

ELA Mission Statement

At Stratton School, we believe that strong literacy skills--reading, writing, speaking, and listening --are essential in developing responsible, self-motivated learners. We support students' curiosity and critical thinking skills by providing diverse and relevant interactive opportunities and cross-curricular connections. We nurture creativity, compassion, and empathy through thoughtful collaborative learning and a challenging curriculum. Differentiated instruction as well as complex and engaging texts which include increasingly rich vocabulary are utilized to increase student interest and enjoyment in reading and learning. Stratton School students will have effective communication skills that will enable them to be successful global citizens in the 21st century.

Transfer Goals

Students will be able to independently use their learning to:

- Communicate ideas effectively in writing to suit a particular audience and purpose.
- Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes.
- Develop the habit of reading for enjoyment.
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes.
- Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts.
- Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.

RL 5-8 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS

CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level

GRADES 5-8

READING Standards for Literature

5th Grade Outs	6 th Grade Outs	7 th Grade Outs	8 th Grade Outs
<p>RL 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RL 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RL 7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p>	<p>RL 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>RL 5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<p>RL 6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.</p>	<p>RL 8.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<p>RL 5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>	<p>RL 6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.</p>	<p>RL 7.7 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,</p>	<p>RL 8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and</p>

		color, or camera focus and angles in a film).	proficiently.
	RL 6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	RL 7.9 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.	

GRADES 5-8

READING Standards for Informational Text

5th Grade Outs	6 th Grade Outs	7 th Grade Outs	8 th Grade Outs
<p>RI 5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p>	<p>RI 6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI 7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>RI 8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p>
<p>RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>RI 6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</p>	<p>RI 7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.</p>	<p>RI 8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p>
<p>RI 5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p>	<p>RI 6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p>	<p>RI 7.3 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).</p>	<p>RI 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p>
<p>RI 5.6 Analyze multiple accounts of the same event or topic, noting important</p>	<p>RI 6.6 Determine an author's point of view or purpose in a text and explain how it is</p>	<p>RI 7.6 Determine an author's point of view or purpose in a text and analyze how the</p>	<p>RI 8.4 Determine the meaning of words and phrases as they are used in a text, including</p>

<p>similarities and differences in the point of view they represent.</p>	<p>conveyed in the text.</p>	<p>author distinguishes his or her position from that of others.</p>	<p>figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.</p>
<p>RI 5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</p>	<p>RI 6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI 7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>RI 8.5 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.</p>
			<p>RI 8.6 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.</p>
			<p>RI 8.7 Evaluate the advantages and disadvantages of using</p>

			different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
			RI 8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
			RI 8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.

FS 5- 8 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
 CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
 GRADES 5-8

READING Standards for Foundational Skills

5th Grade Outs	6 th Grade Outs	7 th Grade Outs	8 th Grade Outs
N/A	N/A	N/A	N/A

W 5- 8 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
GRADES 5-8
WRITING Standards

5th Grade Outs	6 th Grade Outs	7 th Grade Outs	8 th Grade Outs
<p>W 5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>CCSS.ELA-LITERACY.W.5.1.A</p> <p>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.</p> <p>CCSS.ELA-LITERACY.W.5.1.B</p> <p>Provide logically ordered reasons that are supported by facts and details.</p> <p>CCSS.ELA-LITERACY.W.5.1.C</p> <p>Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently</i>, <i>specifically</i>).</p>	<p>W 6.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.6.1.A</p> <p>Introduce claim(s) and organize the reasons and evidence clearly.</p> <p>CCSS.ELA-LITERACY.W.6.1.B</p> <p>Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.6.1.C</p> <p>Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.</p> <p>CCSS.ELA-LITERACY.W.6.1.D</p> <p>Establish and maintain a formal style.</p>	<p>W 7.1 Write arguments to support claims with clear reasons and relevant evidence.</p> <p>CCSS.ELA-LITERACY.W.7.1.A</p> <p>Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>CCSS.ELA-LITERACY.W.7.1.B</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.7.1.C</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.</p>	<p>W 8.1 Write arguments to support claims with clear reasons and relevant evidence</p> <p>CCSS.ELA-LITERACY.W.8.1.A</p> <p>Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>CCSS.ELA-LITERACY.W.8.1.B</p> <p>Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.</p> <p>CCSS.ELA-LITERACY.W.8.1.C</p> <p>Use words, phrases, and clauses to create cohesion and clarify the relationships among</p>

