6

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### W Writing

#### I Text Types & Purposes

[W.6.1, W.6.2, W.6.3]

##### ARGUMENTATIVE

- \_\_\_ 1 Introduce claim(s) and organize the reasons and evidence clearly.
- \_\_\_ 2 Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- \_\_\_ 3 Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- \_\_\_ 4 Establish and maintain a formal style.
- \_\_\_ 5 Provide a concluding statement or section that follows from the argument presented.

##### INFORMATIVE / EXPLANATORY

- \_\_\_ 6 Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
- \_\_\_ 7 Include formatting, graphics, and multimedia when useful to aiding comprehension.
- \_\_\_ 8 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- \_\_\_ 9 Use appropriate transitions to clarify the relationships among ideas and concepts.
- \_\_\_ 10 Use precise language and domain-specific vocabulary to inform about or explain the topic.
- \_\_\_ 11 Establish and maintain a formal style.
- \_\_\_ 12 Provide a concluding statement or section that follows from the information or explanation presented.

##### NARRATIVE

- \_\_\_ 13 Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
- \_\_\_ 14 Organize an event sequence that unfolds naturally and logically.
- \_\_\_ 15 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- \_\_\_ 16 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- \_\_\_ 17 Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- \_\_\_ 18 Provide a conclusion that follows from the narrated experiences or events.

### W Writing

#### 2 Production & Distribution of Writing

[W.6.4, W.6.5, W.6.6]

- \_\_\_ 1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- \_\_\_ 2 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.
- \_\_\_ 3 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- \_\_\_ 4 Demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

#### 3 Research to Build & Present Knowledge

[W.6.7, W.6.8, W.6.9]

- \_\_\_ 1 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- \_\_\_ 2 Gather relevant information from multiple print and digital sources.
- \_\_\_ 3 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.
- \_\_\_ 4 Draw evidence from literary or informational texts to support analysis, reflection, and research.

#### 4 Range of Writing

[W.6.10]

- \_\_\_ 1 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.

### L Language

#### 1 Conventions of Standard English

[L.6.1, L.6.2]

- \_\_\_ 1 Ensure that pronouns are in the proper case (subjective, objective, possessive).
- \_\_\_ 2 Use intensive pronouns (e.g., *myself*, *ourselves*).
- \_\_\_ 3 Recognize and correct inappropriate shifts in pronoun number and person.
- \_\_\_ 4 Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- \_\_\_ 5 Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
- \_\_\_ 6 Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- \_\_\_ 7 Spell correctly.

#### 2 Knowledge of Language

[L.6.3]

- \_\_\_ 1 Vary sentence patterns for meaning, reader/listener interest, and style.
- \_\_\_ 2 Maintain consistency in style and tone.

#### 3 Vocabulary Acquisition & Use

[L.6.4, L.6.5, L.6.6]

- \_\_\_ 1 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.
- \_\_\_ 2 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).
- \_\_\_ 3 Consult reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- \_\_\_ 4 Verify the preliminary determination of the meaning of a word or phrase.
- \_\_\_ 5 Interpret figures of speech (e.g., personification) in context.
- \_\_\_ 6 Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.
- \_\_\_ 7 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *stingy*, *scrimping*, *economical*, *unwasteful*, *thrifty*).
- \_\_\_ 8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases;
- \_\_\_ 9 Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Checklist of Goals / Objectives

## CCSS ELA Grade 7

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### RL Reading: Literature

#### 1 Key Ideas & Details

[RL.7.1, RL.7.2, RL.7.3]

- \_\_\_ 1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- \_\_\_ 2 Determine a theme or central idea of a text and analyze its development over the course of the text.
- \_\_\_ 3 Provide an objective summary of the text.
- \_\_\_ 4 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).

#### 2 Craft & Structure

[RL.7.4, RL.7.5, RL.7.6]

- \_\_\_ 1 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- \_\_\_ 2 Analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
- \_\_\_ 3 Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
- \_\_\_ 4 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

#### 3 Integration of Knowledge & Ideas

[RL.7.7, RL.7.9]

- \_\_\_ 1 Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
- \_\_\_ 2 Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

#### 4 Reading Range / Text Complexity

[RL.7.10]

- \_\_\_ 1 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.

Name \_\_\_\_\_

Date \_\_\_\_\_

### RI Reading: Informational Text

#### 1 Key Ideas & Details

[RI.7.1, RI.7.2, RI.7.3]

- \_\_\_ 1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- \_\_\_ 2 Determine two or more central ideas in a text and analyze their development over the course of the text.
- \_\_\_ 3 Provide an objective summary of the text.
- \_\_\_ 4 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

#### 2 Craft & Structure

[RI.7.4, RI.7.5, RI.7.6]

- \_\_\_ 1 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- \_\_\_ 2 Analyze the impact of a specific word choice on meaning and tone.
- \_\_\_ 3 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- \_\_\_ 4 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

#### 3 Integration of Knowledge & Ideas

[RI.7.7, RI.7.8, RI.7.9]

- \_\_\_ 1 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject.
- \_\_\_ 2 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- \_\_\_ 3 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

#### 4 Reading Range / Text Complexity

[RI.7.10]

- \_\_\_ 1 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.



