



# CCSS Language Arts & Literacy



Version 1.0  
July 2014



# Table of Contents

Representative AMI Language Curriculum.....	1
Language.....	6
Speaking & Listening.....	21
Reading – Foundational Skills.....	25
Reading – Informational Text.....	29
Reading – Literature.....	33
Reading – History.....	38
Reading – Science & Technology.....	39
Writing Standards.....	40
Writing – History, Science, Technology.....	49

## Representative AMI Language Curriculum

	Activity ID	Presentations/Activities	Material
The History of Spoken Language: Explorations	42000	Story of the English Language	
	42001	Research history and geography of languages	History of Language charts (Proto-Indo-European through West Germanic)
	42002	Research, make charts, timelines, tracing spoken language history	Research materials
	42003		
The History of Written Language: Stories	42005	Great Story: The story of our alphabet	Language charts
	42006	Pre-alphabetic Systems: Pictographs	Oral stories and charts
	42007	Ideographs	Language charts
	42008	Other Methods for Communicating in Signs	Language charts
	42009	Mesopotamia – Cuneiform	clay tablet and wedge stick
	42010	Ancient Egypt – Hieroglyphics	Language charts
	42011	Phoenicians – The First Alphabet	Language charts
	42012	The Greek Alphabet	Language charts
	42013	The Roman Alphabet	Language charts
	42014	After the Romans/Current alphabet	Language charts
The History of Written Language: Explorations	42015	Invention of Printing	Books
	42016		
	42018	Study of Written Language/History	
Handwriting in the Elementary Class	42019	Research, make charts, timelines, tracing written language history	Research materials
	42022	Introduction to Handwriting, Pencil Grip, Posture	pencil/paper, green boards
	42023	Initial Stroke Method for Forming Individual Lower-Case Letters	pencil/paper, green boards
	42024	Correct Formation: Slope, Slant, Shape, Style	pencil/paper, green boards
	42025	Joining Letters	pencil/paper, green boards
	42026	Making Capital Letters	pencil/paper, green boards
	42027	Handwriting Analysis: child learns to analyze handwriting for size, slope, formation, joins, spacing, attractiveness, fluency	pencil/paper, green boards
	42028	Fine Motor Development using handwork, arts and crafts media	handwork, knitting, crocheting, stitching
	42029	Calligraphy	Calligraphy supplies
Reading Foundations (N.B. Most of these activities and many of the materials are found in the 3-6 classroom, not the 6-12. However, non-readers and non-fluent readers must continue to develop these basic skills.)	42100	Alphabet Work: Forms and Sounds of the letters	Sandpaper Letters
	42101	Non-readers & non-fluent readers: Phonetic Words - Sounds of the Letters, Consonants and Short Vowels	Small Moveable Alphabets in multiple colors
	42102	Non-readers & non-fluent readers: Phonetic Words - Initial Single Consonant/Single Vowel, Ending Letter a Single Consonant	Small Moveable Alphabets in multiple colors
	42103	Non-readers & non-fluent readers: Phonetic Words - Digraphs - Final 2 – 3 Letters, Beginning Letter a Single Consonant	Small Moveable Alphabets in multiple colors
	42104	Non-readers & non-fluent readers: Label and read objects in the environment	labels/pencil
	42105	Non-readers & non-fluent readers: Phonograms	phonogram cards/words/Object Boxes
	42106	Non-readers & non-fluent readers: Further Phonogram Work	Phonogram Booklets
	42107	Non-readers & non-fluent readers: Puzzle Words	puzzle words
	42108	Spelling Variations: Silent 'e'	spelling rules
	42109	Spelling Variations: Phonogram Cards	phonogram cards
	42110	Transition to Reading Sentences	early reading books, grammar boxes
	42111	Sentence Reading	Classified Nomenclature: Definition Cards
	42112	follow commands, collaborate	activity/command cards
	42113	reading for facts/reading for pleasure	books/library
	42114	Word Reading	Classified Nomenclature: Labels
	42115	Compound Words	Charts
	42116	Correct Expression	Interpretive Reading Slips/Examples
Reading in Elementary	42117	Assess children's reading ability: phonological awareness, miscue analysis, analysis of reading strategies, comprehension, fluency	leveled reading books
	42200	Fluent Readers: Interpretive Reading	Interpretive reading cards
	42201	Learn Etymologies of Words	etymology given in lessons/activities
	42202	Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	nomenclature material
	42203	How to use a dictionary	dictionary
	42204	Independent Silent Reading	books/library
	42205	Teacher reads aloud to class	books/library
	42206	Individual/small group reading aloud	books/library
	42207	Reading for Research: use of content material	books/library
	42208	Fiction Reading	books/library
	42209	Non-fiction Reading	books/library
Literature	42210	Introduction to Various Reference Books	Reference Books: Atlas, Encyclopedia, Thesaurus, Texts, etc.
	42260	Introducing children to a wide range of literary genres, styles, periods, etc.	Literature
	42261	Reading Plays	plays
	42262	Making Literary Timelines (author's life, genre, period, country, etc.)	
Word Study: Affixes, Compound Words, Word Families	42263	Literature Circles: small groups read and discuss a literary work	Books, Short Stories, Poems
	42300	Suffixes	word study charts, moveable alphabets
	42301	Finding the Root	word study charts, moveable alphabets
	42302	Finding the meaning of the root	dictionaries, card materials
	42303	Prefixes	word study charts, moveable alphabets
	42304	Compound Words	objects and labels
	42305	Contractions	labels/pencil
42306	Word Families	word study charts, moveable alphabets	

	Activity ID	Presentations/Activities	Material
Word Study: Affixes, Compound Words, Word Families	42307	Suffixes, Classified, e.g. noun, adjective, change of gender, etc.	word study charts, moveable alphabets
	42308	Finding words w/suffixes, root or prefixes in books	books
	42309	etymology/meaning of words w/specific suffixes or prefixes	dictionaries, card materials
	42310	further work, such as making lists	pencil/paper
	42311	Alphabetizing	pencil/paper, card materials
	42312	classification of prefixes, by number, size, time, place	pencil/paper
Spelling	42400	Exploring Spelling Foundations & Rules	Orthography Folders
	42401	Common Spelling Rules	Spelling Charts for Rules
	42402	Introduction to Spelling	moveable alphabets, pencil/paper
	42403	Strategies for Spelling, sounding out, identify consonants, syllabification	pencil/paper
	42404	Spelling Lists	phonogram cards, books
	42405	Spelling: Contractions	pencil/paper
	42406	Dictation	pencil/paper
	42407	Spelling: Homonyms	language charts
	42408	Making child's personal dictionary	personal dictionary
	42409	etymologies	dictionary, language material
Punctuation	42450	Rules for Capitalization	punctuation and capitalization charts
	42451	Rules for End-Of-Sentence Punctuation	punctuation and capitalization charts
	42452	Rules for Comma Usage	punctuation and capitalization charts
	42453	Use Of Semicolon, Colon, Dash	punctuation and capitalization charts
	42454		
Grammar			
Parts of Speech: Grammar Boxes			
The Noun	42500	Everything Has a Name	story told by teacher
	42501	Concept and Language of Noun	grammar box words and noun symbol
	42502	making lists of nouns, booklets, scrolls	paper/pencil
	42503	The Number of the Noun: Singular, Plural	Noun material
	42504	The Gender of the Noun: Masculine, Feminine	Filler box noun material from grammar boxes
The Article	42506	Article: Oral Introduction	story told by teacher
	42507	Article Grammar Box	Article Grammar box/filling box, symbols box
	42508	Article: Definite, Indefinite	
The Adjective	42510	Adjective: Oral Introduction	story told by teacher/objects in environment
	42511	Adjective Grammar Box	Adjective Grammar Box, filling box, symbols
	42512	Adjective: Impressionistic Chart of Noun Family	Noun family chart
	42513	Adjective: Command Cards	Adjective Command Cards
	42514	Adjective: Transposition	Adjective Grammar Box, Filling Box
The Verb	42516	Verb: Oral Introduction	story told by teacher
	42517	Verb Grammar Box	Verb Grammar Box, filling box, symbols
	42518	Verb: Impressionistic Chart of Noun Family and Verb	Impressionistic chart noun family and verb
	42519	Verb: Command Cards	Verb Command Cards
	42520	Verb: Transposition	Verb Grammar Box, Filling Box
The Preposition	42522	Preposition: Oral Introduction	story told by teacher
	42523	Preposition Grammar Box	Preposition Grammar box, filling and symbols
	42524	Preposition: Command Cards	Preposition Command Cards
	42525	Preposition: Transposition, change of word order for whole phrase w/in sentence	Preposition Grammar box, filling box
The Adverb	42527	Adverb: Oral Introduction	story told by teacher
	42528	Adverb Grammar Box	Adverb Grammar box, filling and symbols
	42529	Adverb: Command Cards	Adverb Command Cards
	42530	Adverb: Transposition/word order	Adverb grammar box, filling box
The Pronoun	42532	Pronoun: Oral Introduction	story told by teacher
	42533	Pronoun Grammar Box	Pronoun Grammar Box, filling and symbols
	42534	Pronoun: Command Cards	Pronoun Command Cards
The Conjunction	42536	Conjunction: Oral Introduction	story with pencils and pink ribbon
	42537	Conjunction Grammar Box	Conjunction Grammar box, filling & symbols
	42538	Conjunction: Command Cards	Conjunction Command Cards
The Interjection	42540	Interjection Grammar Box	Interjection Grammar Box
	42541		
Parts of Speech: Further Work			
The Noun, Further Work	42544	Classification of the Noun: Proper, Common	Noun Classification materials/cards
	42545	Classification of the Noun: Concrete, Abstract	Noun Classification materials/cards
	42546	Classification of the Noun: Collective	Noun Classification materials/cards
	42547	Classification of the Noun: Mass/Material	Noun Classification materials/cards
	42548	Classification Work Chart	Noun Classification Chart, noun cards
The Adjective, Further Work	42550	Oral Introduction to Positive, Comparative, Superlative Degrees	objects from environment
	42551	Positive, Comparative, Superlative Degrees	Adjective card material
	42552	Positive, Comparative, Superlative Degrees: Spelling Changes or Irregular	Adjective card material
	42553	Classification of Adjectives - descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive	Adjective classification chart, adjective cards
	42554	Detective Adjective Game	triangles and labels
The Verb, Further Work – Tenses	42556	Concept of Simple Tenses (Past, Present, Future): Oral Introduction	Verb Card material
	42557	Concept and Language of Conjugation (present tense only)	Verb Card material with pronoun cards
	42558	Agreement of the Pronoun and the Verb Form	Verb Card material

	Activity ID	Presentations/Activities	Material
The Verb, Further Work – Tenses	42559	Conjugation Simple Tenses (past, present, future), Regular Verbs	Verb Card Material
	42560	Conjugation Simple Tenses (past, present, future), Irregular Verbs	Verb Card Material
	42561	Conjugation Simple Tense (past, present, future), Irregular Verbs: be, have, do	Verb Card Material
	42562	Conjugation Simple Progressive Tenses (past progressive, present progressive, future progressive), Regular and Irregular Verbs	Verb Card Material
	42563	Conjugation Intensive or Negative Form	Verb Card Material
	42564	Perfect Tenses (further distinctions of past time)	Verb Card Material
	42565	The Formation of Compound Tenses	
The Verb, Further Work – Voice	42567	Concept and Language of Active and Passive Voice	written work
	42568	Formation of Passive Voice from Active and Active from Passive	written work
The Verb, Further Work – Mood	42570	Concept and Language of Indicative Mood	written work
	42571	Concept and Language of Imperative Mood	written work
	42572	Concept and Language of Subjunctive Mood	written work
	42573	Mood: Finite and Non-finite Forms	
	42574	Mood: Finite and Non-finite Forms: Infinitive & Participle	
The Verb, Further Work – Verbals	42576	Notional, Auxiliary, Linking verbs	
	42577	Gerund	
	42578	Participle	
	42579	Infinitive	
The Verb, Further Work – Conjugation	42581	Verb Conjugation, Complete	Verb Card Material
	42582	Principal Parts of the Verb	
The Preposition, Further Work	42584	Children find prepositions in their own writing, analyze patterns, etc.	student writing
The Adverb, Further Work	42586	Classification of adverbs	pencil/paper
	42587	Logical adverb game	verb/adverb card material
The Pronoun, Further Work	42589	Personal Pronouns: Declension (Subjective, Objective, Possessive Cases)	
	42590	Pronoun: Impressionistic Charts of the Personal Pronouns	Impressionistic Pronoun Charts
	42591	Classification of Pronouns	
	42592	Different types of Pronouns	Grammar books, literature
	42593		
Sentence Analysis			
Introduction to Sentence Analysis	42596	Analyze simple sentence, subject/predicate	Analysis Material (circle/arrow)
	42597	Analyze simple sentence, subject/predicate/direct object	Analysis Material (circles/arrows)
	42598	Analyze simple sentence, subject/predicate/direct and indirect objects	Analysis Material (circles/arrows)
	42599	Children write and analyze their own sentences	paper/pencil
Analysis of Simple Sentences/Action Verb (having one independent clause)	42602	Introduce longer sentences with one independent clause	Sentence Analysis Arrows/circles with names & questions
	42603	Analyze sentences with adverbial modifiers	Sentence Analysis Arrows/circles with names & questions
	42604	Analyze sentences with attributives and appositives	Sentence Analysis Arrows/circles with names & questions
	42605	Analyze sentences with compound subject, compound predicate	Sentence Analysis Arrows/circles with names & questions
	42606	Analyze sentences with elliptical construction	Sentence Analysis Arrows/circles with names & questions
	42607	Analyze sentences with inverted order (question, emphasis, poetic construction)	Sentence Analysis Arrows/circles with names & questions
	42608	Analyze sentences with verb phrase, emphatic form, modal, negation)	Sentence Analysis Arrows/circles with names & questions
	42609	Analyze sentences with imperatives	Sentence Analysis Arrows/circles with names & questions
	42610	Analyze sentences with “names only” box	Sentence Analysis Arrows/circles with names only
	42611	Student composes and analyzes own sentences with various features	paper/pencil
	Additional Sentence Analyses	42613	Linking Verb: Using Chart A
42614		Explore Noun of Direct Address	Chart A
42615		Reflexive Verb and Reflexive Pronoun	Sentence Analysis arrows/circles
42616		Introduce Transitive/Intransitive Verbs	Transitive/Intransitive Charts
42617		Verbals: gerund, participle, infinitive	Sentence Analysis arrows/circles
42618		Analyze a sentence and its parts, using Chart A	Chart A
Analysis of Compound, Complex, and Compound Complex Sentences	42620	Introduce Compound Sentences and label parts	pencil/paper, Sentence Analysis material
	42621	write and find in literature compound sentences	pencil/paper, books
	42622	Introduce Complex Sentences and label parts	pencil/paper, Sentence Analysis material
	42623	Classification of conjunctions	Chart D
	42624	Introduce Compound Complex Sentences and label parts	pencil/paper, Sentence Analysis material