<p>CCSS.ELA-Literature W.5.1.D Provide a concluding statement or section related to the opinion presented.</p>	<p>CCSS.ELA-LITERACY.W.6.1.E</p> <p>Provide a concluding statement or section that follows from the argument presented.</p>	<p>CCSS.ELA-LITERACY.W.7.1.D</p> <p>Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.7.1.E</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>claim(s), counterclaims, reasons, and evidence.</p> <p>CCSS.ELA-LITERACY.W.8.1.D</p> <p>Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.8.1.E</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>
<p>W 5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.5.2.A</p> <p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p>	<p>W 6. 2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>CCSS.ELA-LITERACY.W.6.2.A</p> <p>Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g.,</p>	<p>W 7.2 Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.7.2.B</p> <p>Develop the topic with relevant facts, definitions, concrete details,</p>	<p>W 8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 here.)</p>

<p>CCSS.ELA-LITERACY.W.5.2.B</p> <p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>CCSS.ELA-LITERACY.W.5.2.C</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast</i>, <i>especially</i>).</p> <p>CCSS.ELA-LITERACY.W.5.2.D</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p>	<p>headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>CCSS.ELA-LITERACY.W.6.2.B</p> <p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.6.2.C</p> <p>Use appropriate transitions to clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.6.2.D</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.6.2.E</p> <p>Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.6.2.F</p> <p>Provide a concluding</p>	<p>quotations, or other information and examples.</p> <p>CCSS.ELA-LITERACY.W.7.2.C</p> <p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>CCSS.ELA-LITERACY.W.7.2.D</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>CCSS.ELA-LITERACY.W.7.2.E</p> <p>Establish and maintain a formal style.</p> <p>CCSS.ELA-LITERACY.W.7.2.F</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	
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	<p>statement or section that follows from the information or explanation presented.</p>		
<p>W 5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 here.)</p>	<p>W 6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)</p>	<p>W 7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.W.7.3.A</p> <p>Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.</p> <p>CCSS.ELA-LITERACY.W.7.3.B</p> <p>Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.</p>	<p>W 8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>

		<p>CCSS.ELA-LITERACY.W.7.3.C</p> <p>Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.</p> <p>CCSS.ELA-LITERACY.W.7.3.D</p> <p>Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.</p> <p>CCSS.ELA-LITERACY.W.7.3.E</p> <p>Provide a conclusion that follows from and reflects on the narrated experiences or events.</p>	
<p>W 5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>	<p>W 6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others</p>	<p>W 7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>	

	while avoiding plagiarism and providing basic bibliographic information for sources.	approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 here.)	
W 5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	W 6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	W 7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.	
W 5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		W 7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	

SL 5- 8 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
 CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
 GRADES 5-8

SPEAKING AND LISTENING Standards

5th Grade Outs	6 th Grade Outs	7 th Grade Outs	8 th Grade Outs
SL 5.1C Pose and respond to specific questions by making comments that contribute to the discussion	SL 6.1 CCSS.ELA-LITERACY.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and	SL 7.1CCSS.ELA-LITERACY.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics,	SL 8.1 CCSS.ELA-LITERACY.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and

<p>and elaborate on the remarks of others.</p>	<p>teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.6.1.A</p> <p>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.</p> <p>CCSS.ELA-LITERACY.SL.6.1.B</p> <p>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p>CCSS.ELA-LITERACY.SL.6.1.C</p> <p>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic,</p>	<p>texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.7.1.A</p> <p>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.</p> <p>CCSS.ELA-LITERACY.SL.7.1.B</p> <p>Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>CCSS.ELA-LITERACY.SL.7.1.C</p> <p>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas</p>	<p>teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>CCSS.ELA-LITERACY.SL.8.1.A</p> <p>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.</p> <p>CCSS.ELA-LITERACY.SL.8.1.B</p> <p>Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.</p> <p>CCSS.ELA-LITERACY.SL.8.1.C</p> <p>Pose questions that connect the ideas of several speakers and</p>
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	<p>text, or issue under discussion.</p> <p>CCSS.ELA-LITERACY.SL.6.1.D</p> <p>Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.</p>	<p>that bring the discussion back on topic as needed.</p> <p>CCSS.ELA-LITERACY.SL.7.1.D</p> <p>Acknowledge new information expressed by others and, when warranted, modify their own views.</p>	<p>respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p>CCSS.ELA-LITERACY.SL.8.1.D</p> <p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p>
<p>SL 5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>SL 6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p>	<p>SL 7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.</p>	<p>SL 8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>
		<p>? SL 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p>	