### SL Speaking & Listening

#### 1 Comprehension and Collaboration

[SL.7.1, SL.7.2, SL.7.3]

- \_\_\_ 1 Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- \_\_\_ 2 Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- \_\_\_ 3 Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- \_\_\_ 4 Acknowledge new information expressed by others and, when warranted, modify their own views.
- \_\_\_ 5 Analyze the main ideas and supporting details presented in diverse media and formats and explain how the ideas clarify a topic, text, or issue under study.
- \_\_\_ 6 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

#### 2 Presentation of Knowledge & Ideas

[SL.7.4, SL.7.5, SL.7.6]

- \_\_\_ 1 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples.
- \_\_\_ 2 Use appropriate eye contact, adequate volume, and clear pronunciation.
- \_\_\_ 3 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- \_\_\_ 4 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

# Checklist of Goals / Objectives

## CCSS ELA Grade 7

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## W Writing

### I Text Types & Purposes

[W.7.1, W.7.2, W.7.3]

#### ARGUMENTATIVE

- \_\_\_ 1 Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- \_\_\_ 2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- \_\_\_ 3 Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- \_\_\_ 4 Establish and maintain a formal style.
- \_\_\_ 5 Provide a concluding statement or section that follows from and supports the argument presented.

#### INFORMATIVE / EXPLANATORY

- \_\_\_ 6 Introduce a topic clearly, previewing what is to follow.
- \_\_\_ 7 Organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
- \_\_\_ 8 Include formatting, graphics, and multimedia when useful to aiding comprehension.
- \_\_\_ 9 Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- \_\_\_ 10 Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- \_\_\_ 11 Use precise language and domain-specific vocabulary to inform about or explain the topic.
- \_\_\_ 12 Establish and maintain a formal style.
- \_\_\_ 13 Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### NARRATIVE

- \_\_\_ 14 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- \_\_\_ 15 Organize an event sequence that unfolds naturally and logically.
- \_\_\_ 16 Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- \_\_\_ 17 Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- \_\_\_ 18 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- \_\_\_ 19 Provide a conclusion that follows from and reflects on the narrated experiences or events.

## W Writing

### 2 Production & Distribution of Writing

[W.7.4, W.7.5, W.7.6]

- \_\_\_ 1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- \_\_\_ 2 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, focusing on how well purpose and audience have been addressed.
- \_\_\_ 3 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

### 3 Research to Build & Present Knowledge

[W.7.7, W.7.8, W.7.9]

- \_\_\_ 1 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- \_\_\_ 2 Gather relevant information from multiple print and digital sources, using search terms effectively.
- \_\_\_ 3 Assess the credibility and accuracy of each source.
- \_\_\_ 4 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- \_\_\_ 5 Draw evidence from literary or informational texts to support analysis, reflection, and research.

### 4 Range of Writing

[W.7.10]

- \_\_\_ 1 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.

## L Language

### I Conventions of Standard English

[L.7.1, L.7.2]

- \_\_\_ 1 Explain the function of phrases and clauses in general and their function in specific sentences.
- \_\_\_ 2 Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- \_\_\_ 3 Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.
- \_\_\_ 4 Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie* but not *He wore an old[,] green shirt*).
- \_\_\_ 5 Spell correctly.

### 2 Knowledge of Language

[L.7.3]

- \_\_\_ 1 Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

### 3 Vocabulary Acquisition & Use

[L.7.4, L.7.5, L.7.6]

- \_\_\_ 1 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.
- \_\_\_ 2 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *belligerent*, *bellicose*, *rebel*).
- \_\_\_ 3 Consult general and specialized 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.
- \_\_\_ 4 Verify the preliminary determination of the meaning of a word or phrase.
- \_\_\_ 5 Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
- \_\_\_ 6 Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- \_\_\_ 7 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *refined*, *respectful*, *polite*, *diplomatic*, *condescending*).
- \_\_\_ 8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- \_\_\_ 9 Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

# Checklist of Goals / Objectives

## CCSS ELA Grade 8

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Name \_\_\_\_\_

Date \_\_\_\_\_



### RL Reading: Literature

#### 1 Key Ideas & Details

[RL.8.1, RL.8.2, RL.8.3]

- \_\_\_ 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- \_\_\_ 2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot.
- \_\_\_ 3 Provide an objective summary of the text.
- \_\_\_ 4 Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

#### 2 Craft & Structure

[RL.8.4, RL.8.5, RL.8.6]

- \_\_\_ 1 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings.
- \_\_\_ 2 Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- \_\_\_ 3 Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
- \_\_\_ 4 Analyze how differences in the points of view of the characters and the audience or reader create such effects as suspense or humor.

#### 3 Integration of Knowledge & Ideas

[RL.8.7, RL.8.9]

- \_\_\_ 1 Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
- \_\_\_ 2 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

#### 4 Reading Range / Text Complexity

[RL.8.10]

- \_\_\_ 1 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band independently and proficiently.