	Activity ID	Presentations/Activities	Material
Clause Analysis	42627	Compound Sentences with Coordinate Clauses	pencil/paper, Sentence Analysis material
	42628	Analyze Complex Sentences Using Chart B	Chart B
	42629	Noun Clause as Subject	pencil/paper, Sentence Analysis material
	42630	Noun Clause as Direct/Indirect Object	pencil/paper, Sentence Analysis material
	42631	Adjectival Clause	pencil/paper, Sentence Analysis material
	42632	Adverbial Clause	pencil/paper, Sentence Analysis material
	42633	Complex Sentences - Dependencies of Clauses: Using Arrows and Dependencies Circles	Arrows and Dependency Circles
	42634	Complex Sentences - Dependencies of Clauses: Using Chart C	Chart C
	42635	Write compound and complex sentences and analyze parts	pencil/paper
	42636	write and find in literature complex sentences for analysis	pencil/paper, books
	42637	write and find in literature compound complex sentences for analysis	pencil/paper, books
Written Expression			
Sentence Building	43000		
	43001	Sentence Building – Words	pencil/paper
	43002	Sentence Building – Phrases	pencil/paper
	43003	Sentence Building – Clauses	pencil/paper
	43004	Sentence Building – Agreement of Subject and Predicate	pencil/paper
	43005	Sentence Building – Comma Splices, Run-on Sentences, Sentence Fragments	pencil/paper
	43006	Sentence Building – Misplaced Modifiers	pencil/paper
	43007	Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	pencil/paper
	43008	Sentence Structure Variations	pencil/paper
	43009		
Expressive Writing Techniques	43100	Figures of Speech (metaphor, simile)	pencil/paper, examples
	43101	Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	pencil/paper, examples
	43102	Introduce use of thesaurus to expand word choice in writing	thesaurus
	43103	Strategies for Writing (graphic organizers, note cards, etc.)	paper/pencil
	43104	Story Writing: Making a Plot Summary	paper/pencil
	43105	Story Writing: Developing characters	
	43106	Story Writing: Further elements of story writing	
	43107	Question Game and mapping ideas	pencil/paper
	43108	Embellish through illustration, illuminated letters	art media
Writing Process	43500	Pre-Writing: Making a concept map	pencil/paper
	43501	Pre-Writing: Making an outline from the concept map	pencil/paper
	43502	Pre-Writing: Organizing a team-based writing project	
	43503	Writing a rough draft	pencil/paper
	43504	Proofreader's Marks	Chart
	43505	How to edit your own work for organization, sentence fluency, voice, conventions & mechanics, word choice, ideas & content	student writing
	43506	Revising your first draft	student writing
	43507	How to edit the work of others	student writing
	43508	Further development of Ideas and content	student writing
	43509	Writing for publication	student writing
	43510	Pre-Writing: Choosing a topic	
Written Expression Genres	43600	Exploring Different Genres in the Elementary Classroom	pencil/paper
	43601	Writing a Paragraph - parts of a paragraph (topic sentence, body, concluding sentence)	pencil/paper
	43602	Writing Effective Topic Sentences	pencil/paper
	43603	Introduce types of paragraphs (expository, descriptive, narrative, persuasive)	student's writing
	43604	Analyze writing for effective paragraphs	student's writing
	43605	Introduce the writing of essays	pencil/paper
	43606	Introduce types of essays (Narrative, Expository, Memoir, Persuasive, Literary).	pencil/paper
	43607	Writing an effective thesis sentence	pencil/paper
	43608	Explore classroom publications (class newsletter, anthologies, etc.)	publications
	43609	letter writing, thank you notes, written messages	Form of a Letter material, pencil/paper
Reports and Research	43700	The Parts of a Book	Books
	43701	Using an encyclopedia	Encyclopedias
	43702	Research Ideas/Developing Questions	Graphic Organizers, Paper/Pencil
	43703	Introduce Research Procedure for Reports and Projects	Research resources, pencil/paper
	43704	Evaluating Information Sources	Information Sources
	43705	Introduce and offer practice with writing a simple report	Research resources, pencil/paper
	43706	Introduction to Technical Writing: Lab Reports, Brochures, etc.	Research resources, pencil/paper
	43707	Guided Note-taking	note cards/pencils
	43708	Preparation and practice of Going Out	maps, phone books, brochures, etc.
	43709	Keeping a Field/Nature Journal	Journal
	43710	Create timelines, charts, booklets	Research resources, pencil/paper

	Activity ID	Presentations/Activities	Material	
Poetry	43800	Types of Poetry - Writing	Poetry books, pencil/paper	
	43801	Memorization, Recitation	Poetry	
	43802	Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	poems, card materials	
	43803	Types of Poetry - Reading	Poetry books, pencil/paper	
Style				
	43900	study one's own writing for style	own writing	
	43901	analyze literature for style	stories, novels, poems	
	43902	Symbolize parts of speech in writing and analyze for patterns	Grammar symbols and piece of writing	
	43903	explore style in various forms, such as newspapers, poetry, research	various literature sources	
Spoken Language and Listening				
		45000	Oral Presentations - how to be an audience/presenter	written work to present
		45001	Drama activities	Play, poems, written work to perform
		45002	Children listen and respond to stories, poems, and songs	poems, stories, songs
		45003	Class Meetings: Creating classroom rules	class of children
		45004	Class Meetings: Grace and courtesy/protocol for class meetings	class of children
		45005	Conflict Resolution: protocol for peer-mediated conflict resolution	class of children, Teacher-made card materials
		45006	Grace and courtesy, e.g. how to ask a question, offer an answer, etc.	small group
		45007	Presenting a Report	
		45008	Giving a Speech	group of children with written work to share
		45009	Organized Debate	
		45010	Reporting, speech-making, debates	group of children with written work to share
		45011	Taking Notes from a Lecture Or Dictation	Examples From Literature & Command Cards
		45013	Regular, individual meetings between teacher and child	



# Language

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps	COMMENTS
Conventions of Standard English	L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow		C	
	L.1.1a Print all upper- and lowercase letters.	42022 Introduction to handwriting, pencil grip, posture 42023 Initial stroke method for forming individual lower case letters 42024 Correct formation: slope, slant, shape, style 42025 Joining letters 42026 Making capital letters 42027 Handwriting analysis for size, slope, formation, joins, spacing, attractiveness and fluency	Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards	C	
	L.1.1b Use common, proper, and possessive nouns.	42544 Classification of the noun: proper, common 42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	Noun classification materials/cards None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
	L.1.1c Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses 42581 Verb conjugation, complete 42582 Principal parts of the verb	Verb card material Verb card material with pronoun cards Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.1.1d Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).	42589 Personal pronouns: declension (subjective, objective, possessive cases) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
	L.1.1e Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).	42556 concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses 42581 Verb conjugation, complete 42582 Principal parts of the verb	Verb card material Verb card material with pronoun cards Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.1.1f Use frequently occurring adjectives.	42510 Adjective: oral introduction 42511 Adjective grammar box  42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition  42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game	Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards  Triangles and labels	C	
	L.1.1g Use frequently occurring conjunctions (e.g., and, but, or, so, because).	42536 Conjunction: oral introduction 42537 Conjunction grammar box  42538 Conjunction: command cards	Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards	C	
	L.1.1h Use determiners (e.g., articles, demonstratives).	42506 Article: oral introduction 42507 Article grammar box 42508 Article: definite, indefinite 42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees: spelling changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game	Story told by teacher Article grammar box/filling box, symbols box None listed Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards  Triangles and labels	C	
	L.1.1i Use frequently occurring prepositions (e.g., during, beyond, toward).	42522 Preposition: oral introduction 42523 Preposition grammar box  42524 Preposition: command cards 42525 Preposition: transposition, change of word order for whole phrase w/in sentence	Story told by teacher Preposition grammar box/filling box, symbols box Preposition command cards Preposition grammar box/filling box, symbols box	C	
	L.1.1j Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees: spelling changes or irregular 42553 Classification of adjectives – descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game 43001 Sentence building – words 43002 Sentence building – phrases 43003 Sentence building – clauses 43004 Sentence building – agreement of subject and predicate 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 45007 Presenting a report 43008 Sentence structure variations	Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards  Triangles and labels Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper Written work to present	C	
	L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	



CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps	COMMENTS	
Conventions of Standard English	L.1.2a Capitalize dates and names of people.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 42544 Classification of the noun: proper, common	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Noun classification materials/cards	C		
	L.1.2b Use end punctuation for sentences.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper	C		
	L.1.2c Use commas in dates and to separate single words in a series.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper	C		
	L.1.2d Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts	C		
	L.1.2e Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies 42101 Non-readers & non-fluent readers: phonetic words - sounds of the letters, consonants and short vowels 42102 Non-readers & non-fluent readers: phonetic words - initial single consonant/ single vowel, ending letter a single consonant 42103 Non-readers & non-fluent readers: phonetic words - digraphs - final 2 - 3 letters, beginning letter a single consonant 42104 Non-readers & non-fluent readers: label and read objects in the environment 42105 Non-readers & non-fluent readers: phonograms 42106 Non-readers & non-fluent readers: further phonogram work 42107 Non-readers & non-fluent readers: puzzle words 42108 Spelling variations: silent 'e' 42109 Spelling variations: phonogram cards	Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Small moveable alphabets in multiple colors  Small moveable alphabets in multiple colors  Small moveable alphabets in multiple colors  Labels/pencil Phonogram cards/words/object boxes Phonogram booklets Puzzle words Spelling rules Phonogram cards	C		
	L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow			C	
	L.2.1a Use collective nouns (e.g., group).	42546 Classification of the noun: collective	Noun classification materials/cards	C		
	L.2.1b Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).	42503 The number of the noun: singular, plural	Noun material	C		
	L.2.1c Use reflexive pronouns (e.g., myself, ourselves).	42532 Pronoun: oral introduction 42533 Pronoun grammar box 42534 Pronoun: command cards 42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns 42615 Reflexive verb and reflexive pronoun 42616 Introduce transitive/intransitive verbs	Story told by teacher Pronoun grammar box/filling box, symbols box Pronoun command cards None listed Impressionistic pronoun charts None listed Grammar books, literature Sentence analysis arrows/circles Transitive/intransitive charts	C		
	L.2.1d Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).	42581 Verb conjugation, complete 42582 Principal parts of the verb 42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material None listed Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C		
L.2.1e Use adjectives and adverbs, and choose between them depending on what is to be modified.	42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives - descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game 42510 Adjective: oral introduction  42511 Adjective grammar box 42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition  42527 Adverb: oral introduction 42528 Adverb grammar box 42529 Adverb: command cards 42530 Adverb: transposition/word order 42586 Classification of adverbs 42587 Logical adverb game	Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards  Triangles and labels Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box  Story told by teacher Adverb grammar box/filling box, symbols box Adverb command cards Adverb grammar box/filling box, symbols box Pencil/paper Verb/adverb card material	C			

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps	COMMENTS
Conventions of Standard English	L.2.1f Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).	42567 Concept and language of active and passive voice 42568 Formation of passive voice from active and active from passive 42596 Analyze simple sentence, subject/predicate 42597 Analyze simple sentence, subject/predicate/direct object 42598 Analyze simple sentence, subject/predicate/direct and indirect objects 42599 Children write and analyze their own sentences  42602 Introduce longer sentences with one independent clause  42603 Analyze sentences with adverbial modifiers  42604 Analyze sentences with attributives and appositives  42605 Analyze sentences with compound subject, compound predicate  42606 Analyze sentences with elliptical construction  42607 Analyze sentences with inverted order (question, emphasis, poetic construction)  42608 Analyze sentences with verb phrase (emphatic form, modal, negation) 42609 Analyze sentences with imperatives  42610 Analyze sentences with “names only” box  42611 Student composes and analyzes own sentences with various features 42620 Introduce compound sentences and label parts 42621 Write and find in literature compound sentences 42622 Introduce complex sentences and label parts 42623 Classification of conjunctions 42624 Introduce compound complex sentences and label parts	Written work written work Sentence analysis material arrow/circle Sentence analysis material arrows/circles Sentence analysis material arrows/circles Pencil/paper Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names and questions Sentence analysis arrows/circles with names only Sentence analysis arrows/circles with names only Pencil/paper, sentence analysis material Pencil/paper, books Pencil/paper, sentence analysis material Chart D Pencil/paper, sentence analysis material	C	
	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.2.2a Capitalize holidays, product names, and geographic names.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 42544 Classification of the noun: proper, common	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Noun classification materials/cards	C	
	L.2.2b Use commas in greetings and closings of letters.	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper	C	
	L.2.2c Use an apostrophe to form contractions and frequently occurring possessives.	42589 Personal pronouns: declension (subjective, objective, possessive case) 42590 Pronoun: impressionistic charts of the personal pronouns 42591 Classification of pronouns 42592 Different types of pronouns	None listed Impressionistic pronoun charts None listed Grammar books, literature	C	
	L.2.2d Generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil).	42105 Non-readers & non-fluent readers: phonograms 42106 Non-readers & non-fluent readers: further phonogram work 42107 Non-readers & non-fluent readers: puzzle words 42108 Spelling variations: silent ‘e’ 42109 Spelling variations: phonogram cards	Phonogram cards/words/object boxes Phonogram booklets Puzzle words Spelling rules Phonogram cards	C	
	L.2.2e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	42203 How to use a dictionary 42204 Independent silent reading  42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child’s personal dictionary 42409 Etymologies 43102 Introduce use of thesaurus to expand word choice in writing 43700 The parts of a book 43701 Using an encyclopedia	Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc. Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Thesaurus Books Encyclopedias	C	
	L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow		C	
	L.3.1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	42500 Everything has a name 42501 Concept and language of noun 42502 Making lists of nouns, booklets, scrolls 42503 The number of the noun: singular, plural 42504 The gender of the noun: masculine, feminine 42506 Article: oral introduction 42507 Article grammar box 42508 Article: definite, indefinite 42510 Adjective: oral introduction 42511 Adjective grammar box  42512 Adjective: impressionistic chart of noun family 42513 Adjective: command cards 42514 Adjective: transposition  42516 Verb: oral introduction 42517 Verb grammar box 42518 Verb: impressionistic chart of noun family and verb 42519 Verb: command cards 42520 Verb: transposition 42527 Adverb: oral introduction 42528 Adverb grammar box 42529 Adverb: command cards 42530 Adverb: transposition/word order 42532 Pronoun: oral introduction 42533 Pronoun grammar box 42534 Pronoun: command cards	Story told by teacher Grammar box words and noun symbol Pencil/paper Noun material Filler box noun material from grammar boxes Story told by teacher Article grammar box/filling box, symbols box Article grammar box/filling box, symbols box Story told by teacher/objects in environment Adjective grammar box/filling box, symbols box Noun family chart Adjective command cards Adjective grammar box/filling box, symbols box Story told by teacher Verb grammar box/filling box, symbols box Impressionistic chart noun family and verb Verb command cards Verb grammar box/filling box, symbols box Story told by teacher Adverb grammar box/filling box, symbols box Adverb command cards Adverb grammar box/filling box, symbols box Story told by teacher Pronoun grammar box/filling box, symbols box Pronoun command cards	C	