L 5- 8 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
 CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
 GRADES 5-8
 LANGUAGE Standards

5th Grade Outs	6 th Grade Outs	7 th Grade Outs	8 th Grade Outs
L 5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L 6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L 7.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L 8.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

<p>L 5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p>	<p>L 6.4a. 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.</p>	<p>L 7.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.</p>	<p>L 8.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>
<p>L 5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>	<p>L 6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>L 7.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>L 8.4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p>
		<p>L 7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	

Pk-2 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
 CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
 GRADES Pk-2
 READING Standards for Literature

Pk Grade Outs	K Grade Outs	1st Grade Outs	2nd Grade Outs
<p><u>RL.PK.1</u> With teacher guidance and support, ask and answer about detail(s) in a text.</p>	<p><u>RL.K.1</u> With prompting and support, ask and answer about detail(s) in a text.</p>	<p><u>RL.1.1</u> Ask and answer questions about key details in a text.</p>	<p><u>RL.2.1</u> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>

<p><u>RL.PK.2</u> With teacher guidance and support, retell familiar stories.</p>	<p><u>RL.K.2</u> Retell stories, including key details, and demonstrate understanding of their central message or lesson</p>	<p><u>RL.1.2</u> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p><u>RL.2.2</u> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p>
<p><u>RL.PK.3.2</u> With teacher guidance and support, ask and answer questions about characters and major events in a story.</p>	<p><u>RL.K.3</u> With prompting and support, identify characters, settings, and major events in a story.</p>	<p><u>RL.1.3</u> Describe characters, settings, and major events in a story, using key details.</p>	<p><u>RL.2.5</u> Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>
<p><u>RL.PK.7</u> With teacher guidance and support, students will engage in a picture walk to make connections between self, illustrations, and the story.</p>	<p><u>RL.K.4</u> Ask and answer questions about unknown words in a text.</p>	<p><u>RL.1.9</u> Compare and contrast the adventures and experiences of characters in stories.</p>	
<p><u>RL.PK.9</u> _With teacher guidance and support, students will compare and contrast two stories relating to the same topic. a) With teacher guidance and support, students will make cultural connections to text and self.</p>	<p><u>RL.K.7</u> With prompting and support, describe the relationship between illustrations and the story in which</p>		

Pk-2 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
 CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
 GRADES Pk-2

READING Standards for Informational Text

Pk Grade Outs	K Grade Outs	1st Grade Outs	2nd Grade Outs
<p><u>RI.PK.1</u> With teacher guidance and support, ask and answer questions about details in a text.</p>	<p><u>RI.K.1</u> With prompting and support, ask and answer questions about key details in a text.</p>	<p><u>RI.1.1</u> Ask and answer questions about key details in a text.</p>	<p><u>RI.2.1</u> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p>
<p><u>RI.PK.3</u></p>	<p><u>RI.K.2</u></p>	<p><u>RI.1.2</u></p>	<p><u>RI.2.2</u></p>

<p>With teacher guidance and support, describe the connection between two events or pieces of information in a text.</p>	<p>With prompting and support, retell detail(s) in a text.</p>	<p>Identify the main topic and retell key details of a text.</p>	<p>Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.</p>
<p><u>RI.PK.7</u> With teacher guidance and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing or idea in the text an illustration depicts).</p>	<p><u>RI.K.3</u> With prompting and support, describe the connection between two events or pieces of information in a text.</p>	<p><u>RI.1.3</u> Describe the connection between two individuals, events, ideas, or pieces of information in a text.</p>	<p><u>RI.2.3</u> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>
	<p><u>RI.K.7</u> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p><u>RI.1.5</u> Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p><u>RI.2.8</u> Describe how reasons support specific points the author makes in a text.</p>
	<p><u>RI.K.8</u> With prompting and support, identify the reasons an author gives to support points in a text.</p>	<p><u>RI.1.8</u> Identify the reasons an author gives to support points in a text.</p>	<p><u>RI.2.10</u> By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