### RI Reading: Informational Text

#### 1 Key Ideas & Details

[RI.8.1, RI.8.2, RI.8.3]

- \_\_\_ 1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
- \_\_\_ 2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas.
- \_\_\_ 3 Provide an objective summary of the text.
- \_\_\_ 4 Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

#### 2 Craft & Structure

[RI.8.4, RI.8.5, RI.8.6]

- \_\_\_ 1 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- \_\_\_ 2 Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
- \_\_\_ 3 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
- \_\_\_ 4 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

#### 3 Integration of Knowledge & Ideas

[RI.8.7, RI.8.8, RI.8.9]

- \_\_\_ 1 Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.
- \_\_\_ 2 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient.
- \_\_\_ 3 Recognize when irrelevant evidence is introduced.
- \_\_\_ 4 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

#### 4 Reading Range / Text Complexity

[RI.8.10]

- \_\_\_ 1 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band independently and proficiently.

### SL Speaking & Listening

#### 1 Comprehension and Collaboration

[SL.8.1, SL.8.2, SL.8.3]

- \_\_\_ 1 Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- \_\_\_ 2 Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- \_\_\_ 3 Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- \_\_\_ 4 Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
- \_\_\_ 5 Analyze the purpose of information presented in diverse media and formats and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- \_\_\_ 6 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

#### 2 Presentation of Knowledge & Ideas

[SL.8.4, SL.8.5, SL.8.6]

- \_\_\_ 1 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details.
- \_\_\_ 2 Use appropriate eye contact, adequate volume, and clear pronunciation.
- \_\_\_ 3 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- \_\_\_ 4 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

# W Writing

## I Text Types & Purposes

[W.8.1, W.8.2, W.8.3]

### ARGUMENTATIVE

- \_\_\_ 1 Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- \_\_\_ 2 Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- \_\_\_ 3 Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- \_\_\_ 4 Establish and maintain a formal style.
- \_\_\_ 5 Provide a concluding statement or section that follows from and supports the argument presented.

### INFORMATIVE / EXPLANATORY

- \_\_\_ 6 Introduce a topic clearly, previewing what is to follow.
- \_\_\_ 7 Organize ideas, concepts, and information into broader categories.
- \_\_\_ 8 Include formatting, graphics, and multimedia when useful to aiding comprehension.
- \_\_\_ 9 Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- \_\_\_ 10 Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- \_\_\_ 11 Use precise language and domain-specific vocabulary to inform about or explain the topic.
- \_\_\_ 12 Establish and maintain a formal style.
- \_\_\_ 13 Provide a concluding statement or section that follows from and supports the information or explanation presented.

### NARRATIVE

- \_\_\_ 14 Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- \_\_\_ 15 Organize an event sequence that unfolds naturally and logically.
- \_\_\_ 16 Use narrative techniques, such as dialogue, pacing, and description, and reflection to develop experiences, events, and/or characters.
- \_\_\_ 17 Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
- \_\_\_ 18 Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- \_\_\_ 19 Provide a conclusion that follows from and reflects on the narrated experiences or events.

# Checklist of Goals / Objectives

## CCSS ELA Grade 8

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# W Writing

## 2 Production & Distribution of Writing

[W.8.4, W.8.5, W.8.6]

- \_\_\_ 1 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- \_\_\_ 2 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, focusing on how well purpose and audience have been addressed.
- \_\_\_ 3 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

## 3 Research to Build & Present Knowledge

[W.8.7, W.8.8, W.8.9]

- \_\_\_ 1 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- \_\_\_ 2 Gather relevant information from multiple print and digital sources, using search terms effectively.
- \_\_\_ 3 Assess the credibility and accuracy of each source.
- \_\_\_ 4 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- \_\_\_ 5 Draw evidence from literary or informational texts to support analysis, reflection, and research.

## 4 Range of Writing

[W.8.10]

- \_\_\_ 1 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.

# L Language

## I Conventions of Standard English

[L.8.1, L.8.2]

- \_\_\_ 1 Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
- \_\_\_ 2 Form and use verbs in the active and passive voice.
- \_\_\_ 3 Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- \_\_\_ 4 Recognize and correct inappropriate shifts in verb voice and mood.
- \_\_\_ 5 Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- \_\_\_ 6 Use an ellipsis to indicate an omission.

## 2 Knowledge of Language

[L.8.3]

- \_\_\_ 1 Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

## 3 Vocabulary Acquisition & Use

[L.8.4, L.8.5, L.8.6]

- \_\_\_ 1 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.
- \_\_\_ 2 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *precede*, *recede*, *secede*).
- \_\_\_ 3 Consult general and specialized 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.
- \_\_\_ 4 Verify the preliminary determination of the meaning of a word or phrase.
- \_\_\_ 5 Interpret figures of speech (e.g. verbal irony, puns) in context.
- \_\_\_ 6 Use the relationship between particular words to better understand each of the words.
- \_\_\_ 7 Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., *bullheaded*, *willful*, *firm*, *persistent*, *resolute*).
- \_\_\_ 8 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- \_\_\_ 9 Gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