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Conventions of Standard English	L.3.1b Form and use regular and irregular plural nouns.	42503 The number of the noun: singular, plural	Noun material	C	
	L.3.1c Use abstract nouns (e.g., childhood).	42545 Classification of the noun: concrete, abstract	Noun classification materials/cards	C	
	L.3.1d Form and use regular and irregular verbs.	42516 Verb: oral introduction 42517 Verb grammar box 42518 Verb: impressionistic chart of noun family and verb 42519 Verb: command cards 42520 Verb: transposition 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs	Story told by teacher Verb grammar box/filling box, symbols box Impressionistic chart noun family and verb Verb command cards Verb grammar box/filling box, symbols box Verb card material Verb card material Verb card material	C	
	L.3.1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.3.1f Ensure subject-verb and pronoun-antecedent agreement.*	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material Verb card material None listed Verb card material	C	
	L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	42586 Classification of adverbs 42550 Oral introduction to positive, comparative, superlative degrees 42551 Positive, comparative, superlative degrees 42552 Positive, comparative, superlative degrees changes or irregular 42553 Classification of adjectives - descriptive, qualitative, quantitative, definite, ordinal, demonstrative, interrogative, possessive 42554 Detective adjective game"	Pencil/paper Objects from environment Adjective card material Adjective card material Adjective classification chart, adjective cards  Triangles and labels	C	
	L.3.1h Use coordinating and subordinating conjunctions.	42536 Conjunction: oral introduction 42537 Conjunction grammar box 42538 Conjunction: command cards 42622 introduce complex sentences and label parts 42623 Classification of conjunctions 42624 Introduce compound complex sentences and label parts 42626 Independent coordinate clauses 42627 Compound sentences with coordinate clauses 42628 Analyze complex sentences using chart b 42629 Noun clause as subject 42630 Noun clause as direct/indirect object 42631 Adjectival clause 42632 Adverbial clause 42633 Complex sentences - dependencies of clauses: using arrows and dependencies circles 42634 Complex sentences - dependencies of clauses: using chart c 42635 Write compound and complex sentences and analyze parts 42636 Write and find in literature complex sentences for analysis 42637 Write and find in literature compound complex sentences for analysis	Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards Chart D Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Chart b Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Pencil/paper, sentence analysis material Arrows and dependency circles Chart C Pencil/paper Pencil/paper, books Pencil/paper, books	C	







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	L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Play, poems, written work to perform Poems, stories, songs Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with work to share None listed Examples from literature & command cards	C	
	L.5.1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	42522 Preposition: oral introduction 42523 Preposition grammar box  42534 Preposition: command cards 42525 Preposition: transposition, change of word order for whole phrase w/in sentence  42536 Conjunction: oral introduction 42537 Conjunction grammar box  42538 Conjunction: command cards 42540 Interjection grammar box  42584 Children find prepositions in their own writing, analyze patterns, etc. 42623 Classification of conjunctions	Story told by teacher Preposition grammar box/filling box, symbols box Preposition command cards Preposition grammar box/filling box, symbols box Story with pencils and pink ribbon Conjunction grammar box/filling box, symbols box Conjunction command cards Interjection grammar box/filling box, symbols box Student writing Chart D	C	
	L.5.1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.	42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material	C	
	L.5.1c Use verb tense to convey various times, sequences, states, and conditions.	42556 Concept of simple tenses (past, present, future): oral introduction 42557 Concept and language of conjugation (present tense only) 42558 Agreement of the pronoun and the verb form 42559 Conjugation simple tenses (past, present, future), regular verbs 42560 Conjugation simple tenses (past, present, future), irregular verbs 42561 Conjugation simple tenses (past, present, future), irregular verbs: be, have, do 42562 Conjugation simple progressive tenses (past progressive, present progressive, future progressive), regular and irregular verbs 42563 Conjugation intensive or negative form 42564 Perfect tenses (further distinctions of past time) 42565 The formation of compound tenses	Verb card material Verb card material with pronoun charts Verb card material Verb card material Verb card material Verb card material Verb card material  Verb card material Verb card material None listed	C	
	L.5.1d Recognize and correct inappropriate shifts in verb tense.*	43505 How to edit you own work for organization, sentence fluency, voice, conventions, & mechanics, work choice, ideas, & content 43506 Revising your first draft	Student writing  Student writing	C	
	L.5.1e Use correlative conjunctions (e.g., either/or, neither/nor).	42538 Conjunction: command cards 42623 Classification of conjunctions	Conjunction command cards Chart D	C	
	L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.5.2a Use punctuation to separate items in a series.*	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks	Punctuation and capitalization charts Pencil/paper	C	
	L.5.2b Use a comma to separate an introductory element from the rest of the sentence.	42452 Rules for comma usage 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42603 Analyze sentences with adverbial modifiers  42604 Analyze sentences with attributive and appositives  42606 Analyze sentences with elliptical construction  42607 Analyze sentences with inverted order (question, emphasis, poetic construction)  42622 Introduce complex sentences and label parts 43002 Sentence building – phrases 43003 Sentence building – clauses 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks 43008 Sentence structure variations	Punctuation and capitalization charts Preposition grammar box, filling box Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Pencil/paper, sentence analysis material Pencil/paper Pencil/paper Pencil/paper  Pencil/paper	C	
	L.5.2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	42452 Rules for comma usage 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semicolon, quotation marks	Punctuation and capitalization charts Pencil/paper	C	
	L.5.2d Use underlining, quotation marks, or italics to indicate titles of works.	43703 Introduce research procedure for reports and projects 43706 Introduction to technical writing: lab reports, brochures, etc.	Research resources, pencil/paper Research resources, pencil/paper	C	
	L.5.2e Spell grade-appropriate words correctly, consulting references as needed.	42203 How to use a dictionary 42210 Introduction to various reference books  42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Dictionary Reference books: atlas, encyclopedia, thesaurus, texts, etc. Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	See detailed standards that follow 45000 Oral presentations--how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Play, poems, written work to perform Poems, stories, songs Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with work to share None listed Examples from literature & command cards	C	



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	L.6.1a Ensure that pronouns are in the proper case (subjective, objective, possessive).	42589 Personal pronouns: declension (subjective, objective, possessive cases) 42591 Classification of pronouns 42592 Different types of pronouns	None listed None listed Grammar books, literature	C	
	L.6.1c Recognize and correct inappropriate shifts in pronoun number and person.*	42558 Agreement of the pronouns and verb form 42590 Pronoun: impressionistic charts of the personal pronouns 43505 How to edit your own work for organization, sentence fluency, voice, conventions, & mechanics, word choice, ideas, & content 43506 Revising your first draft	Verb card material Impressionistic pronoun charts Student writing  Student writing	C	
	L.6.1d Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*	43505 How to edit your own work for organization, sentence fluency, voice, conventions, & mechanics, word choice, ideas, & content 43506 Revising your first draft	Student writing Student writing	C	
	L.6.1e Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 42611 Student composes and analyzes own sentences with various features 42621 Write and find in literature compound sentences 42635 Write compound and complex sentences and analyze parts 42636 Write and find in literature complex sentences for analysis 42637 Write and find in literature compound complex sentences for analysis 43008 Sentence structure variations 43600 Exploring different genres in the elementary classroom 43900 Study one's own writing for style 43901 Analyze literature for style 43902 Symbolize parts of speech in writing and analyze for patterns 43903 Explore style in various forms, such as newspapers, poetry, research	Literature Plays None listed Books, short stories, poems Pencil/paper Pencil/paper, books Pencil/paper Pencil/paper, books Pencil/paper, books Pencil/paper Pencil/paper Own writing Stories, novels, poems Grammar symbols and piece of writing Various literature sources	C	
	L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	See detailed standards that follow		C	
	L.6.2a Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*	42453 Use of semicolon, colon, dash 42452 Rules for comma usage 43509 Writing for publication 43703 Introduce research procedure for reports and projects"	Punctuation and capitalization charts Punctuation and capitalization charts Student writing Research resources, pencil/paper	C	
	L.6.2b Spell correctly.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
Knowledge of Language	L.1.3 begins in grade 2				
	L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	
	L.2.3a Compare formal and informal uses of English	42000 Story of the English language 42001 Research history and geography of languages  42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42202 Reading nomenclature/card material in a variety of subjects 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42263 Literature circles: small groups read and discuss literary work 43008 Sentence structure variations	None listed History of language charts (proto-indo-european through west germanic) Research materials None listed Research materials Nomenclature material Books/library Books/library Literature Plays Books, short stories, poems Pencil/paper	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps	COMMENTS
Knowledge of Language	L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	
	L.3.3a Choose words and phrases for effect.*	<p>42514 Adjective: transposition 42520 Verb: transposition 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42530 Adverb: transposition/word order 42603 Analyze sentences with adverbial modifiers</p> <p>42604 Analyze sentences with attributives and appositives</p> <p>42605 Analyze sentences with compound subject, compound predicate</p> <p>42606 Analyze sentences with elliptical construction</p> <p>42607 Analyze sentences with inverted order (question, emphasis, poetic construction)</p> <p>42608 Analyze sentences with verb phrase (emphatic form, modal, negation)</p> <p>42609 Analyze sentences with imperatives</p> <p>42610 Analyze sentences with “names only” box</p> <p>42611 Student composes and analyzes own sentences with various features</p> <p>43001 Sentence building--words 43002 Sentence building--phrases 43008 Sentence structure variations 43100 Figure of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy 43102 Introduce use of thesaurus to expand word choice in writing 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates</p>	<p>Adjective grammar box, filling box Verb grammar box, filling box Preposition grammar box, filling box Adverb grammar box, filling box Sentence analysis arrows/circles with names &amp; questions Sentence analysis arrows/circles with names &amp; questions Sentence analysis arrows/circles with names &amp; questions Sentence analysis arrows/circles with names &amp; questions Sentence analysis arrows/circles with names &amp; questions Sentence analysis arrows/circles with names &amp; questions Sentence analysis arrows/circles with names &amp; questions Sentence analysis arrows/circles with names &amp; questions Sentence analysis arrows/circles with names &amp; questions Sentence analysis arrows/circles with names &amp; questions Sentence analysis arrows/circles with names &amp; questions Sentence analysis arrows/circles with names &amp; questions Sentence analysis arrows/circles with names only Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper, examples Pencil/paper, examples</p> <p>Thesaurus Written work to present Play, poems, written work to perform Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with written work to share None listed Group of children with written work to share</p>	C	
	L.3.3b Recognize and observe differences between the conventions of spoken and written standard English.	<p>42000 Story of the english language 42001 Research history and geography of languages</p> <p>42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42202 Reading nomenclature/card material in a variety of subjects 42260 Introduce children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42263 Literature circles: small groups read and discuss a literary work 43900 Study one's own writing for style 43901 Analyze literature for style 43903 Explore style in various forms, such as newspapers, poetry, research 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates</p>	<p>None listed History of language charts (proto-indo-european through west germanic) Research materials None listed Research materials Nomenclature material Literature Plays Books, short stories, poems Own writing Stories, novels, poems Various literature sources Written work to present Play, poems, written work to perform Small group None listed Group of children with written work to share None listed Group of children with written work to share</p>	C	
	L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	

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	L.4.3a Choose words and phrases to convey ideas precisely.*	42514 Adjective: transposition 42520 Verb: transposition 42525 Preposition: transposition, change of word order for whole phrase w/in sentence 42530 Adverb: transposition/word order 42603 Analyze sentences with adverbial modifiers  42604 Analyze sentences with attributives and appositives  42605 Analyze sentences with compound subject, compound predicate  42606 Analyze sentences with elliptical construction  42607 Analyze sentences with inverted order (question, emphasis, poetic construction)  42608 Analyze sentences with verb phrase (emphatic form, modal, negation)  42609 Analyze sentences with imperatives  42610 Analyze sentences with "names only" box 42611 Student composes and analyzes own sentences with various features 43001 Sentence building – words 43002 Sentence building – phrases 43008 Sentence structure variations 43100 Figure of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy 43102 Introduce use of thesaurus to expand word choice in writing 45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Adjective grammar box, filling box Verb grammar box, filling box Preposition grammar box, filling box Adverb grammar box, filling box Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names & questions Sentence analysis arrows/circles with names only Pencil/paper Pencil/paper Pencil/paper Pencil/paper Pencil/paper, examples Pencil/paper, examples Thesaurus Written work to present Play, poems, written work to perform Class of children Class of children Class of children, teacher-made card materials Small group None listed Group of children with written work to share None listed Group of children with written work to share	C	
	L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	
	L.5.3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	43600 Exploring different genres in the elementary classroom 43601 Writing a paragraph – parts of a paragraph (topic sentence, body, concluding sentence) 43602 Writing effective topic sentences 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs 43605 Introduce the writing of essays 43607 Writing an effect thesis sentence 43608 Explore classroom publications (class newsletter, anthologies, etc.) 43609 Letter writing, thank you notes, written messages 43900 Study one's own writing for style	Pencil/paper Pencil/paper  Pencil/paper Student's writing Student's writing Pencil/paper Pencil/paper Publications Form of a letter material, pencil/paper Own writing	C	
	L.5.3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	42000 Story of the English language 42001 Research history and geography of languages  42002 Research, make charts, timelines, tracing spoken language history 42018 Study of written language/history 42019 Research, make charts, timelines, tracing written language history 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	None listed History of language charts (Proto-Indo-European through West Germanic) Research materials None listed Research materials Literature Plays None listed Books, short stories, poems Plays, poems, written work to perform Poems, stories, songs	C	
	L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	See detailed standards that follow		C	
	L.6.3a Vary sentence patterns for meaning, reader/listener interest, and style.*	42514 Adjective: transposition  42520 Verb: transposition 42525 Preposition: transposition, change of word order for whole phrase w/in sentence  42530 Adverb: transposition/word order 42599 Children write and analyze their own sentences 43001 Sentence building – words 43002 Sentence building – phrases 43003 Sentence building – clauses 43005 Sentence building – comma splices, run-on sentences, sentence fragments 43006 Sentence building – misplaced modifiers 43007 Punctuation: period, comma, question mark, exclamation mark, colon, semi-colon, quotation marks 43008 Sentence structure variations 43505 How to edit your own work for organization, sentence fluency, voice, conventions & mechanics, word choice, ideas & content 43900 Study one's own writing for style	Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Paper/pencil Paper/pencil Paper/pencil Paper/pencil Paper/pencil Paper/pencil Student writing Own writing	C	
	L.6.3b Maintain consistency in style and tone.*	43505 How to edit your own work for organization, sentence fluency, voice, conventions & mechanics, word choice, ideas & content 43604 Analyze writing for effective paragraphs 43900 Study one's own writing for style	Student writing  Student writing Own writing	C	

