

## Tantasqua/Union 61 ELA Standards GRADE K

Common Core Strand	Common Core Domain	Common Core Standard for College and Career Readiness (CCR) (For specific sub-skills, refer to CCSS book)	T1	T2	T3
	<b>FOUNDATIONAL SKILL Print Concepts</b>	RF.K.1 Demonstrate understanding of the organization and basic features of print	x	x	x
	<b>FOUNDATIONAL SKILL Phonological Awareness</b>	RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	x	x	x
	<b>FOUNDATIONAL SKILL Phonics and Word recognition</b>	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words		x	x
	<b>FOUNDATIONAL SKILL Fluency</b>	RF.K.4 Read emergent-reader texts with purpose and understanding		x	x
	<b>Key Ideas &amp; Details</b>	RL.K.1 With prompting and support, ask and answer questions about key details in a text	x	x	x
		RI.K.1 With prompting and support, ask and answer questions about key details in a text	x	x	x
		RL.K.2 & RL.K.3 With prompting and support, retell familiar stories, including key details, characters, and setting		x	x
		RI.K.2 With prompting and support, identify the main topic and retell key details of a text		x	x
		RL.K.3 With prompting and support, identify characters, settings, and major events in a story		x	x
		RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text			x
<b>Reading</b>	<b>Craft &amp; Structure</b>	RL.K.4 Ask and answer questions about unknown words in a text		x	x
		RI.K.4 With prompting and support, ask and answer questions about unknown words in a text		x	x
RL.K.5 Recognize common types of texts (e.g., storybooks, poems)		x	x	x	
RI.K.5 Identify the front cover, back cover, and title page of a book		x	x	x	
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story			x	x	
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text			x	x	

	<b>Integration of Knowledge and Ideas</b>	RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts)		x	x
		RI.K.7 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)		x	x
		RL.MA.8.A Identify and respond to characteristics of traditional poetry for children; rhyme; regular beats; and repetition of sounds, words, and phrases			x
		RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text			x
		RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories			x
		RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g.; in illustrations, descriptions, or procedures)			x
	<b>Range of Reading &amp; Complexity of Text</b>	RL.K.10 Actively engage in group reading activities with purpose and understanding		x	x
		RI.K.10 Actively engage in group reading activities with purpose and understanding		x	x

### Tantasqua/Union 61 ELA GRADE K (cont.)

Common Core Strand	Common Core Domain	Common Core Standard for College and Career Readiness (CCR) (For specific sub-skills, refer to CCSS book)	T1	T2	T3
<b>Language</b>	<b>Conventions of Standard English</b>	L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	x	x	x
		L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing		x	x
	<b>Vocabulary Acquisition &amp; Use</b>	L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content			x
		L.K.5 With guidance and support from adults, explore word relationships and nuances in word meanings	x	x	x
		L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts		x	x

<b>Writing</b>	<b>Text Types and Purposes</b>	W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g.; My favorite book is...)			x
		W.K.2 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 the topic			x
		W.K.3 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	x	x	x
		W.MA.3.A With prompting and support, write or dictate poems with rhyme and repetition			x
	<b>Production and Distribution of Writing</b>	W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed			x
		W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers			x
	<b>Research to Build and Present Knowledge</b>	W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)			x
		W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question		x	x
<b>Speaking &amp; Listening</b>	<b>Comprehension and Collaboration</b>	SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups	x	x	x
		SL.K.2 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			x
		SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood		x	x
	<b>Presentation of Knowledge &amp; Ideas</b>	SL.K.4 Describe familiar people, places, things, and events with prompting and support, provide additional detail	x	x	x
		SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail	x	x	x
		SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly	x	x	x

