

## Grades 2-5 RLA Instruction and Assessment Alignment Map

### Alignment of CST, Literacy Periodic Assessments (LPAs), and Progress Monitoring Assessments (PMAs) to Treasures

| Grade Level Content Standard | Content Standard Description | # Items on CST | # items on EACH LPA | Ready-Made Progress Monitoring Assessment Available* | Taught in Treasures Unit 1        | Taught in Treasures Unit 2 | Taught in Treasures Unit 3        | Taught in Treasures Unit 4 | Taught in Treasures Unit 5                   | Other Treasures Instructional Resources |
|------------------------------|------------------------------|----------------|---------------------|--|-----------------------------------|----------------------------|-----------------------------------|----------------------------|--|---|
|                              |                              |                |                     |  | <b>LPA 1:</b><br>OCT 22-<br>Nov 2 |                            | <b>LPA 2:</b><br>FEB 19-<br>MAR 1 |                            | <b>LPA 3:</b><br>GR 4-5<br>ONLY<br>MAY 13-24 |   |

| <b>GRADE 2</b> |   |     |   |   |   |   |   |   |   |  |
|----------------|---|-----|---|---|---|---|---|---|---|--|
| GRADE 2        | READING   |     |   |   |   |   |   |   |   |  |
| 2RW1.0         | <b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts.</b> | 34% |   |   |   |   |   |   |   |  |
| 2RW1.1         | Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.  | 3   | 3 | * | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 2RW1.2         | Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/ per; vowel-consonant/consonant-vowel = sup/ per).  | 3   | 3 | * | ▲ | ▲ |   | ▲ | ✓ | K-3 Phonics/Word Study TE (Section 9, all lessons)<br><i>May be embedded in daily blending routine</i>                                       |
| 2RW1.3         | Decode two-syllable nonsense words and regular multisyllable words.   | 3   | 3 | * |   |   | ✓ | ✓ | ✓ | K-3 Phonics/Word Study TE (multiple)   |
| 2RW1.4         | Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).  | 1   |   | * |   | ✓ | ✓ |   |   |  |
| 2RW1.5         | Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).   | 2   | 3 |   |   | ✓ |   |   | ▲ | K-3 Writing and Grammar TE (Section 4, Lessons 31-33)<br>K-3 Phonics/Word Study Intervention TE (Section 5, Lesson 54; Section 7, Lesson 76) |
| 2RW1.6         | Read aloud fluently and accurately and with appropriate intonation and expression.  | 0   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 2RW1.7         | Understand and explain common antonyms and synonyms.  | 3   | 3 |   |   |   | ✓ | ✓ | ✓ | K-3 Vocabulary TE (Section 10, Lessons 98-99)<br><i>May be taught during weekly vocabulary instruction</i>                                   |

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|               |  |            |   |   |   |   |   |   |   |  |
|---------------|--|------------|---|---|---|---|---|---|---|--|
| 2RW1.8        | Use knowledge of individual words in unknown compound words to predict their meaning.  | 2          |   | * | ▲ |   |   |   | ✓ | K-3 Phonics/Word Study TE (Section 7, Lesson 74)<br>K-3 Vocabulary TE (Section 9, Lesson 84) |
| 2RW1.9        | Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).  | 2          |   | * | ✓ | ✓ |   |   | ✓ |  |
| 2RW1.10       | Identify simple multiple-meaning words.  | 3          | 3 |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| <b>2RC2.0</b> | <b>Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.</b> | <b>23%</b> |   |   |   |   |   |   |   |  |
| 2RC2.1        | Use titles, tables of contents, and chapter headings to locate information in expository text.   | 1          |   | * | ✓ | ✓ | ✓ | ▲ | ✓ |  |
| 2RC2.2        | State the purpose in reading (i.e., tell what information is sought).  | 0          |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 2RC2.3        | Use knowledge of the author’s purpose( s) to comprehend informational text.  | 2          |   | * | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 2RC2.4        | Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).   | 2          | 3 |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 2RC2.5        | Restate facts and details in the text to clarify and organize ideas.   | 3          | 3 |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 2RC2.6        | Recognize cause-and-effect relationships in a text.  | 3          | 3 |   | ▲ | ✓ | ✓ | ✓ | ▲ |  |
| 2RC2.7        | Interpret information from diagrams, charts, and graphs.   | 2          |   | * | ✓ | ✓ | ✓ | ✓ | ✓ |  |