 <b>WALDEN GREEN MONTESSORI</b>		SPIRAL CURRICULUM ALIGNMENT ~ KINDERGARTEN LANGUAGE ~
LEVEL	COMMON CORE STANDARD	NEW SKILL (IN COMBINATION WITH ALL OTHER PREVIOUS SKILLS)
1.1	RFK.2.A, L.K.1.A	RECOGNIZE AND PRODUCE RHYMING WORDS; UPPER/LOWERCASE LETTERS
1.2	RFK.2.A, L.K.1.A	RECOGNIZE AND PRODUCE RHYMING WORDS; UPPER/LOWERCASE LETTERS
1.3	L.K.5.A	SORT COMMON OBJECTS INTO CATEGORIES
1.4	L.K.5.A	SORT COMMON OBJECTS INTO CATEGORIES
1.5	RFK.2.B	COUNT SYLLABLES
1.6	RFK.2.B	COUNT SYLLABLES
1.7	L.K.5.B	OPPOSITES (ANTONYMS)
1.8	L.K.5.B	OPPOSITES (ANTONYMS)
2.1	L.K.1.D	UNDERSTAND AND USE QUESTION WORDS
2.2	L.K.1.D	UNDERSTAND AND USE QUESTION WORDS
2.3	L.K.1.E	USE PREPOSITIONS
2.4	L.K.1.E	USE PREPOSITIONS
2.5	L.K.2.A	CAPITALIZE THE FIRST WORD IN A SENTENCE AND THE PRONOUN I
2.6	L.K.2.A	CAPITALIZE THE FIRST WORD IN A SENTENCE AND THE PRONOUN I
2.7	L.K.2.B	ENDING PUNCTUATION
2.8	L.K.2.B	ENDING PUNCTUATION
2.9	L.K.2.D	SPELLING
3.1	L.K.2.D	SPELLING
3.2	L.K.1.B	NOUNS
3.3	L.K.1.B	VERBS
3.4	L.K.1.B	NOUNS AND VERBS
3.5	L.K.1.F	WRITING SENTENCES
3.6	L.K.1.F	EXPANDING SENTENCES
3.7	L.K.5.D	SHADES OF MEANING
3.8	L.K.5.D	SHADES OF MEANING
3.9	L.K.5.C	REAL LIFE CONNECTIONS
4.1	L.K.5.C	REAL LIFE CONNECTIONS
4.2	L.K.4.A	MULTIPLE MEANING WORDS
4.3	L.K.4.A	MULTIPLE MEANING WORDS
4.4	L.K.4.B	INFLECTIONS AND AFFIXES
4.5	L.K.4.B	INFLECTIONS AND AFFIXES

 <b>WALDEN GREEN MONTESSORI</b>		SPIRAL CURRICULUM ALIGNMENT ~ 1ST YEAR LANGUAGE ~
LEVEL	COMMON CORE STANDARD	NEW SKILL (IN COMBINATION WITH ALL OTHER PREVIOUS SKILLS)
1.1	L.1.5.A	SORTING WORDS INTO CATEGORIES
1.2	L.1.4	MULTIPLE-MEANING WORDS
1.3	L.1.4	HOMOPHONES
1.4	L.1.4	MULTIPLE-MEANING WORDS & HOMOPHONES; WORD FAMILIES –AN –AB
1.5	L.1.4	ALPHABETICAL ORDER; WORD FAMILIES –AT –AG
1.6	L.1.4	USING A DICTIONARY; WORD FAMILIES –AM –AD
1.7	L.1.1.B	COMMON & PROPER NOUNS; WORD FAMILIES –ACK –AP
1.8	L.1.1.B	POSSESSIVE NOUNS; WORD FAMILIES –IN –ILL
2.1	L.1.1.C	SINGULAR AND PLURAL NOUNS
2.2	L.1.1.C	SINGULAR AND PLURAL NOUNS CONTINUED
2.3	L.1.1.C	PRESENT & FUTURE TENSE VERBS
2.4	L.1.1.C	PAST TENSE VERBS
2.5	L.1.2.A	CAPITALIZING DATES
2.6	L.1.2.A	CAPITALIZING NAMES
2.7	L.1.2.B	ENDING PUNCTUATION
2.8	L.1.2.A/B	CAPITALIZATION AND PUNCTUATION IN SENTENCES REVIEW
2.9	L.1.5.B	DEFINE WORDS BY CATEGORY AND ATTRIBUTES
3.1	L.1.1.D	PERSONAL AND POSSESSIVE PRONOUNS
3.2	L.1.1.D	INDEFINITE PRONOUNS
3.3	L.1.1.F	ADJECTIVES
3.4	L.1.1.G	CONJUNCTIONS
3.5	L.1.1.F/G	ADJECTIVES & CONJUNCTIONS REVIEW
3.6	L.1.2.C	COMMAS IN DATES
3.7	L.1.2.C	COMMAS IN A SERIES
3.8	L.1.4.A	CONTEXT CLUES
3.9	L.1.4.C	ROOTS – INFLECTIONAL FORMS
4.1	L.1.1.H	USE DETERMINERS (ARTICLES, DEMONSTRATIVES)
4.2	L.1.1.I	PREPOSITIONS
4.3	L.1.1.J	SIMPLE AND COMPOUND SENTENCES
4.4	L.1.1.J	TYPES OF SENTENCES
4.5	L.1.5.D	SHADES OF MEANING

