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| **Week** | **Standards to Teach/ACAP Lesson** | **Date Retested** | **Number of students scoring 80% or above** |
| Nov. 18-22 | **Phonics:**1. Apply knowledge of grade-appropriate phoneme-grapheme correspondences, syllable types, and morphological structure to read unfamiliar multisyllabic words accurately, both in context and in isolation

**Vocabulary:**9. Accurately interpret general academic and domain-specific words and phrases**Comprehension:**15. Analyze in depth a character, setting, or event in a story or drama, drawing on specific details in the text. a. Identify and explain attitudes and influences of multiple characters within a text. b. Explain how the main character changes throughout the story, using explicit evidence from the text. c. Make an inference about a character’s behavior, the setting, and/or specific events, using explicit details from the story. |  |  |
| Dec. 2-6 | PHONICSStandard2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words,including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs),consonant-le, and “leftovers” including odd and schwa syllables.Examples: dam-age, ac-tive, na-tionInstructional Outcomes:• Identify syllable types, including open, closed, vowel-consonant-e, r-controlled, vowelteam (including diphthongs), consonant-le, and “leftovers” including odd and schwasyllables in words.VOCABULARY10.Interpret words and phrases, including figurative language, as they are used in a text.1. Explain how specific word choices shape meaning or tone.

 COMPREHENSION16. Describe how authors use literary devices and text features to convey meaning in prose,poetry, and drama.a. Identify clues in the text to recognize implicit meanings.b. Apply prior knowledge to textual clues to draw conclusions about the author’s meaning.c. Make an inference about the meaning of a text and support it with textual evidence.WRITING33. Use research to produce clear and coherent writing in which the development andorganization are appropriate to task, purpose, and audience.a. Introduce a research topic clearly and group related ideas.b. Integrate and cite evidence to present research findings in written form.c. Paraphrase portions of texts or information presented in diverse media and formats. |  |  |
| Dec. 9-13 | 2. Determine and use the correct syllable type(s) to decode unfamiliar multisyllabic words,including open, closed, vowel-consonant-e, r-controlled, vowel team (including diphthongs),consonant-le, and “leftovers” including odd and schwa syllables.Examples: dam-age, ac-tive, na-tion• Use syllable type(s) to decode unfamiliar multisyllabic words.VOCABULARY10.Interpret words and phrases, including figurative language, as they are used in a text.b. Explain how figurative language contributes to the meaning of text, including simile,metaphor, alliteration, personification, hyperbole, and idioms.COMPREHENSION17. Identify the narrator’s point of view in a literary text and explain how it differs from acharacter’s perspective.a. Explain the difference between first person and third person narration, including omniscientand third person limited.b. State an opinion of the author’s use of narration, supporting reasoning with examples fromthe text.WRITING35. Write personal or fictional narratives using a logical plot, transitional words and phrases,sensory details, and dialogue, and providing a sense of closure. |  |  |
| Dec. 16-20 | PHONICS3.Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.• Identify common roots, prefixes, and suffixes.VOCABULARY10.Interpret words and phrases, including figurative language, as they are used in a text.c. Use the relationships between synonyms, antonyms, and homographs to increaseunderstanding of word meanings.COMPREHENSION18. Identify the point of view in a narrative and describe how the narrative would be different iftold from the perspective of a different character or narrator.a. Compare and contrast firsthand and secondhand accounts of the same event or topic,describing the differences in focus and the information provided.1. Compare the perspectives of different characters within a text.