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|------------------------------|---|----------------|---------------------|--|--|----------------------------|--|----------------------------|---|---|
| 2RC2.8                       | Follow two-step written instructions.   | 2              |                     | *  | ✓  | ▲                          | ▲  | ✓                          | ✓   |   |
| <b>2RL3.0</b>                | <b>Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.</b>   | <b>9%</b>      |                     |  |  |                            |  |                            |   |   |
| 2RL3.1                       | Compare and contrast plots, settings, and characters presented by different authors.  | 2              | 3                   |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| 2RL3.2                       | Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.  | 1              |                     |  | ✓  | ▲                          | ▲  | ▲                          | ✓   |   |
| 2RL3.3                       | Compare and contrast different versions of the same stories that reflect different cultures.  | 1              |                     |  |  | ✓                          | ✓  | ✓                          |   |   |
| 2RL3.4                       | Identify the use of rhythm, rhyme, and alliteration in poetry.  | 2              |                     | *  | ✓  | ✓                          | ✓  | ✓                          |   |   |
| <b>GRADE 2</b>               | <b>WRITING</b>  |                |                     |  |  |                            |  |                            |   |   |
| <b>2WS1.0</b>                | <b>Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.</b> | <b>12%</b>     |                     |  |  |                            |  |                            |   |   |
| 2WS1.1                       | Group related ideas and maintain a consistent focus.  | 3              | 3 + All CRs         |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |

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| 2WS1.2                       | Create readable documents with legible handwriting.   | 0              | All CRs             |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| 2WS1.3                       | Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).  | 2              |                     | *  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| 2WS1.4                       | Revise original drafts to improve sequence and provide more descriptive detail.   | 3              | 3 + All CRs         |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| <b>WA2.0</b>                 | <b>Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</b> | 0%             |                     |  |  |                            |  |                            |   |   |
| 2WA2.1a                      | Write brief narratives based on their experiences: Move through a logical sequence of events.   | 0              | CR 1                |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| 2WA2.1b                      | Write brief narratives based on their experiences: Describe the setting, characters, objects, and events in detail.   | 0              | CR 1                |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| 2WA2.2                       | Write a friendly letter complete with the date, salutation, body, closing, and signature.   | 0              | CR 2                |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| <b>GRADE 2</b>               | <b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>  |                |                     |  |  |                            |  |                            |   |   |
| <b>2WC1.0</b>                | <b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>  | 22%            |                     |  |  |                            |  |                            |   |   |

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|        |   |   |                   |   |   |   |   |   |   |   |
|--------|---|---|-------------------|---|---|---|---|---|---|---|
| 2WC1.1 | Distinguish between complete and incomplete sentences.  | 2 | 3 +<br>All<br>CRs |   | ✓ |   |   | ▲ |   | K-3 Writing and Grammar TE (Section 2, Lessons 18-21) |
| 2WC1.2 | Recognize and use the correct word order in written sentences.  | 0 | All<br>CRs        |   | ✓ | ▲ |   |   |   |   |
| 2WC1.3 | Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.   | 2 | 3 +<br>All<br>CRs |   | ✓ | ✓ | ✓ | ✓ | ✓ |   |
| 2WC1.4 | Use commas in the greeting and closure of a letter and with dates and items in a series.  | 2 | All<br>CRs        | * | ✓ | ✓ | ✓ | ✓ |   |   |
| 2WC1.5 | Use quotation marks correctly.  | 2 | All<br>CRs        | * | ✓ |   |   | ✓ | ✓ |   |
| 2WC1.6 | Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people. | 2 | All<br>CRs        | * | ✓ | ✓ | ✓ | ✓ | ✓ |   |
| 2WC1.7 | Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).   | 2 | 3 +<br>All<br>CRs | * | ✓ | ✓ | ▲ |   |   |   |
| 2WC1.8 | Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.  | 2 | 3 +<br>All<br>CRs | * | ✓ | ✓ | ✓ | ✓ | ✓ |   |