 <b>WALDEN GREEN MONTESSORI</b>		SPIRAL CURRICULUM ALIGNMENT ~ 2ND YEAR LANGUAGE ~
LEVEL	COMMON CORE STANDARD	NEW SKILL (IN COMBINATION WITH ALL OTHER PREVIOUS SKILLS)
1.1	L.2.2.A	CAPITALIZATION
1.2	L.2.4.D	WORD WORK: COMPOUND WORDS
1.3	L.2.4.D	WORD WORK: COMPOUND WORDS
1.4	L.2.2.E	REFERENCE MATERIALS; CHECK SPELLING
1.5	L.2.2.E	REFERENCE MATERIALS; CHECK SPELLING
1.6	L.2.4.E	DICTIONARIES TO CLARIFY WORD MEANING
1.7	L.2.4.A	CONTEXT CLUES
1.8	L.2.4.A	CONTEXT CLUES
2.1	L.2.1.B	IRREGULAR PLURAL NOUNS
2.2	L.2.4.D	WORD WORK: RE-
2.3	L.2.4.D	WORD WORK: PORT
2.4	L.2.2.C	CONTRACTIONS
2.5	L.2.2.C	POSSESSIVE NOUNS
2.6	L.2.4.D	WORD WORK: UN-
2.7	L.2.4.D	WORD WORK: SUB-
2.8	L.2.1.C	REFLEXIVE PRONOUNS
2.9	L.2.4.D	WORD WORK: -FUL
3.1	L.2.4.C	WORD WORK: -LESS
3.2	L.2.1.D	PAST TENSE IRREGULAR VERBS
3.3	L.2.4.C	WORD WORK: PRE-
3.4	L.2.1.E	ADVERBS & ADJECTIVES
3.5	L.2.4.C	WORD WORK: -LY
3.6	L.2.3.A	FORMAL & INFORMAL LANGUAGE
3.7	L.2.4.C	WORD WORK: UNI-
3.8	L.2.5.B	SHADES OF MEANING
3.9	L.2.4.C	WORD WORK: BI- TRI-
4.1	L.2.1.A	COLLECTIVE NOUNS
4.2	L.2.4.B	WORD WORK: IN-
4.3	L.2.1.F	SIMPLE AND COMPOUND SENTENCES
4.4	L.2.4.B	WORD WORK: CO-
4.5	L.2.2.B	COMMAS IN A LETTER

 <b>WALDEN GREEN MONTESSORI</b>		SPIRAL CURRICULUM ALIGNMENT ~ 3RD YEAR LANGUAGE ~
LEVEL	COMMON CORE STANDARD	NEW SKILL (IN COMBINATION WITH ALL OTHER PREVIOUS SKILLS)
1.1	L.3.2.F	COMPOUND WORDS & SYLLABLES
1.2	L.3.1.A	PARTS OF SPEECH
1.3	L.3.1.A	PARTS OF SPEECH CONTINUED
1.4	L.3.1.C	ABSTRACT NOUNS
1.5	L.3.1.D, L.3.1.E	IRREGULAR VERBS & SIMPLE VERBS
1.6	L.3.5.C	SHADES OF MEANING: SYNONYMS & ANTONYMS
1.7	L.3.4.B, L.3.4.C	WORD STUDY: WORDS WITH THE AFFIX PRE-
1.8	L.3.4.B, L.3.4.C	WORD STUDY: WORDS WITH THE AFFIX RE- AND UN-
2.1	L.3.1.B	REGULAR AND IRREGULAR PLURAL NOUNS
2.2	L.3.1.F	SUBJECT-VERB AND PRONOUN-ANTECEDENT AGREEMENT
2.3	L.3.2.A	CAPITALIZE WORDS IN TITLES
2.4	L.3.4.B, L.3.4.C	WORD STUDY: EX-
2.5	L.3.5.A	LITERAL AND NONLITERAL MEANINGS
2.6	L.3.4.B, L.3.4.C	WORD STUDY: IN-, IM-, IL AND CO-, CON-
2.7	L.3.2.G	REFERENCE MATERIALS
2.8	L.3.4.D	USING A DICTIONARY
2.9	L.3.4.B, L.3.4.C	WORD STUDY: SUB-
3.1	L.3.4.B, L.3.4.C	WORD STUDY: VID, VIS
3.2	L.3.2.C	COMMAS AND QUOTATION MARKS IN DIALOGUE
3.3	L.3.4.B, L.3.4.C	WORD STUDY: PORT
3.4	L.3.2.D	POSSESSIVE NOUNS
3.5	L.3.1.H	COORDINATING AND SUBORDINATING CONJUNCTIONS
3.6	L.3.1.I	SIMPLE, COMPOUND, AND COMPLEX SENTENCES
3.7	L.3.4.B, L.3.4.C	WORD STUDY: MOV, MOT, MOB
3.8	L.3.2.B	COMMAS IN ADDRESSES
3.9	L.3.1.G	COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS
4.1	L.3.1.G	COMPARATIVE AND SUPERLATIVE ADJECTIVES AND ADVERBS CONTINUED
4.2	L.3.3.B	RECOGNIZE DIFFERENCES BETWEEN SPOKEN & WRITTEN STANDARD ENGLISH
4.3	L.3.4.B, L.3.4.C	WORD STUDY: FIN, FINIT
4.4	L.3.4.B, L.3.4.C	WORD STUDY: TELE
4.5	L.3.5.B	IDENTIFY REAL-LIFE CONNECTIONS BETWEEN WORDS AND THEIR USE