**Tantasqua/Union 61 ELA Standards GRADE 1**

Common Core Strand	Common Core Domain	Common Core Standard for College and Career Readiness (CCR) (For specific sub-skills, refer to CCSS book)	T1	T2	T3
	<b>FOUNDATIONAL SKILL Print Concepts</b>	RF.1.1 Demonstrate understanding of the organization and basic features of print	x	x	x
	<b>FOUNDATIONAL SKILL Phonological Awareness</b>	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes)	x	x	x
	<b>FOUNDATIONAL SKILL Phonics and Word recognition</b>	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words	x	x	x
	<b>FOUNDATIONAL SKILL Fluency</b>	RF.1.4 Read with sufficient accuracy and fluency to support comprehension	x	x	x
<b>Reading</b>	<b>Key Ideas &amp; Details</b>	RL.1.1 Ask and answer questions about key details in a text		x	x
		RI.1.1 Ask and answer questions about key details in a text		x	x
		RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson	x	x	x
		RI.1.2 Identify the main topic and retell key details of a text	x	x	x
		RL.1.3 Describe characters, settings, and major events in a story, using key details	x	x	x
		RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text		x	x
		RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses		x	x
	<b>Craft &amp; Structure</b>	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text	x	x	x
		RL.1.5 Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types	x	x	x
		RI.1.5 Know and use various text features to locate key facts or information in a text		x	x
		RL.1.6 Identify who is telling the story at various points in a text			x
		RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text		x	x
	<b>Integration of Knowledge and Ideas</b>	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events	x	x	x
		RI.1.7 Use the illustrations and details in a text to describe key ideas		x	x

		RL.MA.8.A Identify characteristics commonly shared by folktales and fairy tails		x	x
		RI.1.8 Identify the reasons an author gives to support points in a text			x
		RL.1.9 Compare and contrast the adventures and experiences of characters in stories		x	x
		RI.1.9 Identify basic similarities in and differences between two texts on the same topic		x	x
	<b>Range of Reading &amp; Complexity of Text</b>	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1	x	x	x
		RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1		x	x

**Tantasqua/Union 61 ELA Standards GRADE 1 (cont.)**

<b>Common Core Strand</b>	<b>Common Core Domain</b>	<b>Common Core Standard for College and Career Readiness (CCR) (For specific sub-skills, refer to CCSS book)</b>	<b>T1</b>	<b>T2</b>	<b>T3</b>
<b>Language</b>	<b>Conventions of Standard English</b>	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	x	x	x
		L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	x	x	x
	<b>Vocabulary Acquisition &amp; Use</b>	L.1.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies		x	x
		L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings	x	x	x
		L.1.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because)	x	x	x
<b>Writing</b>	<b>Text Types and Purposes</b>	W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure			x
		W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure			x
		W.1.3 Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal			x

		event order, and provide some sense of closure				
		W.MA.3.A Write poems with rhyme and repetition			x	
	<b>Production and Distribution of Writing</b>	W.1.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed		x	x	
		W.1.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers			x	
	<b>Research to Build and Present Knowledge</b>	W.1.7 Participate in shared research and writing projects (e.g., explore a number of "how to" books on a given topic and use them to write a sequence with instructions)		x	x	
		W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question	x	x	x	
	<b>Speaking &amp; Listening</b>	<b>Comprehension and Collaboration</b>	SL.1.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups	x	x	x
			SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media	x	x	x
SL.1.3 Ask and answer questions about what a speaker says in order to gather information or clarify something that is not understood			x	x	x	
<b>Presentation of Knowledge &amp; Ideas</b>		SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly	x	x	x	
		SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings			x	
		SL.1.6 Produce complete sentences when appropriate to task and situation	x	x	x	