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Vocabulary Acquisition and Use	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.	See detailed standards that follow	42203 Use of dictionary 42210 Other reference material	C	
	L.1.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42116 Correct expression 42117 Assess children's reading ability 42200 Interpretive reading"	Interpretive reading slips Leveled readers Interpretive reading cards	C	
	L.1.4b Use frequently occurring affixes as a clue to the meaning of a word.	42300 Suffixes 42312 Classification of prefixes	Word study charts, moveable alphabets Pencil/paper	C	
	L.1.4c Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).	42301 Finding the root 42302 Finding the meaning of roots	Word study charts, moveable alphabets Dictionaries, pencil/paper, card materials	C	
	L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	See detailed standards that follow	Verb command cards	C	
	L.1.5a Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	
	L.1.5b Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	
	L.1.5c Identify real-life connections between words and their use (e.g., note places at home that are cozy).	42300-42309 Word study 42310 Further work, such as making lists	Various word study materials	C	This is alluded to, but not the key concept of the material.
	L.1.5d Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.	42517 Verb grammar box 42159 Verb: command cards 42553 Classification of adjectives	Verb grammar boxes Verb command cards Adjective cards	C	

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Vocabulary Acquisition and Use	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).	42205 Teacher read aloud 42206 Individual/small-group read aloud 42537 Conjunction grammar box	Books/library	C	
	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.	See detailed standards that follow 42263 Literature circle	Books, short stories, poems	C	
	L.2.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box  42517 Verb grammar box 42523 Preposition grammar box  42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box  42540 Interjection grammar box  42200 Interpretive reading	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box Interjection grammar box/filling box, symbols box Interpretive reading cards	C	
	L.2.4b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).	42303 Prefixes	Word study charts, moveable alphabets	C	
	L.2.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).	42301 Finding the root 42302 Finding the meaning of the root	Word study charts, moveable alphabets Dictionaries, card material	C	
	L.2.4d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).	42304 Compound words	Objects and labels	C	
	L.2.4e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	42203 Dictionary use	Dictionary	C	
	L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	See detailed standards that follow 42544 Classification of nouns: proper, common 42545 Classification of nouns: concrete, abstract 42546 Classification of nouns: collective 42547 Classification of nouns: mass, material 42548 Classification noun chart 42523 Preposition grammar box	Noun classification materials, cards Noun classification materials, cards Noun classification materials, cards Noun classification materials, cards Noun classification chart, cards Preposition grammar box/filling box, symbols box	C	
	L.2.5a Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).	42553 Adjective classification chart 42511 Adjective grammar box	Adjective classification chart, adjective cards Adjective grammar box/filling box, symbols box	C	
	L.2.5b Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	42517 Verb grammar boxes 42519 Verb: command cards 42553 Classification of adjectives	Verb grammar box/filling box, symbols box Verb command cards Adjective cards and chart	C	
	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 (e.g., When other kids are happy that makes me happy).	42205 Teacher reads aloud 42206 Reading aloud in group and individually 42263 Literature circles	Books/library Books/library Books, short stories, poems	C	
	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.	See detailed standards that follow 42263 Literature circle 42203 Dictionary use 42210 Use of various reference materials	Books, short stories, poems Dictionary Thesaurus	C	
	L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box  42517 Verb grammar box 42523 Preposition grammar box  42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box  42540 Interjection grammar box  42200 Interpretive reading	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box Interjection grammar box/filling box, symbols box Interpretive reading cards	C	



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Vocabulary Acquisition and Use	L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	42300 Suffixes 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42312 Classification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Dictionaries Card materials	C	
	L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	42301 Finding the root 42302 Finding the meaning of the root	Word study charts, moveable alphabets Dictionaries, card material	C	
	L.3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	42203 How to use a dictionary 42309 etymology/meaning of words w/specific suffixes or prefixes	Dictionary Card material	C	
	L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Literature Paper/pencil, examples	C	
	L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Pencil/paper, examples, books	C	
	L.3.5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	42207 Reading for research: use of content material 42544 Classification of the noun: proper, common	Books/library Noun classification, materials/cards	C	
	L.3.5C distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.G., Knew, believed, suspected, heard, wondered).	42200 Interpretive reading 42570 Concept and language of indicative mood 42571 Concept and language of imperative mood 42572 Concept and language of subjunctive mood	Interpretive reading cards Written work	C	
	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 (e.G., After dinner that night we went looking for them).	42200 Interpretive reading 42603 Analyze sentences with adverbial modifiers	Interpretive reading cards Sentence analysis arrows/circles with names & questions	P	
	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.	See detailed standards that follow 42203 Dictionary use 42210 Use of various reference materials	Dictionary Thesaurus	C	
	L.4.4A use context (e.G., Definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	42507 Article grammar box 42510 Adjective grammar box  42517 Verb grammar box 42523 Preposition grammar box  42528 Adverb grammar box 42533 Pronoun grammar box 42537 Conjunction grammar box  42540 Interjection grammar box  42200 Interpretive reading 42263 Literature circles	Article grammar box/filling box, symbols box Adjective grammar box/filling box, symbols box  Verb grammar box/filling box, symbols box Preposition grammar box/filling box, symbols box  Adverb grammar box/filling box, symbols box Pronoun grammar box/filling box, symbols box Conjunction grammar box/filling box, symbols box  Interjection grammar box/filling box, symbols box  Interpretive reading cards	C	
	L.4.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
	L.4.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	42203 How to use a dictionary 42210 Use of various reference materials	Dictionary Thesaurus	C	
	L.4.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow 43100 Figures of speech 43101 further creative elements	Pencil/paper, examples	C	
L.4.5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	43100 Figures of speech	Pencil/paper, examples	C		



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Vocabulary Acquisition and Use	L.4.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	43100 Figures of speech	Pencil/paper, examples	C	
	L.4.5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	42309 Etymology 43102 Introduce use of thesaurus to expand word choice in writing 42313 Word study (synonyms and antonyms)”	Dictionary, card material Thesaurus Synonym chart Antonym chart	C	
	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).	42513 Adjective: command cards 42519 Verb: command cards 42524 Preposition: command cards 42529 Adverb: command cards 42534 Pronoun: command cards 42538 Conjunction: command cards 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Article command cards Verb command cards Preposition command cards Adverb command cards Pronoun command cards Conjunction command cards Nomenclature materials	C	
	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.	42203 Dictionary use 42210 Use of various reference material	Dictionary Thesaurus	C	
	L.5.4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	42205 Teacher reads aloud to class	Books/library	C	
	L.5.4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
	L.5.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	42203 Introduction to the dictionary 42210 Introduction to various reference books	Dictionary Thesaurus Almanac, encyclopedia	C	
	L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow	Pencil/paper, examples	C	
	L.5.5a Interpret figurative language, including similes and metaphors, in context.	43100 Figurative language	Pencil/paper, examples	C	
	L.5.5b Recognize and explain the meaning of common idioms, adages, and proverbs.	43901 Analyze literature for style 43100 Figures of speech	Pencil/paper, examples, books	C	
	L.5.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	42407 Spelling: homonyms 42313 Word study - synonyms, antonyms	Homonym chart Synonym chart Antonym chart Paper, pencil	C	
	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).	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Nomenclature materials	C	
	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.	See detailed standards that follow 42203 Dictionary use 42210 Use of various reference books	Dictionary Thesaurus	C	

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Vocabulary Acquisition and Use	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.	42200 Interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42111 Sentence reading 42112 Follow commands/collaborate 42113 Reading for facts/reading for pleasure  42263 Literature circles 42603 Analyze sentences with adverbial modifiers 42604 Analyze sentences with attributives and appositives 42605 Analyze sentences with compound subject/compound predicate 42606 Analyze sentences with elliptical construction 42607 Analyze sentences with inverted order 42567 Concept and language of active and passive voice	Interpretive reading cards Etymologies given in lessons and activities Nomenclature materials, definition cards  Activity/command cards Books/library Short stories/poems Sentence analysis arrows/circles with names & questions Written work	C	
	L.6.4b Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	42309 Etymology 42302 Finding the meaning of the root	Dictionaries, card material	C	
	L.6.4c Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.	42203 Introduction to the dictionary 42210 Introduction to various reference books	Dictionary Thesaurus	C	
	L.6.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	42203 Dictionary use	Dictionary	C	
	L.6.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	See detailed standards that follow 43100 Figurative language	Pencil/paper, examples	C	
	L.6.5a Interpret figures of speech (e.g., personification) in context.	43101 Further creative elements	Pencil/paper, examples	C	
	L.6.5b Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.	43101 Further creative elements (analogies)	Pencil/paper, examples	C	
	L.6.5c Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).	43101 Further creative elements (connotations and denotations)	Pencil/paper, examples	C	
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.	42208 Fiction reading 42209 Non-fiction reading 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Books, library Nomenclature materials	C		

# Speaking & Listening

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
SL: Comprehension and Collaboration	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.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform  Books, lessons for discussion	C	The teacher can easily cover this requirement during lessons with the children by having discussions. it can be done in any appropriate lesson at any appropriate time.
	SL.1.1a Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion	C	
	SL.1.1b Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	45006 Grace and courtesy	Small group	C	
	SL.1.1c Ask questions to clear up any confusion about the topics and texts under discussion.	45006 Grace and courtesy	Small group	C	
	SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	45006 Grace and courtesy 45011 Taking notes from a lecture or dictation	Small group Examples from literature and command cards	C	Teacher can supplement with videos, CDs, etc.
	SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	45000 Oral presentations 45006 Grace and courtesy	Work to share or present Small group	C	
	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.	45000 Oral presentation 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.1a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meeting 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.1b Build on others' talk in conversations by linking their comments to the remarks of others.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.1c Ask for clarification and further explanation as needed about the topics and texts under discussion.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	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.	45000 Oral presentations 45006 Grace and courtesy	Work to share or present Small group	C	
	SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45007 Presenting a report 45008 Giving a speech 45009 Organized debate	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.3.1a 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.	45011 Taking notes from a lecture or dictation  43707 Guided note taking 42207 Reading for research	Examples from literature and command cards Note cards/pencils Books/library	C	
	SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45003 Class meetings: creating classroom rules 45004 Class meetings: grace and courtesy/protocol for class meetings 45006 Grace and courtesy	Work to share or present Plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	45006 Grace and courtesy	Small group	C	
	SL.3.1d Explain their own ideas and understanding in light of the discussion.	45000 Oral presentations 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
SL: Comprehension and Collaboration	SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates 42263 Literature circles: small groups read and discuss a literary work	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	Teacher can supplement with videos, CDs, etc.”
	SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	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.	45000 Oral presentations 45002 Children listen and respond to stories, poems, and songs 45006 Grace and courtesy 45010 Reporting, speech making, debates	Work to share or present plays, poems, work to possibly perform Books, lessons for discussion Small group	C	
	SL.4.1a 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.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1b Follow agreed-upon rules for discussions and carry out assigned roles.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1c Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion	45002 Children listen and respond to stories, poems and songs 45006 Grace and courtesy, e.g. how to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings	Songs, poems, stories Class of children Class of children	C	
	SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45007 Presenting a report 445000 Oral presentations – how to be an audience/presenter 45010 Reporting, speech-making, debates	Written work to be presented	C	
	SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.	45009 Organized debate		C	
	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.	45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group	C	
	SL.5.1a 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.	45006 Grace and courtesy, e.g. how to ask a question, offer and answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings	Class of children	C	
	SL.5.1b Follow agreed-upon rules for discussions and carry out assigned roles.	45003 Class meetings: Creating classroom rules	Class of children	C	
	SL.5.1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.5.1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.	45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Cards Note card/pencils Books/library	C	Teacher can supplement with videos, CDs, etc.
	SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	45009 Organized debate 45010 Reporting speech-making, debates	Group of children with written work to share	C	



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SL: Comprehension and Collaboration	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.	45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.1a 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.	43702 Research ideas/ developing questions 43703 Introduce research procedure for reports and projects 45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45007 Presenting a report 45009 Organized debate 45010 Reporting, speech making, debates	Graphic organizers, paper/pencil Research resources, paper/pencil Written work to present Poems, stories, songs Small group share	C	
	SL.6.1b Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed	45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45004 Class meetings: grace and courtesy/ protocol for class meetings 42263 Literature circles	Class of children Class of children	C	
	SL.6.1c Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.	45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	SL.6.1d Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.	45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Written work to present Poems, stories, songs Small group Class of children	C	
	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.	45011 Taking notes from a lecture or dictation 43707 Guided note taking 42207 Reading for research	Cards Note card/pencils Books/library	P	Teacher can supplement with videos, CDs, etc.
	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.	43702 Research ideas/developing questions 45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems and songs. 45004 Class meetings: grace and courtesy/ protocol for class meetings 45006 Grace and courtesy, e.g. How to ask a question, offer an answer, etc. 45008 Organized debate	Graphic organizers, paper/pencil Written work to present Poems, stories, songs Small group share	C	
SL: Presentation of Knowledge and ideas	SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	43108 Embellish through illustration, illuminated letters	Art media	C	
	SL.1.6 Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution	Class of children Class of children, teacher-made card materials	C	
	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.	43108 Embellish through illustration, illuminated letters 43801 Memorization, recitation 45001 Drama activities	Art media Poetry Play, poems, written work to perform	C	Teacher can supplement with videos, CDs, etc.
	SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present Share Share	C	
	SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations - how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Class of children, teacher-made card materials Written work to present Share Share	C	

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SL: Presentation of Knowledge and ideas	SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	42200 Fluent readers: interpretive reading 42206 Individual/small group reading aloud 43108 Embellish through illustration, illuminated letters 43800 Types of poetry – reading 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities	Interpretive reading cards Books/library Art media Poetry books, pencil/paper Poetry Poems, card materials Play, poems, written work to perform	C	Teacher can supplement with videos, CDs, etc.
	SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present  Share Share	C	
	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.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Class of children, teacher-made card materials Written work to present  Share Share	C	
	SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes	43108 Embellish through illustration, illuminated letters	Art media	C	Teacher can supplement with videos, CDs, etc.
	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. (See grade 4 Language standards 1 here for specific expectations.)	45004 Class meetings: grace and courtesy/ protocol for class meetings 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children  Share Share	P	
	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.	45003 Class meetings: creating classroom rules 45005 Conflict resolution: protocol for peer-mediated conflict resolution 45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45010 Reporting, speech-making, debates	Class of children Class of children, teacher-made card materials Written work to present  Share Share	C	
	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.	43108 Embellish through illustration, illuminated letters	Art media	C	Teacher can supplement with videos, CDs, etc.
	SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present  Share Share	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.	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present  Share Share	C	
	SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.	43108 Embellish through illustration, illuminated letters	Art media	P	Teacher can supplement with videos, CDs, etc.
	SL.6.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 here for specific expectations.)	45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech 45009 Organized debate 45010 Reporting, speech-making, debates	Written work to present  Share Share	C	