 <b>WALDEN GREEN MONTESSORI</b>		SPIRAL CURRICULUM ALIGNMENT ~ 4TH YEAR LANGUAGE ~
LEVEL	COMMON CORE STANDARD	NEW SKILL (IN COMBINATION WITH ALL OTHER PREVIOUS SKILLS)
1.1	L.4.2.A, L.4.2.D	CAPITALIZATION & SPELLING
1.2	L.4.1.F	FRAGMENTS & RUN-ONS
1.3	L.4.4.B	WORD STUDY: IN, IM
1.4	L.4.4.A	CONTEXT CLUES
1.5	L.4.4.B	WORD STUDY: COM, COL
1.6	L.4.4.B	WORD STUDY: DE & PRO
1.7	L.4.5.C, L.4.3.A	SYNONYMS & ANTONYMS; CHOOSE WORDS TO CONVEY IDEAS PRECISELY.
1.8	L.4.4.C	REFERENCE MATERIALS (DICTIONARIES, GLOSSARIES, THESAURUSES)
2.1	L.4.4.B	WORD STUDY: AUDI, AUDIT
2.2	L.4.1.B	FORM AND USE THE PROGRESSIVE VERB TENSE
2.3	L.4.1.D	ORDER ADJECTIVES WITHIN A SENTENCE
2.4	L.4.4.B	WORD STUDY: VOC, VOKE & SPEC, SPECT
2.5	L.4.2.B	USE COMMAS AND QUOTATION MARKS
2.6	L.4.4.B	WORD STUDY: TERR
2.7	L.4.5.A	SIMILES AND METAPHORS
2.8	L.4.5.B	IDIOMS, ADAGES, AND PROVERBS
2.9	L.4.4.B	WORD STUDY: TRAC, TRACT
3.1	L.4.1.C	MODAL AUXILIARIES
3.2	L.4.1.A	RELATIVE PRONOUNS & ADVERBS
3.3	L.4.4.B	WORD STUDY: TRANS & INTER
3.4	L.4.1.E	PREPOSITIONAL PHRASES
3.5	L.4.4.B	WORD STUDY: PER
3.6	L.4.4.B	WORD STUDY: AUTO
3.7	L.4.2.B	COMMAS & COORDINATING CONJUNCTIONS IN COMPOUND SENTENCES
3.8	L.4.3.B	PUNCTUATION FOR EFFECT
3.9	L.4.4.B	WORD STUDY: TELE
4.1	L.4.1.G	USE FREQUENTLY CONFUSED WORDS CORRECTLY
4.2	L.4.4.B	WORD STUDY: IBLE, ABLE
4.3	L.4.4.B	WORD STUDY: OLOGY
4.4	L.4.4.B	WORD STUDY: ORIUM, ARIUM, ARY, ORY
4.5	L.4.4.B	WORD STUDY: OR, ER