## Tantasqua/Union 61 ELA Standards Grade 2

Common Core Strand	Common Core Domain	Common Core Standard for College and Career Readiness (CCR) (For specific sub-skills, refer to CCSS book)	T1	T2	T3
Reading	FOUNDATIONAL SKILL Phonics and Word recognition	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words	x	x	x
	FOUNDATIONAL SKILL Fluency	RF.2.4 Read with sufficient accuracy and fluency to support comprehension	x	x	x
	Key Ideas & Details	RL.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text		x	x
		RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key		x	x

		details in a text			
		RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral		x	x
		RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text			x
		RL.2.3 Describe how characters in a story respond to major events and challenges			x
		RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text			x
	<b>Craft &amp; Structure</b>	RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song		x	x
		RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area	x	x	x
		RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action	x	x	x
		RI.2.5 Know and use various text features to locate key facts or information in a text efficiently	x	x	x
		RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud		x	x
		RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe	x	x	x
	<b>Integration of Knowledge and Ideas</b>	RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot	x	x	x
		RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text		x	x
		RL.MA.8.A Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia) <b>[Elements of Fiction T1,T2,T3] [Poetry T2 and T3]</b>	x	x	x
		RI.2.8 Describe how reasons support specific points the author makes in a text		x	x
		RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures			x
		RI.2.9 Compare and contrast the most important points presented by two texts on the same topic		x	x
	<b>Range of Reading &amp; Complexity of Text</b>	RL.2.10 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.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the	x	x	x

range [taught all trimesters-assessed in T3]

## Tantasqua/Union 61 ELA Standards GRADE 2 (cont.)

Common Core Strand	Common Core Domain	Common Core Standard for College and Career Readiness (CCR) (For specific sub-skills, refer to CCSS book)	T1	T2	T3
<b>Language</b>	<b>Conventions of Standard English</b>	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	x	x	x
		L.2.1.MA.1.g. Read, pronounce, write, and understand the meaning of common abbreviations for titles, locations, and time periods		x	x
		L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	x	x	x
	<b>Knowledge of Language</b>	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening	x	x	x
	<b>Vocabulary Acquisition &amp; Use</b>	L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies	x	x	x
		L.2.5 Demonstrate understanding of word relationships and nuances in word meanings	x	x	x
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe		x	x	x	
<b>Writing</b>	<b>Text Types and Purposes</b>	W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section			x
		W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section			x
		W.2.3 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			x
		W.MA.3.A Write stories or poems with dialogue			x
	<b>Research to Build and Present Knowledge</b>	W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing	x	x	x
		W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers			x
		W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations)			x
		W.2.8 Recall information from experiences or gather information from provided sources to answer a question			x

Speaking & Listening	Comprehension and Collaboration	SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups	x	x	x
		SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media	x	x	x
		SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue	x	x	x
	Presentation of Knowledge & Ideas	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences	x	x	x
		SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings			x
		SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification	x	x	x

### Tantasqua/Union 61 ELA Standards GRADE 3

Common Core Strand	Common Core Domain	Common Core Standard for College and Career Readiness (CCR) (For specific sub-skills, refer to CCSS book)	T1	T2	T3
Reading	FOUNDATIONAL SKILL Phonics and Word recognition	RF.3.3 Know & apply grade-level phonics & word analysis skills in decoding words	x	x	x
	FOUNDATIONAL SKILL Fluency	RF.3.4 Read with accuracy & fluency to support comprehension	x	x	x
	Key Ideas & Details	RL.3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers	x	x	x
		RI.3.1 Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for answers	x	x	x
		RL.3.2 Recount stories, inc. fables, folktales, & myths from diverse cultures; determine central message, lesson, or moral and explain how it is conveyed through key details in text		x	x
		RI.3.2 Determine the main idea of a text; recount key details & explain how they support the main idea		x	x
		RL.3.3 Describe characters in a story and explain how their actions contribute to the sequence of events	x	x	x
		RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, & cause/effect		x	x
	Craft & Structure	RL.3.4 Determine the meaning of words & phrases as they are used in a text, distinguishing literal from nonliteral language		x	x
		RI.3.4 Determine the meaning of general academic & domain-specific words & phrases in a text	x	x	x
		RL.3.5 Refer to parts of stories, drama, & poems when writing or speaking about a text, using terms such as chapter, scene, & stanza; describe how each successive part builds on earlier			x