# Reading – Foundational Skills

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RF: Print Concepts	RF.1.1 Demonstrate understanding of the organization and basic features of print.	42022 Introduction to handwriting, pencil grip, posture 42023 Initial stroke method for forming individual lower-case letters 42024 Correct formation: slope, slant, shape, style 42025 Joining letters 42026 Making capital letters 42027 Handwriting analysis: child learns to analyze handwriting for size, slope, formation, joins, spacing, attractiveness, fluency	Pencil/paper, green boards  Pencil/paper, green boards  Pencil/paper, green boards Pencil/paper, green boards Pencil/paper, green boards	C	
	RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	42450 Rules for capitalization 42451 Rules for end-of-sentence punctuation 42452 Rules for comma usage 42453 Use of semicolon, colon, dash	Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts Punctuation and capitalization charts	C	
RF: Phonological Awareness	RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	Phonological awareness is mainly built through sound games such as those played in the Primary.
	RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
RF: Phonics and Word Recognition	RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3a Know the spelling-sound correspondences for common consonant digraphs.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3b Decode regularly spelled one-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3f Read words with inflectional endings.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.1.3g Recognize and read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper  Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42408 Making child's personal dictionary	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper  Phonogram cards, books Personal dictionary	C	
	RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.2.3b Know spelling-sound correspondences for additional common vowel teams.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.2.3c Decode regularly spelled two-syllable words with long vowels.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	
	RF.2.3d Decode words with common prefixes and suffixes.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42403 Strategies for spelling, sounding out, identify consonants, syllabification	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Word study charts, moveable alphabets Word study charts, moveable alphabets  Books  Dictionaries, card materials  Pencil/paper	C	
	RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.	42403 Strategies for spelling, sounding out, identify consonants, syllabification	Pencil/paper	C	

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RF: Phonics and Word Recognition	RF.2.3f Recognize and read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling 42403 Strategies for spelling, sounding out, identify consonants, syllabification 42404 Spelling lists 42405 Spelling: contractions 42406 Dictation 42407 Spelling: homonyms 42408 Making child's personal dictionary 42409 Etymologies	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper Pencil/paper  Phonogram cards, books Pencil/paper Pencil/paper Language charts Personal dictionary Dictionary, language material	C	
	RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Interpretive reading cards Etymology given in lessons/activities Nomenclature material	C	
	RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets word study charts, moveable alphabets Word study charts, moveable alphabets  Books  Dictionaries, card materials	C	
	RF.3.3b Decode words with common Latin suffixes.	42409 Etymologies 42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes	Dictionary, language material Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets  Books  Dictionaries, card materials	C	
	RF.3.3c Decode multisyllable words.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Interpretive reading cards Etymology given in lessons/activities Nomenclature material	C	
	RF.3.3d Read grade-appropriate irregularly spelled words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper	C	
	RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42400 Exploring spelling foundations & rules 42401 Common spelling rules 42402 Introduction to spelling	Orthography folders Spelling charts for rules Moveable alphabets, pencil/paper	C	
	RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42403 Strategies for spelling, sounding out, identify consonants, syllabification	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets word study charts, moveable alphabets Word study charts, moveable alphabets  Books  Dictionaries, card materials  Pencil/paper	C	
	RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42304 Compound words 42305 Contractions 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42310 Further work, such as making lists 42311 Alphabetizing: classification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Word study charts, moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Objects and labels Labels/pencil Word study charts, moveable alphabets Word study charts, moveable alphabets  Books  Dictionaries, card materials  Pencil/paper Pencil/paper, card materials	C	
	RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	42300 Suffixes 42301 Finding the root 42302 Finding the meaning of the root 42303 Prefixes 42304 Compound words 42305 Contractions 42306 Word families 42307 Suffixes, classified, e.g. Noun, adjective, change of gender, etc. 42308 Finding words w/suffixes, root or prefixes in books 42309 Etymology/meaning of words w/specific suffixes or prefixes 42310 Further work, such as making lists 42311 Alphabetizing: classification of prefixes, by number, size, time, place	Word study charts, moveable alphabets Moveable alphabets Dictionaries, card materials Word study charts, moveable alphabets Objects and labels Labels/pencil Word study charts, moveable alphabets Word study charts, moveable alphabets  Books  Dictionaries, card materials  Pencil/paper Pencil/paper, card materials	C	
RF: Fluency	RF.1.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Dictionary Books/library Books/library Books/library Books/library Books/library Books/library  Books/library	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
	RF.1.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Dictionary Books/library Books/library Books/library Books/library  Books/library Books/library	C	
	RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 45000 Oral presentations – how to be an audience/presenter 45007 Presenting a report 45008 Giving a speech	Books/library Books/library Written work to present  Group of children with written work to share	C	
	RF.1.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Books/library Books/library Books/library Books/library  Books/library Books/library	C	
	RF.2.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Books/library Books/library Books/library Books/library  Books/library Books/library	C	
	RF.2.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Books/library Books/library Books/library Books/library  Books/library Books/library	C	
	RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 45000 Oral presentations – how to be an audience/presenter 45002 Children listen and respond to stories, poems, and songs	Books/library Books/library Written work to present  Poems, stories, songs	C	
	RF.2.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Books/library Books/library Books/library Books/library  Books/library Books/library	C	
	RF.3.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Books/library Books/library Books/library Books/library  Books/library Books/library	C	
	RF.3.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Books/library Books/library Books/library Books/library  Books/library Books/library	C	
	RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs Types of poetry – reading 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Written work to present  Play, poems, written work to perform Poems, stories, songs  Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials	C	



CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
	RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Books/library Books/library Books/library Books/library  Books/library Books/library	C	
	RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Books/library Books/library Books/library Books/library  Books/library Books/library	C	
	RF.4.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Books/library Books/library Books/library Books/library  Books/library Books/library	C	
	RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	Written work to present  Play, poems, written work to perform Poems, stories, songs	C	
	RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Books/library Books/library Books/library Books/library  Books/library Books/library	C	
	RF.5.4 Read with sufficient accuracy and fluency to support comprehension.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Books/library Books/library Books/library Books/library  Books/library Books/library	C	
	RF.5.4a Read grade-level text with purpose and understanding.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Books/library Books/library Books/library Books/library  Books/library Books/library	C	
	RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	45000 Oral presentations – how to be an audience/presenter 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs types of poetry – reading 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Written work to present  Play, poems, written work to perform Poems, stories, songs  Poetry books, pencil/paper Poetry books, pencil/paper Poetry Poems, card materials	C	
	RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Books/library Books/library Books/library Books/library  Books/library Books/library	C	

# Reading – Informational Text

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS	
RI: Key Ideas and Details	RI.1.1 Ask and answer questions about key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems  Books/library	C		
	RI.1.2 Identify the main topic and retell key details of a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems  Books/library	C		
	RI.1.3 Describe the connection between two individuals, events, ideas, or pieces of information in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems  Books/library	C		
	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems  Books/library	C		
	RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems  Books/library	C		
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	42262 Making literary timelines (author’s life, genre, period, country, etc.) 42207 Reading for research: use of content material	Books/library	P		
	RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C		
	RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems  Books/library	C		
	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, and cause/effect.	42262 Making literary timelines (author’s life, genre, period, country, etc.)		P		
	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.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C		
	RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	P		
	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.	42209 Non-fiction reading 42207 Reading for research: use of content material	Books/library Books/library	C		
	RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Books, short stories, poems  Books/library	C		
	RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Books, short stories, poems  Books/library	C		
	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.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems  Books/library	P		
	RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	42200 Fluent readers: interpretive reading 42207 Reading for research: use of content material	Interpretive reading cards Books/library	C		
	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.	42200 Fluent readers: interpretive reading 42207 Reading for research: use of content material 43104 Story writing: making a plot summary	Interpretive reading cards Books/library  Paper/pencil	C		
	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).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C		
	RI: Craft and Structure	RI.1.4 Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems  Books/library	C	
		RI.1.5 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.	42207 Reading for research: use of content material 43700 The parts of a book 42203 How to use a dictionary 43701 Using an encyclopedia	Books/library  Book Dictionary Encyclopedia	C	
RI.1.6 Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.		43700 The parts of a book	Book	P		



CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RI: Craft and Structure	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	42203 How to use a dictionary 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43700 The parts of a book	Dictionary Literature  Book	P	
	RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems  Books/library	C	
	RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems  Books/library	C	
	RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	42203 How to use a dictionary 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 43700 The parts of a book		P	
	RI.3.6 Distinguish their own point of view from that of the author of a text.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 43900 study one's own writing for style 43901 Analyze literature for style	Books, short stories, poems  Books/library Own writing Stories, novels, poems	C	
	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.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems  Books/library	C	
	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.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems  Books/library	C	
	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.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Literature  Plays	C	
	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.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems  Books/library	C	
	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.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems  Books/library	C	
	RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	42200 Fluent readers: interpretive reading 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	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.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems  Books/library Plays	C	
RI: Integration of Knowledge and Ideas	RI.1.7 Use the illustrations and details in a text to describe its key ideas.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Nomenclature material  Books, short stories, poems  Books/library	C	
	RI.1.8 Identify the reasons an author gives to support points in a text.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 2205 Teacher reads aloud to class	Books, short stories, poems  Books/library  Books/library	C	
	RI.1.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems  Books/library Books/library Books/library	C	
	RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems  Books/library Books/library Books/library	P	
	RI.2.8 Describe how reasons support specific points the author makes in a text.	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems  Books/library Books/library Books/library	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RI: Integration of Knowledge and Ideas	RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems  Books/library Books/library Books/library	C	
	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).	42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems  Books/library Books/library Books/library	C	
	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).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Interpretive reading cards Books, short stories, poems  Books/library Books/library Books/library	C	
	RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems  Books/library Books/library Books/library	C	
	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.	42207 Reading for research: use of content material	Books/library	P	
	RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems  Books/library Books/library Books/library	C	
	RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems  Books/library Books/library Books/library	C	
	RI.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.	42207 Reading for research: use of content material	Books/library	P	
	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).	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems  Books/library Books/library Books/library Books/library	C	
	RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems  Books/library Books/library Books/library Books/library	C	
	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.	2263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 42210 Introduction to various reference books	Books, short stories, poems  Books/library  Reference books: atlas, encyclopedia, thesaurus, texts, etc	C	
	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.	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems  Books/library Books/library Books/library	C	
	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).	2263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems  Books/library Books/library Books/library	C	
	RI: Range of Reading and Level of Text Complexity	RI.1.10 With prompting and support, read informational texts appropriately complex for grade 1.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems  Books/library Books/library Books/library	C
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 range.		263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems  Books/library Books/library Books/library	C	
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.		263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems  Books/library Books/library Books/library	C	
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.		263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems  Books/library Books/library Books/library	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
RI: Range of Reading and Level of Text Complexity	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.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems  Books/library Books/library Books/library	C	
	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.	263 Literature circles: small groups read and discuss a literary work 2205 Teacher reads aloud to class 42209 Non-fiction reading 42207 Reading for research: use of content material	Books, short stories, poems  Books/library Books/library Books/library	C	

# Reading – Literature

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RL: Key Ideas and Details	RL.1.1 Ask and answer questions about key details in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material	Interpretive reading cards Books, short stories, poems Books/library	C	
	RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature  Plays Paper/pencil Paper/pencil Student's writing  Student's writing	C	
	RL.1.3 Describe characters, settings, and major events in a story, using key details.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature  Plays Paper/pencil Paper/pencil Student's writing  Student's writing	C	
	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.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature  Plays Paper/pencil Paper/pencil Student's writing  Student's writing	C	
	RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	42002 Research, make charts, timelines, tracing spoken language history 42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Research materials  Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature	C	
	RL.2.3 Describe how characters in a story respond to major events and challenges.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature  Plays Paper/pencil Paper/pencil Student's writing  Student's writing	C	
	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature  Plays	C	
	RL.3.2 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.	42002 Research, make charts, timelines, tracing spoken language history 42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc.	Research materials  Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature	C	



CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RL: Key Ideas and Details	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	2200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature  Plays	C	
	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.	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature  Plays Paper/pencil Paper/pencil Student's writing  Student's writing	C	
	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books 43104 Story writing: making a plot summary 43800 Types of poetry - writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Research materials  Books/library  Reference books: atlas, encyclopedia, thesaurus, texts, etc. Paper/pencil Poetry books, pencil/paper Poetry Poems, card materials	C	
	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).	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature  Plays Paper/pencil Paper/pencil Student's writing  Student's writing	C	
	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material	Books/library Books/library Books/library Books/library	C	
	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.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books  43104 Story writing: making a plot summary 43800 Types of poetry - writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Research materials  Books/library  Reference books: atlas, encyclopedia, thesaurus, texts, etc. Paper/pencil Poetry books, pencil/paper Poetry Poems, card materials	C	
	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).	42200 Fluent readers: interpretive reading 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42261 Reading plays 43104 Story writing: making a plot summary 43105 Story writing: developing characters 43106 Story writing: further elements of story writing 43603 Introduce types of paragraphs (expository, descriptive, narrative, persuasive) 43604 Analyze writing for effective paragraphs	Interpretive reading cards Books/library Books/library Books/library Books/library Books/library Literature  Plays Paper/pencil Paper/pencil Student's writing  Student's writing	C	
	RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material	Books/library Books/library Books/library Books/library	C	
	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.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books  43104 Story writing: making a plot summary	Research materials  Books/library  Reference books: atlas, encyclopedia, thesaurus, texts, etc. Paper/pencil	C	
	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.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud	Books/library Books/library Books/library	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RL: Craft and Structure	RL.1.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work	Interpretive reading cards Books, short stories, poems	C	
	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.	42263 Literature circles: small groups read and discuss a literary work 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading	Books, short stories, poems  Books/library  Books/library Books/library	C	
	RL.1.6 Identify who is telling the story at various points in a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems  Books/library Plays	C	
	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.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems  Books/library Plays	C	
	RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems  Books/library Plays	C	
	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.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems  Books/library Plays	C	
	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems  Books/library Plays	C	
	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.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems  Books/library Plays	C	
	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems  Books/library Plays	C	
	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).	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42309 Etymology/meaning of words w/specific suffixes or prefixes	Interpretive reading cards Books, short stories, poems  Books/library Dictionaries, card materials	C	
	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Books, short stories, poems  Books/library Plays Poems, card materials	C	
	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.	42200 Fluent readers: interpretive reading 42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays	Interpretive reading cards Books, short stories, poems Books/library Plays	C	
	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.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy	Literature  Books, short stories, poems  Pencil/paper, example Pencil/paper, example	C	
	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.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 45001 Drama activities	Books, short stories, poems  Books/library Play, poems, written work to perform	P	
	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud	Books, short stories, poems  Books/library	C	
	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	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work 43100 Figures of speech (metaphor, simile) 43101 Further creative elements: personification, paradox, apposition, oxymoron, hyperbole, metonymy 42309 Etymology/meaning of words 43901 Analyze literature for style	Literature  Books, short stories, poems  Pencil/paper, example Pencil/paper, example	C	
	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.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 45001 Drama activities	Books, short stories, poems  Books/library Plays Play, poems, written work to perform	P	
	RL.6.6 Explain how an author develops the point of view of the narrator or speaker in a text.	42263 Literature circles: small groups read and discuss a literary work 42206 Individual/small group reading aloud 42261 Reading plays 45001 Drama activities	Books, short stories, poems  Books/library Plays Play, poems, written work to perform	C	