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| GRADE 3 |   |     |   |   |   |   |   |   |   |  |
|---------|---|-----|---|---|---|---|---|---|---|--|
| GRADE 3 | READING   |     |   |   |   |   |   |   |   |  |
| 3RW1.0  | <b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts.</b> | 31% |   |   |   |   |   |   |   |  |
| 3RW1.1  | Know and use complex word families when reading (e.g., - ight) to decode unfamiliar words.  | 2   |   | * | ✓ | ✓ | ✓ | ✓ |   |  |
| 3RW1.2  | Decode regular multisyllabic words.   | 2   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 3RW1.3  | Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.   | 0   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 3RW1.4  | Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.   | 4   | 3 | * | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 3RW1.5  | Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).  | 2   |   | * | ✓ | ✓ | ✓ | ✓ |   |  |
| 3RW1.6  | Use sentence and word context to find the meaning of unknown words.   | 4   | 3 | * | ✓ | ✓ | ✓ | ▲ | ✓ |  |
| 3RW1.7  | Use a dictionary to learn the meaning and other features of unknown words.  | 2   |   | * | ✓ | ✓ | ✓ | ▲ | ▲ |  |

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|------------------------------|--|----------------|---------------------|--|--|----------------------------|--|----------------------------|---|---|
| 3RW1.8                       | Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.                    | 4              | 3                   | *  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| <b>3RC2.0</b>                | <b>Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.</b> | <b>23%</b>     |                     |  |  |                            |  |                            |   |   |
| 3RC2.1                       | Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.   | 2              | 3                   |  | ✓  | ✓                          | ✓  |                            | ✓   |   |
| 3RC2.2                       | Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.                              | 2              | 3                   |  | ✓  | ✓                          | ✓  | ✓                          | ▲   |   |
| 3RC2.3                       | Demonstrate comprehension by identifying answers in the text.  | 2              |                     | *  | ✓  | ✓                          | ✓  | ▲                          | ✓   |   |
| 3RC2.4                       | Recall major points in the text and make and modify predictions about forthcoming information.   | 2              | 3                   |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| 3RC2.5                       | Distinguish the main idea and supporting details in expository text.   | 2              | 3                   | *  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| 3RC2.6                       | Extract appropriate and significant information from the text, including problems and solutions.   | 3              | 3                   |  | ✓  | ▲                          | ✓  | ✓                          | ✓   |   |
| 3RC2.7                       | Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).   | 2              |                     | *  |  |                            | ✓  | ▲                          | ✓   | K-3 Comprehension TE (Section 9, Lesson 87) |
| <b>3RL3.0</b>                | <b>Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.</b>                            | <b>12%</b>     |                     |  |  |                            |  |                            |   |   |
| 3RL3.1                       | Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).   | 1              |                     |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |

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|                |   |            |                   |   |   |   |   |   |   |  |
|----------------|---|------------|-------------------|---|---|---|---|---|---|--|
| 3RL3.2         | Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.   | 2          | 3                 |   | ✓ |   |   | ✓ | ✓ |  |
| 3RL3.3         | Determine what characters are like by what they say or do and by how the author or illustrator portrays them.   | 2          |                   | * | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 3RL3.4         | Determine the underlying theme or author's message in fiction and nonfiction text.  | 1          |                   |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 3RL3.5         | Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.  | 1          |                   | * | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 3RL3.6         | Identify the speaker or narrator in a selection.  | 1          |                   | * |   | ✓ | ✓ | ✓ | ✓ |  |
| <b>GRADE 3</b> | <b>WRITING</b>  |            |                   |   |   |   |   |   |   |  |
| <b>3WS1.0</b>  | <b>Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.</b> | <b>14%</b> |                   |   |   |   |   |   |   |  |
| 3WS1.1a        | Create a single paragraph: Develop a topic sentence.  | 1          | 3 +<br>All<br>CRs |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 3WS1.1b        | Create a single paragraph: Include simple supporting facts and details.   | 2          | 3 +<br>All<br>CRs |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 3WS1.2         | Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.  | 0          | All<br>CRs        |   | ✓ | ▲ | ✓ | ✓ | ▲ |  |