	<p><u>RI.K.9</u> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p><u>RI.1.9</u> Identify the reasons an author gives to support points in a text</p>	
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Pk-2 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
 CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
 GRADES Pk-2
 READING Standards for Foundational Skills

Pk Grade Outs	K Grade Outs	1st Grade Outs	2nd Grade Outs
<p><u>RF.PK.1</u> Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words</p>	<p><u>RF.K.1</u> Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page</p>	<p><u>RF.1.1</u> Demonstrate understanding of the organization and basic features of print. a. Recognize the distinguishing features of a sentence (e.g., first</p>	<p><u>RF.2.3</u> Know and apply grade-level phonics and word analysis skills in decoding words. a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know</p>

<p>are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name some upper /lowercase letters of the alphabet, especially those in own name. e. Recognize that letters are grouped to form words. f. Differentiate letters from numerals.</p>	<p>b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>word, capitalization, ending punctuation).</p>	<p>spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words.</p>
<p><u>RF.PK.2</u> Demonstrate an emerging understanding of spoken words, syllables and sounds (phonemes). a. Engage in language play (e.g., alliterative language, rhyming, sound patterns). b. Recognize and match words that rhyme. c. Demonstrate awareness of relationship between sounds and letters. d. With support and prompting, isolate and pronounce the initial sounds in words</p>	<p><u>RF.K.2</u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple,</p>	<p><u>RF.1.2</u> Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Distinguish long from short vowel sounds in spoken single-syllable words. b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. d. Segment spoke</p>	<p><u>RF.2.4</u> Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

	one-syllable words to make new word		
<p><u>RF.PK.3</u> Demonstrate emergent phonics and word analysis skills. a. With prompting and support, demonstrate one-to-one letter-sound correspondence by producing the primary sound of some consonants. b. Recognizes own name and common signs and labels in the environment.</p>	<p><u>RF.K.3</u> Know and apply grade-level phonics and word analysis skills in decoding words. a. 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. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters</p>	<p><u>RF.1.3</u> Know and apply grade-level phonics and word analysis skills in decoding words. a. Know the spelling-sound correspondences for common consonant digraphs. b. Decode regularly spelled one-syllable words. c. Know final -e and common vowel team conventions for representing long vowel sounds. d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. e. Decode two-syllable words following basic patterns by breaking the words into syllables. f. Read words with inflectional endings. g. Recognize and read grade-appropriate irregularly spelled words.</p>	
		<p><u>RF.1.4</u> Read with sufficient accuracy and</p>	

		<p>fluency to support comprehension.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p> <p>a. Read grade-level text with purpose and understanding.</p> <p>b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
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Pk-2 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
GRADES Pk-2
WRITING Standards

Pk Grade Outs	K Grade Outs	1st Grade Outs	2nd Grade Outs
<p><u>W.PK.2</u> With teacher guidance and support, use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are</p>	<p><u>W.K.2</u> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about</p>	<p><u>W.1.1</u> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of</p>	<p><u>W.2.1</u> Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons,</p>

writing about and supply some information about the topic.	the topic.	closure.	and provide a concluding statement or section.
<u>W.PK.3</u> With teacher guidance and support, use a combination of drawing, dictating, or writing to narrate a single event and provide a reaction to what happened.	<u>W.K.3</u> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<u>W.1.2</u> Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<u>W.2.2</u> Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
<u>W.PK.5</u> With teacher guidance and support, respond to questions and suggestions and add details to strengthen illustration or writing, as needed.	<u>W.K.5</u> With guidance and support from adults, respond to questions and suggestions from peers and add details to stre	<u>W.1.3</u> Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<u>W.2.3</u> 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.
		<u>W.1.5</u> 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.	<u>W.2.5</u> With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
			<u>W.2.7</u> Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

Pk-2 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
 CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
 GRADES Pk-2
 SPEAKING AND LISTENING Standards

Pk Grade Outs	K Grade Outs	1st Grade Outs	2nd Grade Outs
<p><u>SL.PK.1</u> a. Engage in agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p>	<p><u>SL.K.1</u> Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p>	<p><u>SL.1.1</u> Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to</p>	<p><u>SL.2.1</u> b. Build on others' talk in conversations by linking their comments to the remarks of others. c. Ask for clarification and further explanation as needed about the topics and texts under</p>