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS	
RL: Integration of Knowledge and Ideas	RL.1.7 Use illustrations and details in a story to describe its characters, setting, or events.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays		C		
	RL.1.8 not applicable to literature					
	RL.1.9 Compare and contrast the adventures and experiences of characters in stories.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems  Books/library Books/library Books/library Plays	C		
	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.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems  Books/library Books/library Books/library Plays	C		
	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.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems  Books/library Books/library Books/library Plays	C		
	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems  Books/library Books/library Books/library Plays	C		
	RL.3.8 not applicable to literature					
	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)	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems  Books/library Books/library Books/library Plays	C		
	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.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays	Books, short stories, poems  Books/library Books/library Books/library Plays	C		
	RL.4.8 not applicable to literature					
	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.	42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42262 Making literary timelines (author's life, genre, period, country, etc.) 42263 Literature circles: small groups read and discuss a literary work 43600 Exploring different genres in the elementary classroom	Literature  Books, short stories, poems  Pencil/paper	C		
	RL.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).	Types of poetry – reading 43800 Types of poetry – writing 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Poetry books, pencil/paper Poetry books, pencil/paper Poems, card materials	P		
	RL.5.8 not applicable to literature					
	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.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading	Books, short stories, poems  Books/library Books/library	C		
	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.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities 45002 Children listen and respond to stories, poems, and songs	Books, short stories, poems  Books/library Books/library Poems, card materials  Play, poems, written work to perform poems, stories, songs	C		
	RL.6.8 not applicable to literature					
	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.	42263 Literature circles: small groups read and discuss a literary work 42205 Teacher reads aloud to class 42208 Fiction reading 42209 Non-fiction reading 42261 Reading plays Types of poetry – reading 43800 Types of poetry – writing 43801 Memorization, recitation 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Books, short stories, poems  Books/library Books/library Books/library Poetry books, pencil/paper  Poetry books, pencil/paper Poetry Poems, card materials Plays	C		
	RL: Range of Reading and Level of Text Complexity	RL.1.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Dictionary Books/library Books/library Books/library Books/library Literature  Books, short stories, poems  Poetry books, pencil/paper Poems, card materials	C	



CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RL: Range of Reading and Level of Text Complexity	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.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Dictionary Books/library Books/library Books/library Books/library Literature  Books, short stories, poems  Poetry books, pencil/paper Poems, card materials	C	
	RL.3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of Poetry – Reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Dictionary Books/library Books/library Books/library Books/library Literature  Books, short stories, poems Poetry books, pencil/paper  Poems, card materials	C	
	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.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse 45001 Drama activities	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Dictionary Books/library Books/library Books/library Books/library Literature  Books, short stories, poems  Poetry books, pencil/paper  Poems, card materials	C	
	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.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Dictionary Books/library Books/library Books/library Books/library Literature  Books, short stories, poems  Poetry books, pencil/paper Poems, card materials	C	
	RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42203 How to use a dictionary 42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42208 Fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work Types of poetry – reading 43802 Study and explore elements of poetry: rhythm, meter, rhyme, forms, blank verse, free verse	Interpretive reading cards Etymology given in lessons/activities Nomenclature material  Dictionary Books/library Books/library Books/library Books/library Literature  Books, short stories, poems Poetry books, pencil/paper  Poems, card materials	C	



# Reading – History

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RH: Key Ideas and Details	RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books	Research materials Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	
	RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	42019 Research, make charts, timelines, tracing written language history 42207 Reading for research: use of content material 42210 Introduction to various reference books 43104 Story writing: making a plot summary	Research materials Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc. Paper/pencil	C	
	RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	42207 Reading for research: use of content material	Books/library	P	
RH: Craft and Structure	RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library	C	
	RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).	42200 Fluent readers: interpretive reading 42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material	Interpretive reading cards Etymology given in lessons/activities Nomenclature material Books/library	P	
	RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work	Books/library Books/library Books/library Books/library Books/library Books/library Literature Books, short stories, poems	C	
RH: Integration of Knowledge and Ideas	RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	42019 Research, make charts, timelines, tracing written language history	Research materials	P	
	RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work	Books/library Books/library Books/library Books/library Books/library Books/library Literature Books, short stories, poems	C	
	RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.	42204 Independent silent reading 42205 Teacher reads aloud to class 42206 Individual/small group reading aloud 42207 Reading for research: use of content material 42208 Fiction reading 42209 Non-fiction reading 42260 Introducing children to a wide range of literary genres, styles, periods, etc. 42263 Literature circles: small groups read and discuss a literary work	Books/library Books/library Books/library Books/library Books/library Books/library Literature Books, short stories, poems	C	
RH: Range of Reading and Level of Text Complexity	RH.6-8.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material Books/library Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc	C	

# Reading – Science & Technology

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
RST: Key Ideas and Details	RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material  Books/library  Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	P	
	RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books  43104 Story writing: making a plot summary	Nomenclature material  Books/library  Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	
	RST.6-8.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	Experiment cards (in geography) Measurement activities (in math)		C	
RST: Craft and Structure	RST.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.	42201 Learn etymologies of words 42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.)	Etymology given in lessons/activities Nomenclature material	P	
	RST.6-8.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material  Books/library Books/library  Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	
	RST.6-8.6 Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books”	Nomenclature material  Books/library  Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	
RST: Integration of Knowledge and Ideas	RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material  Books/library  Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	P	
	RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material  Books/library  Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	
	RST.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material  Books/library  Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	
RST: Range of Reading and Level of Text Complexity	RST.6-8.10 By the end of grade 8, read and comprehend science/ technical texts in the grades 6–8 text complexity band independently and proficiently.	42202 Reading nomenclature/card material in a variety of subjects (geography, botany, zoology, history, geometry, etc.) 42207 Reading for research: use of content material 42209 Non-fiction reading 42210 Introduction to various reference books	Nomenclature material  Books/library  Books/library Reference books: atlas, encyclopedia, thesaurus, texts, etc.	C	

# Writing Standards

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
W: Text Types and Purposes	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. <i>EXAMPLE: I read Charlotte's Web. I do not like Templeton the rat. Templeton is mean. I like Charlotte.</i>	Reading foundations: 42112 Command cards 42113 Reading for facts/pleasure 42117 Leveled reading books Reading elementary: 42200 Interpretive reading cards 42204 Independent reading 42205 Teacher reads aloud 42206 Individual/small group reading Literature: 42263 Literature circles 43000 Sentence building: 43001 Words 43002 Phrases 43007 Punctuation Expressive writing techniques: 43103 Strategies Writing process: 43510 Topic 45013 Regular, individual meeting between teacher/guide & child	Pencil/paper Small moveable alphabets multiple colors, Interpretive reading cards, Leveled reading books, Books/library	C	Montessori practice provides a rich verbal communication environment and diverse writing opportunities that extend and enhance the standards at this level.
	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	History of spoken language: explorations-oral preparation for writing 42000 Story- language 42002 Research materials History of written language: stories 42015-42014 Charts History of written language-explorations - 42019 Research materials Reading foundations: (see 1.1) Reading in elementary: (see 1.1) 45310 Pre-writing: choosing a topic 43600 Exploring different genres 43701 Encyclopedias/reference materials 43705 Simple report writing 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Pencil/paper, Reference materials: encyclopedia, atlas; Information and research source Key stories	C	See note above.
	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 event order, and provide some sense of closure.	History of spoken language-oral preparation for writing (see 1.2) History of written language: explorations (see 1.1) Reading in elementary (see 1.1) Word study (see 1.1) Grammar: Parts of speech: grammar boxes 42544 Noun-proper and common 42556 Simple tenses 42586 Adverb, further work 45013 Regular, individual meeting between teacher/guide & child	Pencil/paper Poems Books Key stories Grammar boxes Sentence analysis material Language charts	C	See note above.
	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.	Reading in elementary: 42203 Dictionary 42208 Fiction reading 42209 Non-fiction reading Literature: 42260 Various literature Word study: 42309 Etymology Grammar: Parts of speech: grammar boxes 42503 Noun: singular and plural 42504 Noun: gender 42508 Article: definite, indefinite 42513 Adjective: command cards 42520 Verb: command cards 42524 Preposition: command cards 42530 Adverb: command cards 42534 Pronoun: command cards 42538 Conjunction: command cards 42545-42548 Noun classification: concrete, abstract, collective, mass/material, work chart 42550-42544 Adjective: comparison, spelling, classification, detective adjective game 42557-42560 Verb: conjugation simple tenses-regular, irregular 42584 Preposition-further work 42586 Adverb - further work classification 42590 Personal pronouns Analysis of simple sentences/action verb 42603-42605 Adverbial modifiers, attributives, compound subject, compound predicate Analysis of compound sentences 42620 Compound sentences introduction 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Pencil/paper, Reference materials: dictionary, etymological dictionary; Grammar box filling cards, Grammar commands, Grammar symbols, Detective adjective game, Verb card material, Classification charts, Sentence analysis material	C	See note above. Extend work of 1.1
	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.	History of Written Language-Explorations - 42019 research materials Reading in Elementary: (see 2.1) 42201 etymology 42202 nomenclature 42207 reading research 42210 reference books Spoken Language and Listening: 45007 presentation of written work 45013 regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil, Reference materials: encyclopedia, atlas; time lines, graphic organizers, nomenclature material, charts, notecards, information and research sources	C	Extend work of 1.2

CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	“COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps”	COMMENTS
W: Text Types and Purposes	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.	Literature: 42261 Plays 42262 Literature-time lines Expressive writing techniques: (see 2.1) 43105 Story writing-developing characters 43800 Types of poetry - writing 43803 Types of poetry - reading 43903 Various literature sources 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Pencil/paper Time lines Poetry Plays	C	Extend work of 1.3
	W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	Reading in elementary: 42210 Reference-thesaurus Word study: 42302 Meaning of root 42305 Contractions 42306 Word families 42307 Suffixes-classified 42308 Finding suffixes, prefixes in books 42309 Etymology of suffixes, prefixes Analysis of compound sentences 42621 Write and find compound sentences Written expression: 43004 Agreement of subject/predicate 43005 Run on sentences, sentence fragments Expressive writing techniques: 43102 Use of thesaurus Writing process: 43504 Proofreader’s marks 43505 How to edit own work Genres: 43603 Types of paragraphs (persuasive) Style: 43902 Symbolize and analyze patterns 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials:thesaurus, etymological dictionary, Graphic organizers Charts Sentence analysis material Grammar symbols	C	Extend work of 2.1
	W.3.1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Written expression genres 43602 Topic sentences 43603 Types of paragraphs 43604 Analyze effective paragraphs	Paper/pencil Peers & adults	C	
	W.3.1b Provide reasons that support the opinion.	43107 Question game and mapping ideas	Question game form	C	
	W.3.1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	42538 Conjunction 42584 Preposition, further work 42584 Adverb, further work	Grammar commands	C	
	W.3.1d Provide a concluding statement or section.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil	C	
	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Written expression: genres 43601 Paragraph 43603 Types of paragraphs Reports and research: 43703 Research resources 43705 Report writing 43707 Guided note taking 43903 Various sources 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials: encyclopedia, atlas; time lines Graphic organizers Nomenclature material Charts Notecards Information and research sources	C	Extend work of 2.2
	W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Expressive writing techniques: 43108 Embellish – illustration 43602 Topic sentences 43710 Timelines, charts, booklets	Art media Paper/pencil Peers & adults	C	
	W.3.2b Develop the topic with facts, definitions, and details.	43704 Evaluate information sources	Nomenclature material	C	
	W.3.2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	42536 Conjunction 42586 Adverb, further work	Grammar commands Adverb card material	C	
	W.3.2d Provide a concluding statement or section.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil Peers & adults Content and fiction books for examples	C	
	W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Written expression: genres 43601 Paragraph 43606 Types of paragraphs 45013 Regular, individual meeting between teacher/guide & child regular meeting with teacher/guide	Paper/pencil Reference materials: dictionary, thesaurus, encyclopedia, atlas; Time lines Graphic organizers Charts Notecards Information sources	C	Extend work of 2.3
	W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Expressive writing techniques 43104 Story writing-plot 43105 Developing characters	Books for examples Paper/pencil Key stories	C	
	W.3.3B use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	43100 Figures of speech 43101 Further creative elements 43102 Thesaurus 43105 Developing characters	Thesaurus Books for examples	C	
	W.3.3C use temporal words and phrases to signal event order.	42586 Adverb, further work	Adverb card material	C	
	W.3.3d Provide a sense of closure.	43601 Paragraph 43604 Analyze effective paragraphs	Paper/pencil Peers & adults	C	
	W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	42200-42201, 42205-42210 Elementary reading 42263 Literature 43008 Written expression 43100-43107 Expressive writing Strategies and new skills using reasons and information 43500-43510 Writing process 43601-43603 Genre 43605 Introduction to types of essays 43608 Types of writing 43704-43709 Research 43901-43903 Style	Interpretive reading materials Dictionaries (with etymology), Read aloud literature, Literature for personal reading Content-area books Rubric for narrative, fiction & non-fiction writings Student writing exemplars	C	Extend, expand, and enhance the work of 3.1