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|------------------------------|---|----------------|---------------------|--|--|----------------------------|--|----------------------------|---|---|
| 3WS1.3                       | Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).  | 3              | 3                   | *  | ✓  | ✓                          | ✓  | ✓                          | ▲   |   |
| 3WS1.4                       | Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.   | 3              | 3 + All CRs         | *  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| <b>3WA2.0</b>                | <b>Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</b> | <b>0%</b>      |                     |  |  |                            |  |                            |   |   |
| 3WA2.1a                      | Write narratives: Provide a context within which an action takes place.   | 0              | CR 1                |  | ✓  |                            | ▲  | ✓                          | ✓   |   |
| 3WA2.1b                      | Write narratives: Include well-chosen details to develop the plot.  | 0              | CR 1                |  | ✓  |                            | ▲  | ✓                          | ✓   |   |
| 3WA2.1c                      | Write narratives: Provide insight into why the selected incident is memorable.  | 0              | CR 1                |  | ✓  |                            | ▲  | ✓                          | ✓   |   |
| 3WA2.2                       | Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.  | 0              | CR 3                |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| 3WA2.3a                      | Write personal and formal letters, thank-you notes, and invitations. Show awareness of the knowledge and interests of the audience and establish a purpose and context.   | 0              | CR 2                |  | ▲  | ▲                          | ✓  | ▲                          | ▲   |   |
| 3WA2.3b                      | Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature.   | 0              | CR 2                |  | ▲  | ▲                          | ✓  | ▲                          | ▲   |   |

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## Grades 2-5 RLA Instruction and Assessment Alignment Map

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|------------------------------|------------------------------|----------------|---------------------|--|-----------------------------------|----------------------------|-----------------------------------|----------------------------|--|---|
|                              |                              |                |                     |  | <b>LPA 1:</b><br>OCT 22-<br>Nov 2 |                            | <b>LPA 2:</b><br>FEB 19-<br>MAR 1 |                            | <b>LPA 3:</b><br>GR 4-5<br>ONLY<br>MAY 13-24 |   |

| GRADE 3       | WRITTEN & ORAL ENGLISH LANGUAGE CONVENTIONS  |            |               |   |   |   |   |   |   |  |
|---------------|--|------------|---------------|---|---|---|---|---|---|--|
| <b>3WC1.0</b> | <b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b> | <b>20%</b> |               |   |   |   |   |   |   |  |
| 3WC1.1        | Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.                  | 1          | CR 1          | * | ✓ | ✓ | ✓ | ▲ |   |  |
| 3WC1.2        | Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.   | 1          | CR 1 and CR 3 |   |   | ✓ | ✓ | ▲ | ✓ |  |
| 3WC1.3        | Identify and use past, present, and future verb tenses properly in writing and speaking.   | 1          | CR 1 and CR 2 |   |   | ▲ | ✓ | ✓ | ✓ |  |
| 3WC1.4        | Identify and use subjects and verbs correctly in speaking and writing simple sentences.  | 2          | 3 + CR 1 CR 3 |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 3WC1.5        | Punctuate dates, city and state, and titles of books correctly.  | 2          | 3 + All CRs   |   |   | ✓ | ✓ |   |   | K-3 Writing and Grammar TE (Section 7, Lessons 62-63)<br><i>May be reinforced during weekly writing instruction (e.g., friendly letters)</i> |
| 3WC1.6        | Use commas in dates, locations, and addresses and for items in a series.   | 1          | CR 1 CR 3     | * |   |   | ✓ |   |   |  |
| <b>3WC1.7</b> | Capitalize geographical names, holidays, historical periods, and special events correctly.   | 2          | 3 + All CRs   |   |   | ▲ | ✓ |   |   | K-3 Writing and Grammar TE (Section 7, Lessons 62-63)<br><i>May be reinforced during weekly writing instruction</i>                          |

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|------------------------------|---|----------------|----------------------------|--|---|----------------------------|---|----------------------------|--|---|
| 3WC1.8                       | Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare). | 2              | 3 +<br>All<br>CRs          | *  | ✓   | ✓                          | ✓   | ✓                          | ✓  |   |
| 3WC1.9                       | Arrange words in alphabetic order.  | 1              |                            |  | ✓   | ✓                          | ▲   | ▲                          |  |   |