WRITING36. Write informative or explanatory text about a topic using sources, incorporating academicvocabulary, and including an introduction, facts, details with elaboration, and a conclusion. |  |  |
| Jan. 6-10 | PHONICS3.Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.• Identify the meanings of common roots, prefixes, and suffixes.VOCABULARY11. Use commonly misused words correctly in writing.• Explain the meanings of commonly misused words.COMPREHENSION19. Compare and contrast the treatment of similar themes in stories, myths, and traditionalliterature from different cultures.a. Determine and state an implied theme, explicit theme, or life lesson from a myth, story, orother traditional literature.b. Analyze a common or shared theme and its development in stories, myths, and/or othertraditional literature.WRITINGStandard37. Write an argument to persuade the reader to take an action or adopt a position, using anintroduction, logical reasoning supported by evidence from relevant sources, and linking wordsto connect their argument to the evidence.WRITING:38. Compose complete sentences with correct subject-verb agreement, punctuation, andusage.a. Order adjectives within sentences according to conventional patterns.Example: a small red bag rather than a red small bagb. Form and use prepositional phrases and conjunctions.c. Recognize and correct sentence fragments and run-on sentences.d. Use commas, apostrophes, and quotation marks correctly.e. Use correct capitalization, including familial relations and proper adjectives.f. Spell grade-appropriate words correctly, consulting references as needed. |  |  |
| Jan. 13-17 |  PHONICS3. Apply knowledge of roots, prefixes, and suffixes to decode unfamiliar multisyllabic words.• Use knowledge of common roots, prefixes, and suffixes to decode unfamiliarmultisyllabic words. VOCABULARY • Determine how commonly misused words impact the quality of writing.COMPREHENSION20. Use details and examples from a text to indicate what the text explicitly states.a. Interpret facts from an informational article, using details and examples from the text toexplain the interpretation.b. List the main questions answered by an informational article.c. Categorize statements in an article or other informational text as fact or opinion and givereasons for each choice.1. Explain the differences between primary and secondary sources, giving examples from texts.

WRITING:38. Compose complete sentences with correct subject-verb agreement, punctuation, andusage.a. Order adjectives within sentences according to conventional patterns.Example: a small red bag rather than a red small bagb. Form and use prepositional phrases and conjunctions.c. Recognize and correct sentence fragments and run-on sentences.d. Use commas, apostrophes, and quotation marks correctly.e. Use correct capitalization, including familial relations and proper adjectives.f. Spell grade-appropriate words correctly, consulting references as needed. |  |  |
| Jan.21-24 |  PHONICS1. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.

• Identify common roots, prefixes, and suffixes.VOCABULARY11. Use commonly misused words correctly in writing.• Identify correct and incorrect use of commonly misused words in writing.COMPREHENSION21. Explain how relevant details support the implied or explicit main idea of a text.a. Determine the central idea or theme of a text.b. Explain the difference between implied and explicit details.c. Summarize the key supporting details by citing evidence from a text.WRITING:40. Compose friendly and formal letters using appropriate elements, including date, greeting,body, and a signature.a. Write return address and mailing address in the proper locations on an envelope. |  |  |
| Jan. 27-31 |  PHONICS1. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.

 VOCABULARY11. Use commonly misused words correctly in writing.• Use commonly misused words correctly in writing.COMPREHENSION22. Analyze events, procedures, ideas, or concepts in informational texts, including whathappened and why, based on specific information in the text.a. Cite evidence to explain the author’s perspective toward a topic in an informational text. |  |  |
| Feb. 3-7 | 1. Apply knowledge of roots, prefixes, and suffixes to encode unfamiliar multisyllabic words.

• Use knowledge of common roots, prefixes, and suffixes to encode unfamiliarmultisyllabic words.COMPREHENSION23. Evaluate how text features and structures contribute to the meaning of an informationaltext.a. Identify and describe the structures within a text, including description, comparison andcontrast, sequence, problem and solution, and cause and effect.b. Interpret information from text features in both print and digital formats. |  |  |
| Feb. 10-14 | COMPREHENSION24. Explain how an author uses reasons and evidence to support particular points and claimsin an informational text or argument.a. Make text-based inferences to determine possible reasons for an author’s stance. |  |  |
| Feb. 17-21 | COMPREHENSION25. Explain how the form of a poem contributes to its meaning. |  |  |
| Feb. 24-28 | COMPREHENSION26. Analyze how rhythm and rhyme in poetry contribute to meaning. |  |  |
| March 3-7 | COMPREHENSION27. Identify the reasons and evidence a speaker provides to support particular points. |  |  |
| March 10-14 |  |  |  |
| March 17-21 |  |  |  |

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| March 24-28 | **Spring Break** |  |  |
| April 1 - 5 |  |  |  |
| April 8-12 |  |  |  |