<p>b. Engage in extended conversations.</p>	<p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>	<p>others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>discussion.</p>
<p><u>SL.PK.3</u> With teacher guidance and support, ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p><u>SL.K.4</u> Describe familiar people, places, things, and events and, with prompting and support, provide</p>		<p><u>SL.2.4</u> Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.</p>
<p><u>SL.PK.4</u> Describe familiar people, places, things, and events and, with teacher guidance and support, provide additional detail.</p>	<p><u>SL.K.6</u> Speak audibly and express thoughts, feelings, and ideas clearly.</p>		
<p><u>SL. PK.6</u> Demonstrate an emergent ability to express thoughts, feelings and ideas.</p>			

Pk-2 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
GRADES Pk-2
LANGUAGE Standards

Pk Grade Outs	K Grade Outs	1st Grade Outs	2nd Grade Outs
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<p><u>L.PK.1</u> a. Print some upper- case letters.(e.g., letters in their name), using appropriate strokes f. With guidance and support, produce and expand complete sentences in shared language activities</p>	<p><u>L.K.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. F. Produce and expand complete sentences in shared language activities</p>	<p><u>L.1.1</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts</p>	<p><u>L.2.2</u> c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).</p>
<p><u>L.PK.2</u> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. With support and guidance match upper- and lower-case letters. b. Attempt to write a letter or letters to represent a word. c. With guidance and support, attempt to spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><u>L.K.2</u> a. Demonstrate command of the conventions of standard English capitalization,punctuation, and spelling when writing. b. Capitalize the first word in a sentence and the pronoun I. c. Recognize and name end punctuation. d. Write a letter or letters for most consonant and short-vowel sounds (phonemes). e. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<p><u>L.1.2</u> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize dates and names of people. b. Use end punctuation for sentences. c. Use commas in dates and to separate single words in a series. d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions</p>	<p><u>L.2.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase.</p>
<p><u>L.PK.5</u> a. Sort common objects into</p>			

<p>categories (e.g., shapes, foods) for understanding of the concepts the categories represent.</p>			
		<p><u>L.1.4</u> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Use frequently occurring affixes as a clue to the meaning of a word.</p> <p>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</p>	

RL 3-4 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
GRADES 3-4
READING Standards for Literature

3rd Grade Outs	4th Grade Outs
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RL 3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL 3.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	RL.4.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
RL 3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL 3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures
RL 3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series.)	RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL 3.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	

RI 3-4 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS

CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level

GRADES 3-4

READING Standards for Informational Text

3rd Grade Outs	4th Grade Outs
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RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RI.3.5 Use text features and search tools (e.g. key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RI.3.9 Compare and contrast the important points and key details presented in two texts on the same topic	RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	RI.4.10 By the end of the 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 3-4 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
GRADES 3-4
READING Standards for Foundational Skills

3rd Grade Outs	4th Grade Outs
RF 3.4 Read with sufficient accuracy and fluency to support comprehension.	RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

W 3-4 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
 CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
 GRADES 3-4
 WRITING Standards

3rd Grade Outs	4th Grade Outs
<u>W.3.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons	<u>W.4.1</u> Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly,

<p>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>b. Provide reasons that support the opinion.</p> <p>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section</p>	<p>state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>
<p>W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section</p>	<p>W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>
<p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>	<p>W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)</p>
<p>W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>
<p>W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	

SL 3-4 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
GRADES 3-4
SPEAKING AND LISTENING Standards

3rd Grade Outs	4th Grade Outs
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<p>SL.3.1 c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p>	<p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles</p>
	<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>
	<p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>

L 3-4 STRATTON SCHOOL – ENGLISH LANGUAGE ARTS
CURRICULUM DOCUMENT: Outs of one grade level are the Ins for the next grade level
GRADES 3-4
LANGUAGE Standards

3rd Grade Outs	4th Grade Outs
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L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- c. Use commas and quotation marks in dialogue.
- f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
- g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Use correct capitalization.
- b. Use commas and quotation marks to mark direct speech and quotations from a text.
- d. Spell grade-appropriate words correctly, consulting references as needed.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

- a. Use sentence-level context as a clue to the meaning of a word or phrase.
- d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

- a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).