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| GRADE 4 |   |     |   |   |   |   |   |   |   |  |
|---------|---|-----|---|---|---|---|---|---|---|--|
| GRADE 4 | READING   |     |   |   |   |   |   |   |   |  |
| 4RW1.0  | <b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts.</b> | 24% |   |   |   |   |   |   |   |  |
| 4RW1.1  | Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.   | 0   |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 4RW1.2  | Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.   | 8   | 3 |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 4RW1.3  | Use knowledge of root words to determine the meaning of unknown words within a passage.   | 3   | 3 |   | ▲ | ▲ | ✓ | ✓ | ✓ |  |
| 4RW1.4  | Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).  | 1   |   | * | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 4RW1.5  | Use a thesaurus to determine related words and concepts.  | 1   |   |   | ✓ | ▲ | ✓ | ✓ | ✓ |  |
| 4RW1.6  | Distinguish and interpret words with multiple meanings.   | 5   | 4 | * | ▲ | ▲ |   | ✓ | ▲ | Grades 3-6 Tier 2 Intervention Vocabulary TE (Section 14, all lessons; Section 15, Lesson 156) |

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|               |  |            |   |   |   |   |   |   |   |  |
|---------------|--|------------|---|---|---|---|---|---|---|--|
| <b>4RC2.0</b> | <b>Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.</b>   | <b>20%</b> |   |   |   |   |   |   |   |  |
| 4RC2.1        | Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.     | 1          |   | * | ✓ | ✓ |   | ✓ | ✓ |  |
| 4RC2.2        | Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).  | 0          |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 4RC2.3        | Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues. | 2          |   | * | ✓ | ▲ | ✓ | ▲ | ✓ |  |
| 4RC2.4        | Evaluate new information and hypotheses by testing them against known information and ideas.   | 3          | 3 | * | ✓ | ▲ | ✓ | ✓ | ✓ |  |
| 4RC2.5        | Compare and contrast information on the same topic after reading several passages or articles.   | 3          | 3 | * | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 4RC2.6        | Distinguish between cause and effect and between fact and opinion in expository text.  | 3          | 3 | * |   | ✓ | ✓ | ✓ | ▲ |  |
| 4RC2.7        | Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).   | 3          |   | * |   |   | ✓ | ✓ | ▲ |  |
| <b>4RL3.0</b> | <b>Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.</b>  | <b>12%</b> |   |   |   |   |   |   |   |  |
| 4RL3.1        | Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.  | 1          |   | * | ✓ | ✓ | ▲ | ✓ | ✓ |  |

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|------------------------------|------------------------------|----------------|---------------------|--|--|----------------------------|--|----------------------------|---|---|
|------------------------------|------------------------------|----------------|---------------------|--|--|----------------------------|--|----------------------------|---|---|

|                |   |            |                   |   |   |   |   |   |   |  |
|----------------|---|------------|-------------------|---|---|---|---|---|---|--|
| 4RL3.2         | Identify the main events of the plot, their causes, and the influence of each event on future actions.  | 2          | 3                 | * | ✓ | ✓ | ✓ | ▲ | ▲ |  |
| 4RL3.3         | Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.  | 1          |                   |   | ✓ | ✓ | ✓ | ✓ | ▲ |  |
| 4RL3.4         | Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).   | 2          |                   | * | ▲ | ▲ | ✓ | ✓ | ✓ |  |
| 4RL3.5         | Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.   | 3          | 3                 | * | ✓ | ✓ | ▲ | ✓ | ✓ |  |
| <b>GRADE 4</b> | <b>WRITING</b>  |            |                   |   |   |   |   |   |   |  |
| <b>4WS1.0</b>  | <b>Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.</b> | <b>20%</b> |                   |   |   |   |   |   |   |  |
| 4WS1.1         | Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.   | 2          | 3 +<br>All<br>CRs |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 4WS1.2a        | Create multiple-paragraph compositions: Provide an introductory paragraph.  | 0          | All<br>CRs        |   | ✓ | ✓ | ✓ |   | ✓ |  |
| 4WS1.2b        | Create multiple-paragraph compositions: Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.   | 1          | 3 +<br>All<br>CRs |   | ✓ | ✓ | ✓ |   | ✓ |  |