 <b>WALDEN GREEN MONTESSORI</b>		SPIRAL CURRICULUM ALIGNMENT ~ 5TH YEAR LANGUAGE ~
LEVEL	COMMON CORE STANDARD	NEW SKILL (IN COMBINATION WITH ALL OTHER PREVIOUS SKILLS)
1.1	L.5.4.B	WORD STUDY: DI, DIF, DIS
1.2	L.5.2.B	COMMAS TO SEPARATE INTRODUCTORY ELEMENTS
1.3	L.5.1.A	CONJUNCTIONS, PREPOSITIONS, AND INTERJECTIONS
1.4	L.5.4.B	WORD STUDY: A, AB, ABS
1.5	L.5.6	USE GRADE APPROPRIATE WORDS AND PHRASES
1.6	L.5.4.B	WORD STUDY: SUPER, SUR
1.7	L.5.5.C	SYNONYMS, ANTONYMS, HOMOGRAPHS
1.8	L.5.4.B	WORD STUDY: AD
2.1	L.5.5.A	FIGURATIVE LANGUAGE: SIMILES, METAPHORS, IDIOMS, ADAGES/PROVERBS
2.2	L.5.3.A	EXPAND, COMBINE, AND REDUCE SENTENCES
2.3	L.5.4.B	WORD STUDY: SCRIB, SCRIPT & DICT
2.4	L.5.2.A	COMMAS IN A SERIES
2.5	L.5.4.B	WORD STUDY: PON, POS, POSIT & SED, SID, SESS
2.6	L.5.1.E	CORRELATIVE CONJUNCTIONS
2.7	L.5.2.D	FORMATTING TITLES OF WORKS
2.8	L.5.4.C	REFERENCE MATERIALS
2.9	L.5.4.B	WORD STUDY: CUR, CURS, COUR, COURS & AQUA, HYDRO
3.1	L.5.1.B, L.5.1.C	PERFECT VERB TENSE; CONVEY TIMES, SEQUENCES, STATES, AND CONDITIONS.
3.2	L.5.1.D	INAPPROPRIATE SHIFTS IN VERB TENSE
3.3	L.5.4.B	WORD STUDY: LEG, LIG, LECT
3.4	L.5.4.B	WORD STUDY: DENT, DON'T & PED, POD
3.5	L.5.4.B	WORD STUDY: TEMPOR, CHRON & SOL, MONO
3.6	L.5.2.C	USE COMMAS TO SET OFF WORDS, TAG QUESTIONS, AND DIRECT ADDRESSES
3.7	L.5.4.B	WORD STUDY: RUPT
3.8	L.5.4.B	WORD STUDY: DUC, DUCT
3.9	L.5.4.A	CONTEXT CLUES
4.1	L.5.4.B	WORD STUDY: STRU, STRUCT
4.2	L.5.4.B	WORD STUDY: CRACY, CRAT
4.3	L.5.4.B	WORD STUDY: PHOBIA, PHOBE
4.4	L.5.4.B	WORD STUDY: ATE, ATION
4.5	L.5.4.B	WORD STUDY: GRAD, GRESS

 <b>WALDEN GREEN MONTESSORI</b>		SPIRAL CURRICULUM ALIGNMENT ~ 6TH YEAR LANGUAGE ~
LEVEL	COMMON CORE STANDARD	NEW SKILL (IN COMBINATION WITH ALL OTHER PREVIOUS SKILLS)
1.1	L.6.4.B	WORD STUDY: PRE- POST-
1.2	L.6.4.A	CONTEXT CLUES
1.3	L.6.4.B	WORD STUDY: DIS- IL-
1.4	L.6.4.B	WORD STUDY: DICT- LOG-
1.5	L.6.5, L.6.5.A	FIGURATIVE LANGUAGE
1.6	L.6.5, L.6.5.A	FIGURATIVE LANGUAGE CONTINUED
1.7	L.6.4.B	WORD STUDY: CYCL-
1.8	L.6.4.B	WORD STUDY: -NESS -MENT
2.1	L.6.1.A	PRONOUN CASE ( SUBJECTIVE, OBJECTIVE, AND POSSESSIVE)
2.2	L.6.1.B	INTENSIVE PRONOUNS
2.3	L.6.4.B	WORD STUDY: SUB- SUPER-
2.4	L.6.1.C	INAPPROPRIATE SHIFTS IN PRONOUN NUMBER AND PERSON
2.5	L.6.4.B	WORD STUDY: IM- MID-
2.6	L.6.1.D	VAGUE PRONOUNS
2.7	L.6.4.B	WORD STUDY: TELE- TRACT-
2.8	L.6.2.A	COMMAS, PARENTHESES AND DASHES
2.9	L.6.4.B	WORD STUDY: VID/VIS -ION
3.1	L.6.4.B	WORD STUDY: -IVE -LESS
3.2	L.6.4.C	CONSULT REFERENCE MATERIALS
3.3	L.6.4.B	WORD STUDY: PRO- CON-
3.4	L.6.4.D	VERIFY WORD MEANING
3.5	L.6.4.B	WORD STUDY: RE- DE-
3.6	L.6.5.C	CONNOTATIONS & DENOTATIONS
3.7	L.6.4.B	WORD STUDY: MIS- FORM-
3.8	L.6.5.B	WORD RELATIONSHIPS: ANALOGIES
3.9	L.6.4.B	WORD STUDY: RUPT- SCRIB/SCRIPT
4.1	L.6.4.B	WORD STUDY: IN- IR-
4.2	L.6.3.A	VARY SENTENCE PATTERNS
4.3	L.6.4.B	WORD STUDY: TRANS- UN-
4.4	L.6.1.E	CONVENTIONAL LANGUAGE
4.5	L.6.4.B	WORD STUDY: AUTO- BIO-