		sections			
		RI.3.5 Use text features & search tools to locate information relevant to a given topic effectively	X	X	X
		RI.3.6 Distinguish their own point of view from that of the narrator or those of the characters			X
		RI.3.6 Distinguish their own point of view from that of the author of a text			X
	<b>Integration of Knowledge and Ideas</b>	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story	X	X	X
		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)	X	X	X
		RL.MA.8.A Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia) <b>[Fiction T1, T2, T3] [Poetry T2 and T3]</b>	X	X	X
		RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)	X	X	X
		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)		X	X
		RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic		X	X
<b>Range of Reading &amp; Complexity of Text</b>	RL.3.10 By the end of the year, read & comprehend literature , incl. stories, dramas, & poetry, at the high end of the grades 2-3 text complexity band independently and proficiently <b>[taught all trimesters-assessed T3]</b>	x	x	X	
	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 <b>[taught all trimesters-assessed T3]</b>	x	x	X	

### Tantasqua/Union 61 ELA Standards GRADE 3 (cont.)

Common Core Strand	Common Core Domain	Common Core Standard for College and Career Readiness (CCR) (For specific sub-skills, refer to CCSS book)	T1	T2	T3
<b>Language</b>	<b>Conventions of Standard English</b>	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
		L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X
	<b>Knowledge of Language</b>	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X
	<b>Vocabulary Acquisition &amp; Use</b>	L.3.4 Determine or clarify the meaning of unknown & multiple meaning word & phrases	X	X	X

		L.3.5 Demonstrate understanding of word relationships & nuances in word meanings	X	X	x
		L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships	X	X	X
<b>Writing</b>	<b>Text Types and Purposes</b>	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.			X
		W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly			X
		W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences			X
		W.MA.3.A Write poems, descriptions, and stories in which figurative language and the sounds of words are key elements			X
	<b>Production &amp; Distribution of Writing</b>	W.3.4 With guidance & support from adults, produce writing in which the development & organization are appropriate to task & purpose	X	X	X
		W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	X	X	X
		W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others		X	X
	<b>Research to Build and Present Knowledge</b>	W.3.7 Conduct short research projects that build knowledge about a topic		X	X
		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.		X	X
	<b>Range of Writing</b>	W.3.10 Write routinely over extended time frames & shorter time frames for a range of tasks, purposes, & audiences	X	X	X
<b>Speaking &amp; Listening</b>	<b>Comprehension and Collaboration</b>	SL.3.1 Engage effectively in a range of collaborative discussions	X	X	X
		SL.3.2 Determine the main ideas & supporting ideas of a text	X	X	X
		SL.3.3 Ask & answer questions about information from a speaker, offering appropriate elaboration & detail	X	X	X
	<b>Presentation of Knowledge &amp; Ideas</b>	SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts & relevant, descriptive details, speaking clearly at an understanding pace		X	X
		SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visuals			X
		SL.3.6 Speak in complete sentences when appropriate to task & situation	X	X	X

**Tantasqua/Union 61 ELA Standards GRADE 4**

Common Core Strand	Common Core Domain	Common Core Standard for College and Career Readiness (CCR) (For specific sub-skills, refer to CCSS book)	T1	T2	T3
Reading	<b>FOUNDATIONAL SKILL Phonics and Word recognition</b>	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X
	<b>FOUNDATIONAL SKILL Fluency</b>	RF.4.4 Read with sufficient accuracy and fluency to support comprehension	X	X	X
	<b>Key Ideas &amp; Details</b>	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	X	X	X
		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	X	X	X
		RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text	X	X	X
		RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text	X	X	X
		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)	X	X	X
		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	X	X	X
	<b>Craft &amp; Structure</b>	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean)	X	X	X
		RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area	X	X	X
		RL.4.5. 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		X	X
		RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	X	X	X
		RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations	X	X	X
		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		X	X
		<b>Integration of Knowledge and Ideas</b>	RL.4.7 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	X	X
	RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to		X	X	X

		an understanding of the text in which it appears.			
		RL.MA.8.A Locate and analyze examples of similes and metaphors in stories, poems, folktales, and plays, and explain how these literary devices enrich the text.	X	X	X
		RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	X	X	X
		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.	X	X	X
		RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		X	X
	<b>Range of Reading &amp; Completeness of Text</b>	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 <b>[taught all trimesters-assessed T3]</b>	x	x	X
		RI.4.10 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 <b>[taught all trimesters-assessed T3]</b>	x	x	X