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|------------------------------|---|----------------|---------------------|--|--|----------------------------|--|----------------------------|---|--|
| 4WS1.2c                      | Create multiple-paragraph compositions: Include supporting paragraphs with simple facts, details, and explanations.   | 1              | 3 + All CRs         |  | ✓  | ✓                          | ✓  |                            | ✓   |  |
| 4WS1.2d                      | Create multiple-paragraph compositions: Conclude with a paragraph that summarizes the points.   | 1              | 3 + All CRs         |  | ✓  | ✓                          | ✓  |                            | ✓   |  |
| 4WS1.2e                      | Create multiple-paragraph compositions: Use correct indentation.  | 0              | All CRs             |  | ✓  | ✓                          | ✓  |                            | ✓   |  |
| 4WS1.3                       | Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question). | 2              | CR 1 and CR 3       |  | ▲  | ▲                          |  | ✓                          | ✓   | Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Sections 6-11 as needed)<br><br><i>May be reinforced through weekly writing instruction</i> |
| 4WS1.4                       | Write fluidly and legibly in cursive or joined italic.  | 0              | All CRs             |  | ✓  |                            | ✓  | ✓                          | ✓   |  |
| 4WS1.5                       | Quote or paraphrase information sources, citing them appropriately.   | 1              |                     |  | ▲  | ✓                          | ✓  |                            | ✓   |  |
| 4WS1.6                       | Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).  | 1              |                     | *  | ✓  | ✓                          | ✓  | ✓                          | ✓   |  |
| 4WS1.7                       | Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.                                 | 1              |                     |  | ✓  | ✓                          |  |                            | ✓   |  |
| 4WS1.8                       | Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.  | 2              |                     |  | ✓  | ▲                          |  | ▲                          | ✓   |  |
| 4WS1.9                       | Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).                            | 0              |                     |  | ✓  | ✓                          | ✓  | ✓                          | ▲   |  |

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|               |   |    |             |  |   |   |   |   |   |  |
|---------------|---|----|-------------|--|---|---|---|---|---|--|
| 4WS1.10       | Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.  | 3  | 3 + All CRs |  | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| <b>4WA2.0</b> | <b>Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</b> | 0% |             |  |   |   |   |   |   |  |
| 4WA2.1a       | Write narratives: Relate ideas, observations, or recollections of an event or experience.   | 0  | CR 1        |  | ✓ | ▲ | ▲ | ▲ | ✓ |  |
| 4WA2.1b       | Write narratives: Provide a context to enable the reader to imagine the world of the event or experience.   | 0  | CR 1        |  | ✓ | ▲ | ▲ | ▲ | ✓ |  |
| 4WA2.1c       | Write narratives: Use concrete sensory details.   | 0  | CR 1        |  | ✓ | ▲ | ▲ | ▲ | ✓ |  |
| 4WA2.1d       | Write narratives: Provide insight into why the selected event or experience is memorable.   | 0  | CR 1        |  | ✓ | ▲ | ▲ | ▲ | ✓ |  |
| 4WA2.2a       | Write responses to literature: Demonstrate an understanding of the literary work.   | 0  | CR 2        |  | ✓ | ✓ | ✓ | ▲ | ▲ |  |
| 4WA2.2b       | Write responses to literature: Support judgments through references to both the text and prior knowledge.   | 0  | CR 2        |  | ✓ | ✓ | ✓ | ▲ | ▲ |  |
| 4WA2.3a       | Write information reports: Frame a central question about an issue or situation.  | 0  |             |  |   | ✓ |   | ▲ | ✓ |  |
| 4WA2.3b       | Write information reports: Include facts and details for focus.   | 0  |             |  |   | ✓ |   | ▲ | ✓ |  |