 <b>WALDEN GREEN MONTESSORI</b>		SPIRAL CURRICULUM ALIGNMENT ~ 7TH YEAR LANGUAGE ~
LEVEL	COMMON CORE STANDARD	NEW SKILL (IN COMBINATION WITH ALL OTHER PREVIOUS SKILLS)
1.1	L.7.4.B	WORD STUDY: ROOTS BEL, AMO
1.2	L.7.4.B	WORD STUDY: ROOTS AQUA, DIA
1.3	L.7.1.A	FUNCTION OF PHRASES AND CLAUSES
1.4	L.7.4.B	WORD STUDY: PREFIXES COM, EX
1.5	L.7.4.B	WORD STUDY: ROOTS INTER, MAGNUS
1.6	L.7.1.B	SIMPLE, COMPOUND, COMPLEX, AND COMPOUND-COMPLEX SENTENCES
1.7	L.7.4.B	WORD STUDY: PREFIXES FY, HOOD
1.8	L.7.1.C	RECOGNIZING AND CORRECTING MISPLACED MODIFIERS
2.1	L.7.1.C	RECOGNIZING AND CORRECTING DANGLING PARTICIPLES
2.2	L.7.2.A	USE A COMMA TO SEPARATE COORDINATE ADJECTIVES
2.3	L.7.4.B	WORD STUDY: ROOTS PHILE, POS
2.4	L.7.3.A	RECOGNIZING AND ELIMINATING WORDINESS AND REDUNDANCY
2.5	L.7.4.B	WORD STUDY: ROOTS PYRO, SCI
2.6	L.7.4.B	WORD STUDY: PREFIXES PRO, SE
2.7	L.7.4.B	WORD STUDY: ROOTS SOL, SYN/SYM
2.8	L.7.5.A	INTERPRET FIGURES OF SPEECH: ALLUSIONS
2.9	L.7.4.B	WORD STUDY: SUFFIXES ICE, SOME
3.1	L.7.4.B	WORD STUDY: ROOTS TRANS, TEMPUS
3.2	L.7.5.B	ANALOGIES
3.3	L.7.4.B	WORD STUDY: ROOTS VERBUM, VERTO
3.4	L.7.4.B	WORD STUDY: PREFIXES RETRO, IN
3.5	L.7.4.B	WORD STUDY: ROOTS ARCH, CRED
3.6	L.7.4.B	WORD STUDY: ROOTS EPI, GEO
3.7	L.7.4.B	WORD STUDY: ROOTS GEN, MIN
3.8	L.7.4.B	WORD STUDY: SUFFIXES WARD, ISH
3.9	L.7.4.B	WORD STUDY: ROOTS MIS, PHON
4.1	L.7.4.B	WORD STUDY: ROOTS PORT, RUPT
4.2	L.7.4.B	WORD STUDY: SUFFIXES LESS, TION
4.3	L.7.4.B	WORD STUDY: ROOTS SIST, SOLV
4.4	L.7.4.B	WORD STUDY: PREFIXES DE, OVER
4.5	L.7.4.B	WORD STUDY: ROOTS SOPH, STA

WALDEN GREEN MONTESSORI		SPIRAL CURRICULUM ALIGNMENT ~ 8TH YEAR LANGUAGE ~
LEVEL	COMMON CORE STANDARD	NEW SKILL (IN COMBINATION WITH ALL OTHER PREVIOUS SKILLS)
1.1	L.8.4.B	WORD STUDY: PREFIX: HOM, HYPE
1.2	L.8.4.B	WORD STUDY: PREFIX: MID, NEO
1.3	L.8.1.A	GERUNDS
1.4	L.8.1.A	PARTICIPLES
1.5	L.8.1.A	INFINITIES
1.6	L.8.4.B	WORD STUDY: ROOTS AUTO, BIO
1.7	L.8.4.B	ACTIVE VOICE
1.8	L.8.4.B	PASSIVE VOICE
2.1	L.8.4.B	WORD STUDY: ROOTS BRACCHULUM, CAPUT
2.2	L.8.1.C	INDICATIVE AND IMPERATIVE VERB MOODS
2.3	L.8.1.C	CONDITIONAL VERB MOOD
2.4	L.8.1.C	SUBJUNCTIVE VERB MOOD
2.5	L.8.1.C	VERB MOOD SHIFT
2.6	L.8.4.B	WORD STUDY: ROOTS CENTUM, CORPUS
2.7	L.8.4.B	WORD STUDY: ROOTS DEMOS, LIBER
2.8	L.8.4.B	WORD STUDY: PREFIX AB, POST
2.9	L.8.4.B	WORD STUDY: ROOTS DENS, DIGITUS
3.1	L.8.4.B	WORD STUDY: ROOTS AERO, GRAM
3.2	L.8.2.A	USE ELLIPSIS TO INDICATE A PAUSE OR BREAK.
3.3	L.8.4.B	WORD STUDY: ROOTS MANUS, PES
3.4	L.8.4.B	WORD STUDY: ROOTS POLIS, URBS
3.5	L.8.5.A	VERBAL IRONY
3.6	L.8.5.A	PUNS
3.7	L.8.4.B	WORD STUDY: ROOTS DUO, UNO
3.8	L.8.4.B	WORD STUDY: ROOTS QUATTUOR, TRI
3.9	L.8.4.B	WORD STUDY: ROOTS SEX, QUINQUE
4.1	L.8.4.B	WORD STUDY: ROOTS SEPTEM, OCTO
4.2	L.8.4.B	WORD STUDY: ROOTS NOVEM, DECEM
4.3	L.8.4	WORD REVIEW
4.4	L.8.4	WORD REVIEW
4.5	L.8.4	WORD REVIEW