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W: Text Types and Purposes	W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	42262, Making literary timelines 42263, Literature circles 43103, Strategies for writing 43500-43510 Writing process 43602, 43604 Genres 43701, 43704 Research	Rubrics Templates, Graphic organizers	C	
	W.4.1b Provide reasons that are supported by facts and details.	43103, 43104, 43106, 43107 Expressive techniques	Paper/pencil Peers & adults Books for examples	C	
	W.4.1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	42544-42548 Parts of speech further work noun 42551-42554 Adjective 42558-32565 Verb tenses 42567, 42568 Verb voice 42584 Preposition 42586, 42587 Adverb 42589-42593 Pronoun 42596-42599 Intro. To s.A 42602-42606 Simple sentences 42613 Linking verb/ chart a 42620-42624 Sentence analysis	Sentence analysis materials Language charts	C	
	W.4.1d Provide a concluding statement or section related to the opinion presented.	43500-43510 Writing process 43601 Writing a paragraph 43602 Writing effective topic sentences Extend, expand, enhance 3.1D writing process	Paper/pencil Peers & adults Graphic organizers	C	
	W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Expressive 43100-43103, 43107 43500-43510 Writing process Expression 43600-43605 Reports and research 43702, 43706,43707 Style 43900	Content reading materials Rubrics Templates Graphic organizers	C	Extend work of 3.2
	W.4.2a 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.	43103 Expressive writing – strategies 43108 Embellish- illustration 43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline	Rubrics Templates Graphic organizers	C	
	W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline, 43705,06, 07, 10 Reports & research	Research materials, Reading materials Writing exemplars Graphic organizers	P	
	W.4.2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	43505, 06, 08 Writing process 43604 Written expression genres	Language charts	C	
	W.4.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42207, 42209, 42210 Reading/content & non-fiction, reference books 42300-42312 Word study (classifying), 43709, 43710 Reports & research 43900, 43901 Style	Content-area books Dictionaries, Thesaurus	C	
	W.4.2e Provide a concluding statement or section related to the information or explanation presented.	43601, 43602 Written expression genre	Rubrics Templates Graphic organizers	C	
	W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	43000-43009 Sentence building 43100-43108 Expressive writing techniques 43500-43510 Writing process, 42200, 42208 Clause analysis 43900, 43901 Written expression sentence building	Literature books Rubrics Templates Graphic organizers	C	Extend work of 3.3
	W.4.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	43104 Story writing-plot 43105 Story writing-characters	Key stories Literature books Rubrics Templates Graphic organizers	C	
	W.4.3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	43000, 43001 Written expression sentence building 43105 Story writing-characters 43100 Figures of speech 43101 Further creative elements 43102 Thesaurus	Key stories Literature books Rubrics Templates Graphic organizers	C	
	W.4.3c Use a variety of transitional words and phrases to manage the sequence of events.	42556 - 42565 Further work with verb/tenses 2570, 42571, 42572, 42573, 42573 Further work with verb/mood 42613 Additional sentence analysis/linking verbs 42631, 42632 Clause analysis/adjectival & adverbial clauses 43001, 43002 Written expression/sentence building 43103, 43106 Expressive writing techniques/ strategies, further elements of story writing 43505 Writing process/editing 43601 Written expression/paragraphing 43710 Research/timelines	Language charts, Writing exemplars	C	
	W.4.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	43100 Figures of speech 43101 Further creative elements 43102 Thesaurus	Language charts, Writing exemplars Literature	C	
	W.4.3e Provide a conclusion that follows from the narrated experiences or events.	43505 Writing process 43603 Written expression genre 43900, 43901 Written expression sentence building 45013 Regular, individual meeting between teacher/guide & child	Writing exemplar, Graphic organizers Literature	C	
	W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	Extend, expand, and enhance work of 4.1 42626-42628 Additional sentence analysis 42631-42634 Clauses & complex sentences	Paper/pencil Peers & adults Sentence analysis materials	C	Extend work of 4.1
	W.5.1a 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.	Extend, expand, and enhance work of 4.1A	Paper/pencil Peers & adults Graphic organizers Templates	C	Extend work of 4.1a
	W.5.1b Provide logically ordered reasons that are supported by facts and details.	Extend, expand, and enhance work of 4.1B	Paper/pencil Peers & adults Question game form	C	Extend work of 4.1b

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W: Text Types and Purposes	W.5.1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	42613-42618 Sentence analysis 42620-42624 Compound & complex sentences 42626-42637 Clause analysis	Sentence analysis materials Language charts	C	Extend work of 4.1c
	W.5.1d Provide a concluding statement or section related to the opinion presented.	Extend, expand, and enhance work of 4.1D 43508 Writing process/development of ideas & content 43607 - Written expression /thesis	Paper/pencil Peers & adults Books for examples	C	Extend work of 4.1d
	W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Extend, expand, and enhance work of 4.2	Paper/pencil Peers & adults Books for examples	C	Extend work of 4.2
	W.5.2a 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.	“Extend, expand, enhance 4.2A 43108 Expressive writing/embellish 42263 Literature/lit. Circles 43502 Writing process/team-based writing	Paper/pencil Peers & adults Books for examples Art media Technology resources	C	Extend work of 4.2a
	W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	43510 Pre-writing: topic 43501 Pre-writing: concept map 43503 Pre-writing: outline	Paper/pencil Peers & adults Graphic organizers, templates	C	
	W.5.2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	Extend work of 4.1C 42613-42618 Sentence analysis 42620-42624 Compound & complex sentences 42626-42637 Clause analysis	Sentence analysis materials Language charts	C	
	W.5.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	Extend, expand, and enhance work of 4.2d	Content-area books Dictionaries, Thesaurus	C	Extend work of 4.2d
	W.5.2e Provide a concluding statement or section related to the information or explanation presented.	Extend, expand, and enhance work of 4.2e	Rubrics Templates Graphic organizers	C	Extend work of 4.2e
	W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Extend, expand, and enhance work of 4.3	Literature books Rubrics Templates Graphic organizers	C	Extend work of 4.3
	W.5.3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	42262 Literature/literary timelines Extend, expand, enhance 4.3a	Literature books Rubrics Templates Graphic organizers	C	
	W.5.3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	Extend, expand, and enhance 4.3b 43105 Story Writing-Characters	Literature books Rubrics Templates Graphic organizers	C	
	W.5.3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	Extend, expand, enhance 4.3c	Language charts Writing exemplars	C	Extend work of 4.3c
	W.5.3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	Extend, expand, enhance 4.3d	Language charts Writing exemplars Literature	C	1)Experiences outdoors and in with real plants and animals give a foundation of sensory experience 2)Related vocabulary is given with materials and used in communicating with each other, adults in the environment, and perhaps people in the store when the students purchase animal supplies.
	W.5.3e Provide a conclusion that follows from the narrated experiences or events.	Extend, expand, enhance 4.3e	Writing exemplars Graphic organizers Literature	C	Extend work of 4.3e
	W.6.1 Write arguments to support claims with clear reasons and relevant evidence.	42113 Reading for facts/pleasure 42117 Leveled reading books 42602-42611 Sentence analysis 42629, 42630 Clause 42635, 42636, 42637 Compound complex written expression: 43004, 43005, 43006 Writing process 43510, 43500, 43502 Groupwriting, 43509 Genre 43600-43605 Style 43901, 43902, 43903, 45009, 45013 Regular, individual meeting between teacher/guide & child	Books Sentence analysis materials Language charts Paper pencil, peers & adults	C	Extend work of 5.1
	W.6.1a Introduce claim(s) and organize the reasons and evidence clearly.	42611, 43607 Sentence analysis	Sentence analysis materials	C	
	W.6.1b Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.	42626-42634 Additional sentence analysis	Sentence analysis materials	C	Extend work of 4.1b
	W.6.1c Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	42300-42312 Word study/classifying 43001-43003 Written expression	Language charts Card material	C	Extend work of 4.1c
	W.6.1d Establish and maintain a formal style.	3008 Written expression - sentence building/ variations 43900, 43901 Style/analyze personal style, analyze lit. styles	Paper/pencil Peers & adults	C	
	W.6.1e Provide a concluding statement or section that follows from the argument presented.	Extend, expand, and enhance 5.1d	Paper/pencil Peers & adults	C	Extend work of 4.1d
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.	42202, 42203, 42204, 42207, 42209 Reading/ nomenclature , dictionary use, indep. rdg., rdg. for research, non-fiction rdg. 43603, 43604, 43606, 43607, 43608 Written expression genre/types of paragraphs, analysis of para., thesis statements, classroom publications, science command writing 43701-43705 Reports & research/reference use, developing ideas & questions, reports & technical writing< 45013 Regular, individual meeting between teacher/guide & child	Classified nomenclature Command cards Books Templates, Graphic Organizers	C	Extend work of 5.2	

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W: Text Types and Purposes	W.6.2a Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	42210 Reading/reference books 43603 Written expression genre/types of paragraphs	Books Templates Graphic organizers	C	Technology resources may be required	
	W.6.2b Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.	42210 Reading/reference books 3007 Sentence building/punctuation 43103, 43107 Expressive writing techniques/strategies for writing, question game 43508, 43509 Writing process/developing ideas & content, writing for publication	Question game form Books Templates Graphic organizers	C		
	W.6.2c Use appropriate transitions to clarify the relationships among ideas and concepts.	42626-42628 Clause analysis/ind. coordinate clauses, compound sentences with coord. clauses, analyze complex sentences	Sentence analysis materials Language chart B	C		
	W.6.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42201-3 Reading/etymology, nomenclature, dictionary use 42306-09 Word study/word families, roots, etymology 43706-43707 Reports & research/technical writing and note-taking	Classified nomenclature Dictionaries Word study charts & materials	C		
	W.6.2E establish and maintain a formal style.	43008 Sentence building/sentence variation 43900-43901 Style/analyze personal style, analyze others & literary style 45013 Regular, individual meeting between teacher/guide & child	Books Paper/pencil Peers & adults	C	see 6.1C	
	W.6.2f Provide a concluding statement or section that follows from the information or explanation presented.	43505 Writing process/editing work for clarity	Paper/pencil Peers & adults	C	see 6.1.e	
	W.6.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.	42208 Fiction reading 42260,42261, 42263, Literary genres, plays, literature circles 42113 Reading for facts/pleasure Extend work of 5.3C verbs 42620-42624 Sentence analysis 43100 Figures of speech 43104, Story writing 43510, 43500 Pre-writing choosing a topic and making a concept map 43509, Writing for publication Genre: 43600, 01, 03 45013 Regular, individual meeting between teacher/guide & child	Key stories Books Sentence analysis material Paper/pencil Peers & adults	C	Comparative style analysis. Extend work of 5.3	
	W.6.3a Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.	43105 Story Writing-Characters 43106 Story writing elements	Books Key stories Paper/pencil Peers & adults	C		
	W.6.3b Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.	42553 Adjective 43102 Thesaurus 43106 Story writing elements	Grammar materials Books Key stories Paper/pencil Peers & adults	C		
	W.6.3c Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.	42623 Conjugations 43102 Thesaurus 43106 Story writing elements	Grammar materials Books Key stories Paper/pencil Peers & adults	C		
	W.6.3d Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.	43101 Further creative elements 43102 Thesaurus 43100 Figures of speech 43800ab Poetry 45013 regular, individual meeting between teacher/guide & child	Books Key stories Paper/pencil Peers & adults	C		
	W.6.3e Provide a conclusion that follows from the narrated experiences or events.	43106 Story writing 43505 Edit own work for organization voice, fluency, ideas & content	Books Key stories Paper/pencil Peers & adults	C		
	W: Production and Distribution of Writing	W.1.4 begins in grade 3				
		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.	43500-43510 writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.
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.		43502 Team-based writing project	Paper/pencil Peers & adults	C (produce, publish, collaborate) X (digital tools)		
W.2.4 begins in grade 3						
W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.		43500-43510 Writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.	
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.		43502 Team-based writing project	Paper/pencil Peers & adults	C (produce, publish, collaborate) X (digital tools)		
W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)		43500-43510 Writing process 43600-43608 Written expression genres 43700-43710 Reports and research 43800-43803 Poetry	Paper/pencil Peers & adults	C	Montessori practice provides diverse writing opportunities that go far and above the standards at this level.	



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W: Production and Distribution of Writing	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.)	43505 Edit own work 43506 Revising 43507 Edit work of others 43508 Further development	Paper/pencil Proof reading symbols chart Peers & adults	C	
	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.	43502 Team-based writing project 43507 Edit work of others	Paper/pencil Proof reading symbols chart Peers & adults	C (produce, publish, interact, collaborate) X (keyboarding)	
	W.4.4 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.)	43100-43108 Expressive writing 43500-43509 Writing process 43600-43608 Written exp. Genres 43700-43710 Reports & research 43900-43903 Style	Writing exemplars Literature books Rubrics Templates Graphic organizers	C	
	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.)	43103, 43107 Expressive writing techniques/ strategies, question game 43500-43510 Writing process 43601, 43602, 43603, 43604 Written expression/ topic sentences, paragraphs, analyzing effective paragraphs	Rubrics Graphic organizers Writing exemplars	C	
	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.	Expressive writing: 43100-43108 Writing process; 43500-43510 Written exp. Genres: 43600-43608 Reports & research: 43700-43710 Style: 43900-43903	Research materials, Reading materials, Writing exemplars, Graphic organizers	X	Digital sources required
	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.)	Extend, expand, and enhance 4.4	Paper/pencil Peers & adults	C	
	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.)	Extend, expand, and enhance 4.5	Paper/pencil Peers & adults	C	
	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.	Extend, expand, enhance 4.6	Paper/pencil Peers & adults	P (internet, keyboarding)	Access to digital resources
	W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	43509 Writing for publication 43900-43903 Study writing for style, analyze literature for style, symbolize parts of speech and analyze patterns 45013 Regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	C	Same as W.1, Same as W. 5.4 add style
	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.)	45013 Regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	C	Same as W.1, Same as W5.5
W.6.6 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 three pages in a single sitting.	45013 regular, individual meeting between teacher/guide & child	Paper/pencil Peers & adults	X (internet, keyboarding)	Same as W.1, ame as W5.6 but without guidance Access to digital resources	
W: Research to Build and Present Knowledge	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 of instructions).	43500-43510 Writing process 43502 Team-based writing project 43600-43603 & 43608 Written expression genres 43700-43705 Reports and research 43800-43803 Poetry	Books Timelines Command cards Key stories Paper/pencil Peers & adults	C	
	W.1.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	43500-43510 Writing process 43600 Written expression genres 43700-43705 Reports and research	Books Key stories Paper/pencil Peers & adults	C	
	W.1.9 begins in grade 4			X (digital sources)	Extend work of 4.1.9
	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).	43500-43510 Writing process 43502 Team-based writing project 43600-43603 & 43608 Written expression genres 43700-43705 Reports and research 43706 Lab reports 434708 Field journal 43800-43803 Poetry	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Command cards	C	