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|                |  |            |             |   |   |   |   |   |   |  |
|----------------|--|------------|-------------|---|---|---|---|---|---|--|
| 4WA2.3c        | Write information reports: Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).                             | 0          |             |   |   | ✓ |   | ▲ | ✓ |  |
| 4WA2.4         | Write summaries that contain the main ideas of the reading selection and the most significant details.   | 0          | CR 3        |   | ✓ | ▲ | ▲ | ✓ | ✓ |  |
| <b>GRADE 4</b> | <b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>   |            |             |   |   |   |   |   |   |  |
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| 4WC1.1         | Use simple and compound sentences in writing and speaking.   | 3          | 3 + All CRs |   | ✓ | ▲ | ▲ |   | ▲ | Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Section 5, all lessons)<br><i>May be reinforced through weekly writing instruction</i>                        |
| 4WC1.2         | Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.  | 2          |             | * | ▲ | ▲ |   |   | ✓ | Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Section 5, Lessons 45, 46, & 48)<br><i>May be reinforced through weekly writing instruction</i>               |
| 4WC1.3         | Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.                                    | 4          | 4 + All CRs |   | ✓ | ▲ | ▲ |   | ✓ | Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Section 3 and Section 4: any lesson as needed)<br><i>May be reinforced through weekly writing instruction</i> |
| 4WC1.4         | Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.   | 2          | All CRs     | * |   | ✓ | ✓ | ✓ | ✓ |  |
| 4WC1.5         | Use underlining, quotation marks, or italics to identify titles of documents.  | 1          |             | * |   | ✓ |   | ▲ | ✓ |  |
| 4WC1.6         | Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.               | 2          | All CRs     | * |   | ✓ | ✓ | ✓ | ▲ |  |

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|------------------------------|--|----------------|----------------------------|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|---|
| 4WC1.7                       | Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions. | 4              | All CRs                    | *  | ✓                          | ✓                          | ✓                          | ✓                          | ✓                          |   |

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|------------------------------|------------------------------|----------------|---------------------|--|-----------------------------------|----------------------------|-----------------------------------|----------------------------|--|---|
|                              |                              |                |                     |  | <b>LPA 1:</b><br>OCT 22-<br>Nov 2 |                            | <b>LPA 2:</b><br>FEB 19-<br>MAR 1 |                            | <b>LPA 3:</b><br>GR 4-5<br>ONLY<br>MAY 13-24 |   |

| <b>GRADE 5</b> |   |            |   |   |   |   |   |   |   |  |
|----------------|---|------------|---|---|---|---|---|---|---|--|
| GRADE 5        | READING   |            |   |   |   |   |   |   |   |  |
| <b>5RW1.0</b>  | <b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships</b>           | <b>19%</b> |   |   |   |   |   |   |   |  |
| 5RW1.1         | Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.                          | 0          |   |   | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 5RW1.2         | Use word origins to determine the meaning of unknown words.   | 2          |   | * | ✓ | ✓ | ▲ |   | ▲ |  |
| 5RW1.3         | Understand and explain frequently used synonyms, antonyms, and homographs.  | 5          | 3 |   | ✓ | ✓ | ✓ | ✓ | ▲ |  |
| 5RW1.4         | Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial). | 3          | 3 | * | ✓ | ▲ | ▲ | ✓ | ✓ | Grades 3-6 Tier 2 Intervention Phonics/Word Study TE (Section 8, Lessons 65-68)<br><br>Grades 3-6 Tier 2 Intervention Vocabulary TE (Section 13, Lesson 144) |
| 5RW1.5         | Understand and explain the figurative and metaphorical use of words in context.   | 4          | 3 | * | ✓ | ✓ | ✓ | ▲ | ▲ |  |
| <b>5RC2.0</b>  | <b>Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material.</b>                     | <b>21%</b> |   |   |   |   |   |   |   |  |

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## Grades 2-5 RLA Instruction and Assessment Alignment Map

### Alignment of CST, Literacy Periodic Assessments (LPAs), and Progress Monitoring Assessments (PMAs) to Treasures

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|------------------------------|---|----------------|---------------------|--|--|----------------------------|--|----------------------------|---|---|
| 5RC2.1                       | Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.  | 2              |                     | *  | ✓  | ✓                          | ✓  | ✓                          | ▲   |   |
| 5RC2.2                       | Analyze text that is organized in sequential or chronological order.  | 4              | 3                   | *  | ✓  |                            | ✓  | ▲                          | ✓   |   |
| 5RC2.3                       | Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.   | 3              | 3                   | *  | ✓  | ✓                          |  | ✓                          | ✓   |   |
| 5RC2.4                       | Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.   | 5              | 3                   | *  | ✓  | ✓                          | ▲  | ✓                          | ✓   |   |
| 5RC2.5                       | Distinguish facts, supported inferences, and opinions in text.  | 2              | 3                   | *  |  | ✓                          |  | ✓                          | ✓   |   |
| <b>5RL3.0</b>                | <b>Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.</b> | <b>16%</b>     |                     |  |  |                            |  |                            |   |   |
| 5RL3.1                       | Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.                                      | 1              |                     |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| 5RL3.2                       | Identify the main problem or conflict of the plot and explain how it is resolved.   | 2              | 3                   | *  | ✓  | ✓                          |  | ✓                          |   |   |
| 5RL3.3                       | Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.                       | 2              | 3                   | *  | ✓  |                            | ✓  | ▲                          |   |   |