### Tantasqua/Union 61 ELA Standards GRADE 4 (cont.)

Common Core Strand	Common Core Domain	Common Core Standard for College and Career Readiness (CCR) (For specific sub-skills, refer to CCSS book)	T1	T2	T3
<b>Language</b>	<b>Vocabulary Acquisition &amp; Use</b>	L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking	X	X	X
		L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing	X	X	X
		L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening	X	X	X
		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	X	X	X
		L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	X	X	X
		L.4.6 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 (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	X	X	X
<b>Writing</b>	<b>Text Types and Purposes</b>	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.			X
		W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly			X

		W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences			X
		MA.4.3.A. Write stories, poems, and scripts that use similes and/or metaphors			X
	<b>Production &amp; Distribution of Writing</b>	W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience	X	X	X
		W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing	X	X	X
		W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting		X	X
	<b>Research to Build and Present Knowledge</b>	W.4.7 Conduct short research projects that build knowledge through investigation of diff. aspects of a topic		X	X
		W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources		X	X
		W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research		X	X
	<b>Range of Writing</b>	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	X	X	X
	<b>Speaking &amp; Listening</b>	<b>Comprehension and Collaboration</b>	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	X	X
SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally			X	X	X
SL.4.3 Identify the reasons and evidence a speaker provides to support particular points			X	X	X
<b>Presentation of Knowledge &amp; Ideas</b>		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		X	X
		SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes		X	X
		SL.4.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation			X

**Tantasqua/Union 61 ELA Standards GRADE 5**

Common Core Strand	Common Core Domain	Common Core Standard for College and Career Readiness (CCR) (For specific sub-skills, refer to CCSS book)	T1	T2	T3
Reading	FOUNDATIONAL SKILL Phonics and Word recognition	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	X	X	X
	FOUNDATIONAL SKILL Fluency	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	X	X	X
	Key Ideas & Details	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	X	X	X
		RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	X	X	X
		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.	X	X	X
		RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	X	X	X
		RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	X	X	X
		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.	X	X	X
	Craft & Structure	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	X	X	X
		RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	X	X	X
		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.		X	X
		RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.		X	X
		RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	X	X	X
		RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	X	X	X
	Integration of Knowledge and Ideas	RL.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. <b>[Teach all trimesters-assess T2 and T3]</b>	X	X	X

		RI.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	X	X	X
		RL.5.8MA Locate and analyze examples of foreshadowing in stories, poems, folktales, and plays.		X	X
		RI.5.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	X	X	X
		RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	X	X	X
		RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	X	X	X
	<b>Range of Reading &amp; Complexity of Text</b>	RL.5.10 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. <b>[taught all trimesters-assessed T3]</b>	x	x	X
		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. <b>[taught all trimesters-assessed T3]</b>	x	x	X

### Tantasqua/Union 61 ELA Standards GRADE 5 (cont.)

Common Core Strand	Common Core Domain	Common Core Standard for College and Career Readiness (CCR) (For specific sub-skills, refer to CCSS book)	T1	T2	T3
Language	Vocabulary Acquisition & Use	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.	X	X	X
		L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	X	X	X
		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.	X	X	X
	Conventions of Standard English	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
		L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X
	Knowledge of Language	L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	X	X	X
Writing	Text Types and Purposes	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <b>[taught all trimesters-assessed T3]</b>	X	X	X
		W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <b>[taught all trimesters-</b>	X	X	X