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W: Research to Build and Present Knowledge	W.2.8 Recall information from experiences or gather information from provided sources to answer a question.	43500-43510 Writing process 43600-43603 & 43608 Writing expression genres 43700-43705 Reports and research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	W.2.9 begins in grade 4				
	W.3.7 Conduct short research projects that build knowledge about a topic.	43700-43710 Reports and Research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	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.	43700-43710 Reports and research 43702 Graphic organizers 43704 Evaluate information sources 43707 Note taking	Paper & pencil Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Peers & adults	C	Access to digital resources
	W.3.9 begins in grade 4				
	W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	42201, 42202, 42204, 42206, 42207, 42209, 42210 Reading/etymology, nomenclature, ind. Rdg., Grp. Rdg., Rdg. For research, non-fiction rdg., Reference books 43700-43708 Reports & research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	Access to digital resources
	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.	“42205, 42206, 42207 Reading /Nomenclature, Read Aloud, Rdg. For Research 45000, 45007-45011 Spoken Language/Oral Presentations, Speeches, Debates, reporting, Taking Notes & Dictation 43700-43708 Reports & Research/Using research materials, evaluating sources, note-taking, writing, types of research	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	Access to digital resources
	W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	42200-42210 Reading in elementary/interpretive rdg, rdg, for research, etc. 42260-42263 Literature 43100, 43101, 43103, 43104, 43107 Expressive writing 43701, 43704 Reports and research/using ref. Books, evaluating info. Sources, 43901, 43903 Style/analyze literature, explore style in various forms	Content-area book Literature books Timelines History, geography, biology charts Nomenclature	C	Access to digital resources
	W.4.9a Apply grade 4 Reading standards to literature (e.g., “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]”).	42200, 42208 Reading/fluent rdg., Interpretive rdg., Fiction rdg. 42260- 42263 Literature/styles, periods, plays, literary timelines, lit. circles 43104-43107 Expressive writing/story writing - plot, character, setting, question game 43600 Written expression genres/exploring genres 43800 Types of poetry – writing 43803 Types of poetry – reading 45001, 45002 Spoken language/drama activities, listen & respond to stories, poems, & songs	Books/timelines Key stories History, geography, biology charts Nomenclature	C	Access to digital resources
	W.4.9b Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	43103, 43107 Expressive writing/strategies for writing, question game 43601- 43608 Written Expression Genres/ Effective Writing, Analyzing writing, Types of, & Purposes for writing, etc. 43700, 43702, 43704-43710 Reports & Research/ Research ideas, Developing questions, Evaluating, Note-taking, etc. 45001, 45007-45011 Spoken Language/Oral Presentations, Speeches & Debate, Reporting, Taking Notes, etc.	Content-area book Literature books Timelines History, geography, biology charts Nomenclature	C	Access to digital resources
	W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Extend, expand, enhance 4.7	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Command cards	C	Access to digital resources
	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.	Extend, expand, and enhance 4.8	“Timelines	C	Access to digital resources
	W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Extend, expand, and enhance 4.9	Books Paper & pencil Peers & adults	C	
	W.5.9a Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	Extend, expand, and enhance 4.9a	Books Paper & pencil Peers & adults	C	
	W.5.9b Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).	Extend, expand, and enhance 4.9b	Books Paper & pencil Peers & adults	C	

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W: Research to Build and Present Knowledge	W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	42019 History of language/research, make charts, timelines, tracing written language history 42202,42204,42207, 42209,42210 Reading/nomenclature, ind. rdg., Non-fic.rdg., Rdg. for research, ref. books 43007 Sentence building/punctuation 43103 Expressive writing/strategies for writing 43510 43509 Writing process/choosing a topic, writing for publication 43600-43609 Written exp. genres/exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43705, 43710 Reports & research/parts of a book, various research materials, create timelines, charts, booklets 45011, 45013 Spoken language & listening/ taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading	C	
	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 while avoiding plagiarism and providing basic bibliographic information for sources.	42019 History of language/research, make charts, timelines, tracing written language history 42202, 42204, 42207, 42209, 42210 Reading/nomenclature, indep. Rdg., Rdg. For research, non-fic. Rdg, ref. Books 43007 Sentence building/punctuation 43103, 43107 Expressive writing techniques/ strategies for writing 43510, 43509 Writing process/choosing a topic, writing for publication 43600-43609 Written exp. Genres/exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43704, 43706, 43710 Reports & research/parts of a book, various research materials, technical writing, create timelines, charts, booklets 45011, 45013 Spoken language & listening/ taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Books Question game form	P	Access to digital resources
	W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	42019 history of language/research, make charts, timelines, tracing written language history 42117 Assessing rdg-rdg. foundations/reading comprehension/fluency 42202, 42204, 42207-42210 Reading/nomenclature, indep. rdg., rdg. for research, fiction rdg., Non-fic. rdg, ref. books, 42260-42263 Literature/reading plays, literary circle 43100-43107 Expressive writing techniques/ figures of speech, using thesaurus, story writing 43510, 43509 Writing process/choosing a topic, writing for publication 43600-43609, Written expression genres/ exploring genres, writing paragraph, topic sentences, analyze writing, essay writing 43700-43704, 43710 Reports & research/ parts of a book, various research materials, create timelines, charts, booklets 43800 Types of poetry – writing 43802 Study of poetry 43803 Types of poetry – reading 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.6.9a Apply grade 6 Reading standards to literature (e.g., “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”).	42117 Assessing rdg-rdg. foundations/reading comprehension/fluency 42208 Reading/fiction reading 42260-42263 Literature/introducing children to literature/genres/styles/periods, reading plays 43100-43101, 43104-43106 Expressive writing techniques/figures of speech and creative elements, story writing 43500A, 43509 writing process/ choosing a topic, writing for publication 43600-43609 Written expression genres/writing types & parts of paragraphs, essays, analyzing writing 43707 Reports & research/guided note-taking 43800 Types of poetry – writing 43803 Types of poetry – reading 43802 Study of poetry 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.6.9b Apply grade 6 Reading standards to literary nonfiction (e.g., “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”).	42019 History of language/research, make charts, timelines, tracing written language history 42117 Assessing rdg-rdg. foundations/reading comprehension/fluency 42207, 42209, 42210 Reading/reading for research, non-fiction reading, reference books 43510, 43509 Writing process/pre-writing, writing for publication 43600-43609 Written expression genres/writing paragraph, topic sentences, essays, analyze writing 43700-43704, 43707 Reports & research/parts of a book and research sources, guided notetaking 45013 Spoken language & listening/regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults	C	
	W.1.10 begins in grade 3 W.2.10 begins in grade 3				
W: Range of Writing	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.	Written Expression 43103-43108 Expressive Writing Techniques: strategies, stories 43500-43510 Writing Process 43600-43604 Genres: expository, descriptive, narrative, persuasive 43608 publications, letters, thank you notes 43700-43710 Reports and Research 43800 Types of Poetry - Writing	Books Paper & pencil Peers & adults Timelines Key Stories History, Geography, Biology Charts Nomenclature	C	

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	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.	42019 History of written language/research, make charts, timelines, tracing written language history 43004- 43009 Written expression/sentence building - agreement, fragments, modifiers, punctuation use, sentence structure & variations 43100-43108 Expressive writing/figurative language, creative elements, story writing, question game, embellishment 43500-43510 Written expression – writing process/pre-writing through editing & revising to publication 43600-43608 Written expression genres/types of writing, parts of writing, analysis & evaluation writing 43702, 43705-43710 Reports & research/ developing ideas & questions, non-fiction writing types 43800-43803 Reading, writing, study of poetry 43902-43903 Style/symbolize for sentence patterns & rhythms, explore style through various types of writing	Books Paper & pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature	C	
	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.	Extend, expand, and enhance 4.10 42611 Analysis of simple sentences/student composes and analyzes own sentences with various features 42635-42637 Write compound/complex sentences and analyze parts 43700-43706 Parts of a book, encyclopedia, research, technical writing 45000 Spoken language and listening/oral presentations & reports, speechmaking & debates, taking notes from lecture or dictation 45013 Regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature	C	
	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.	42019 History of written language/research, make charts, timelines, tracing written language history 42611 Analysis of simple sentences/student composes and analyzes own sentences with various features 42635-42637 Clause analysis/write compound/ complex sentences and analyze parts 43001-43006, 43008, Sentence building/words, phrases, clauses, agreement, fragments, etc., Sentence structure variations 43100-43107 Expressive writing techniques/ figurative language, strategies for writing, story writing 43700-43706, 43710 Reports & research/parts of a book, encyclopedia, research, technical writing, create timelines, charts, booklets 43800 Types of poetry – writing 43803 Types of poetry –reading 45000, 45007, 45010, 45011, 45013 Spoken language & listening/oral presentations, presenting a report, reporting, speech-making, debates, taking notes from a lecture or dictation, regular, individual meeting between teacher/guide & child	Books Paper & pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature	C	

# Writing – History, Science & Technology

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WHST: Text Types and Purposes	WHST.6-8.1 Write arguments focused on discipline-specific content.	42207, 42209, 42210 Reading/content area rdg., Non-fic. Rdg., Reference books. 43606, 43607 Written expression/essays, thesis statements 43705, 43706 Reports & research/reports, technical writing 43903 Style/explore, use of various styles for a purpose 45004-06, 45009-11 Spoken language & listening/grace & courtesy, conflict resolution asking questions, speeches, debate, reporting, taking notes from lecture or dictation	Books Paper, pencil Peers & adults Student created and other prepared writing examples Graphic organizers & templates	P	Some children (11/12 y.O.) Will be developmentally prepared for this work and undertake “formal” argument writing AMI provides generalized experiences through the elementary curriculum that provide the foundation for content-specific work to be undertaken at the third plane/ adolescence/middle school. Access to digital resources
	WHST.6-8.1a Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.	43606, 43607 Written expression/essays: expository & persuasive, thesis statements 43704 Reports 7 research/evaluating sources	Books Paper, pencil Peers & adults Student created and other prepared writing examples Graphic organizers & templates	C	Some 11/12 y.o. will be developmentally prepared for this work. Certainly, elementary children must be exposed to comparison-contrast exercises and Venn diagrams as foundational to this sub-standard. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school. Access to digital resources
	WHST.6-8.1b Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.	43504 Writing process/edit for organization, ideas & content 43606, 43607 Written expression/essays: expository & persuasive, thesis statements 43704 Reports & research/evaluating sources 45011, 45013 Spoken language and listening/	Books Paper, pencil Peers & adults Student created and other prepared writing examples	C	Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of data depending on its sophistication AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school. Access to digital resources
	WHST.6-8.1c Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.	42620-624 Analysis of compound, complex, compound-complex sentences/types, parts, classification 42260-637 Clause analysis/further study - types and parts of clauses, writing, analysis of clauses 43000-008 Sentence building/words, phrases & fragments, modifiers, sentences, structure & variations	Sentence analysis materials Books Paper, pencil Peers & adults Student created and other prepared writing examples	C	Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of data depending on its sophistication. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/ middle school.
	WHST.6-8.1d Establish and maintain a formal style.	43505, 43506, 43508 Writing process/edit & revise for 6 analytical traits, revising drafts, further development of ideas & content 43900-903 Style/analyze personal style, analyze style of others, symbolize & analyze patterns, explore forms & styles	Grammar symbols Paper, pencil Peers & adults Student created and other prepared writing examples	C	
	WHST.6-8.1e Provide a concluding statement or section that follows from and supports the argument presented.	Extend, expand, and enhance work of 6.1e 43508 09 Writing Process/Development of Ideas & Content, Writing for publication 43604, 43607 Written Expression/Analyze effective paragraphs, Thesis 45013 Spoken Language & Listening/Regular, individual meeting between teacher/guide & child	Paper, pencil Peers & adults Student created and other prepared writing examples	C	
	WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes	Extend the work of 6.2	Historical timelines Great lessons & key stories Geography & science charts Classified nomenclature: geography, history, botany, zoology Command cards for science, esp. Procedural Books Templates Graphic organizers Student generated writing	C	
	WHST.6-8.2a Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.	Extend, expand, and enhance the work of 6.2a	Templates Graphic organizers Student generated writing	C	Access to digital resources
	WHST.6-8.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.	Extend, expand, and enhance the work of 6.2b	Books Historical timelines Great lessons & key stories Geography & science charts Classified nomenclature: geography, history, botany, zoology Student generated writing	C	Access to digital resources
	WHST.6-8.2c Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.	Extend, expand, and enhance the work of 6.2c	Sentence analysis materials Student generated writing	C	



CCSS DOMAIN	CCSS STANDARDS	RELEVANT A.M.I. ACTIVITIES	RESOURCES / MATERIALS	"COMPLETENESS C = completely covers P = partially covers X = no coverage/ nothing maps"	COMMENTS
WHST: Text Types and Purposes	WHST.6-8.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	42207 Reading/use of content rdg 42504, 42507 Writing process/editing for word choice, ideas & content, further development of ideas & content	Books Peers & adults Student generated writing	C	
	WHST.6-8.2e Establish and maintain a formal style and objective tone.	Extend, expand, and enhance the work of 6.2e 43505, 43507-509 Writing Process/Editing for word choice, Further development of ideas & content, Writing for publication	Peers & adults Student generated writing	C	Some 11/12 y.o. will be developmentally prepared for this work and able to maintain objectivity in written and spoken language. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school."
	WHST.6-8.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.	Extend, expand, enhance the work of 6.2f 43509 Writing Process/Writing for publication 45013 Spoken Language & Listening/Regular, individual meeting between teacher/guide & child	Peers & adults	C	
WHST: Production and Distribution of Writing	WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Same as 6.4	Paper, pencil Peers & adults	C	
	WHST.6-8.5 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.	Extend, expand, enhance the work of 6.5	Paper, pencil Peers & adults Student generated writing	C	
	WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	45013 regular, individual meeting between teacher/guide & child	Paper, pencil Student generated writing Adult	X (technology)	Access to digital resources
WHST: Research to Build Present Knowledge	WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	Extend, expand, enhance the work of 6.7	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Paper, pencil Peers & adults	C	Some 11/12 y.o. will be developmentally prepared for this work and able to generate additional "focused" questions and possible explorations that go beyond the experience in a formal manner. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school.
	WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Extend, expand, and enhance the work of 6.8	Timelines Key stories History, geography, biology charts Nomenclature Content-area reading Books Question game form	P	Access to digital resources required Some 11/12 y.o. will be developmentally prepared for this work and able to discern accuracy of source material depending on its sophistication. AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school."
	WHST.6-8.9 Draw evidence from informational texts to support analysis reflection, and research.	Extend, expand, and enhance the work of 6.9	Books Paper, pencil Peers & adults	C	AMI provides generalized experiences built upon developmental readiness through the elementary curriculum that provide the foundation for this work which is deeply undertaken at the third plane/adolescence/middle school.
WHST: Range of Writing	WHST.6-8.10 Write routinely over extended time frames (time for 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.	Extend, expand, and enhance the work of 6.10	Books Paper, pencil Peers & adults Timelines Key stories History, geography, biology charts Nomenclature Student generated writing	C	