		<b>assessed T3]</b>			
		W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <b>[taught all trimesters-assessed T3]</b>	X	X	X
		W.MA.3.A Write stories, poems, and scripts that draw on characteristics of tall tales or myths, or of modern genres such as mysteries, fantasies, and historical fiction.	X	X	X
	<b>Production &amp; Distribution of Writing</b>	W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		X	X
		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.	X	X	X
		W.5.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.		X	X
	<b>Research to Build and Present Knowledge</b>	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.		X	X
		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.			X
		W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.			X
	<b>Range of Writing</b>	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.	X	X	X
<b>Speaking &amp; Listening</b>	<b>Comprehension and Collaboration</b>	SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.	X	X	X
		SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	X	X	X
		SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	X	X	X
	<b>Presentation of Knowledge &amp; Ideas</b>	SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	X	X	X
		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.		X	X
		SL.5.6 Adapt speech to a variety of contexts and tasks, using	X	X	X

formal English when appropriate to task and situation.

## Tantasqua/Union 61 ELA Standards GRADE 6

Common Core Strand	Common Core Domain	Common Core Standard for College and Career Readiness (CCR) (For specific sub-skills, refer to CCSS book)	T1	T2	T3
<b>Reading</b>	<b>Key Ideas &amp; Details</b>	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X
		RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	X	X	X
		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.	X	X	X
		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.	X	X	X
		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.	X	X	X
		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).	X	X	X
	<b>Craft &amp; Structure</b>	RL.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	X	X	X
		RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	X	X	X
		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.	X	X	X
		RI.6.5 Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	X	X	X
		RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	X	X	X
		RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	X	X	X
	<b>Integration of Knowledge and Ideas</b>	RL.6.7 Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.	X	X	X
		RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	X	X	X

		RL.MA.8.A Identify the conventions of legends and epics (e.g., the hero, quest, journey, seemingly impossible tasks) in historical and modern literary works. <b>[Taught in T2- Assessed in T3]</b>		X	X
		RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. <b>[Taught in T2- Assessed in T2 and T3]</b>	X	X	X
		RL.6.9 Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.	X	X	X
		RI.6.9 Compare and contrast one author’s presentation of events with that of another (e.g., a memoir written by and a biography on the same person).	X	X	X
	<b>Range of Reading &amp; Compleity of Text</b>	RL.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. <b>[taught all trimesters-assessed T3]</b>	X	X	X
		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. <b>[taught all trimesters-assessed T3]</b>	X	X	X

### Tantasqua/Union 61 ELA Standards GRADE 6 (cont.)

Common Core Strand	Common Core Domain	Common Core Standard for College and Career Readiness (CCR) (For specific sub-skills, refer to CCSS book)	T1	T2	T3
Language	Conventions of Standard English	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	X	X	X
		L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	X	X	X
	Knowledge of Language	L.6.3 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.	X	X	X
	Vocabulary Acquisition & Use	L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	X	X	X
		L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	X	X	X
		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.	X	X	X
Writing	Production & Distribution of Writing	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	X	X	X
		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.	X	X	X

		W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	X	X	X
		W.MA.6.3.A Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one's own or a particular character's point of view (e.g., the hero, anti-hero, a minor character).		X	X
		W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	X	X	X
		W.6.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	X	X	X
		W.6.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	X	X	X
	<b>Research to Build and Present Knowledge</b>	W.6.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.		X	X
		W.6.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.		X	X
		W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	X	X	X
	<b>Range of Writing</b>	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 tasks, purposes, and audiences.	X	X	X
	<b>Speaking &amp; Listening</b>	<b>Comprehension and Collaboration</b>	SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	X	X
SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.			X	X	X
SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. <b>[Taught in T1- Assessed in T2 and T3]</b>			X	X	X
<b>Presentation of Knowledge &amp; Ideas</b>		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.	X	X	X

		SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	X	X	X
		SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	X	X	X