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| 5RL3.4                       | Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.  | 2              | 3                   | *  | ✓  |                            | ✓  |                            |   |   |
| 5RL3.5                       | Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).   | 2              | 3                   | *  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| 5RL3.6                       | Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.  | 1              |                     |  | ✓  | ✓                          | ✓  | ✓                          |   |   |
| 5RL3.7                       | Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.                         | 2              | 3                   |  | ▲  | ✓                          | ✓  | ✓                          | ▲   |   |
| <b>GRADE 5</b>               | <b>WRITING</b>  |                |                     |  |  |                            |  |                            |   |   |
| <b>5WS1.0</b>                | <b>Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.</b> | <b>21%</b>     |                     |  |  |                            |  |                            |   |   |
| 5WS1.1a                      | Create multiple-paragraph narrative compositions: Establish and develop a situation or plot.  | 1              | CR 1                |  | ✓  |                            | ▲  | ▲                          | ▲   |   |
| 5WS1.1b                      | Create multiple-paragraph narrative compositions: Describe the setting.   | 1              | CR 1                |  | ✓  |                            | ▲  | ▲                          | ▲   |   |
| 5WS1.1c                      | Create multiple-paragraph narrative compositions: Present an ending.  | 1              | CR 1                |  | ✓  |                            | ▲  | ▲                          | ▲   |   |
| 5WS1.2a                      | Create multiple-paragraph expository compositions: Establish a topic, important ideas, or events in sequence or chronological order.  | 2              | CR 2 & CR 3         |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |

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Highlighted standards indicate additional instruction is needed    ✓ indicates Treasures *directly* addresses the standard    ▲ indicates Treasures *indirectly* addresses the standard    CR = Constructed Response / Writing Prompt

## Grades 2-5 RLA Instruction and Assessment Alignment Map

### Alignment of CST, Literacy Periodic Assessments (LPAs), and Progress Monitoring Assessments (PMAs) to Treasures

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|------------------------------|---|----------------|--------------------------|--|--|----------------------------|--|----------------------------|---|---|
| 5WS1.2b                      | Create multiple-paragraph expository compositions: Provide details and transitional expressions that link one paragraph to another in a clear line of thought.                  | 2              | 3 +<br>CR 2<br>&<br>CR 3 |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| 5WS1.2c                      | Create multiple-paragraph expository compositions: Offer a concluding paragraph that summarizes important ideas and details.  | 2              | 3 +<br>CR 2<br>&<br>CR 3 |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| 5WS1.3                       | Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.  | 1              | 3 +<br>CR 2<br>&<br>CR 3 |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| 5WS1.4                       | Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks). | 0              |                          |  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |
| 5WS1.5                       | Use a thesaurus to identify alternative word choices and meanings.  | 1              |                          |  | ✓  | ✓                          | ▲  | ▲                          | ▲   |   |
| 5WS1.6                       | Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.                    | 5              | 3 +<br>All<br>CRs        | *  | ✓  | ✓                          | ✓  | ✓                          | ✓   |   |

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|               |   |    |      |  |   |   |   |   |   |  |
|---------------|---|----|------|--|---|---|---|---|---|--|
| <b>5WA2.0</b> | <b>Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of Standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</b> | 0% |      |  |   |   |   |   |   |  |
| 5WA2.1a       | Write narratives: Establish a plot, point of view, setting, and conflict.   | 0  | CR 1 |  | ✓ | ▲ | ▲ | ▲ |   |  |
| 5WA2.1b       | Write narratives: Show, rather than tell, the events of the story   | 0  | CR 1 |  | ✓ | ▲ | ▲ | ▲ |   |  |
| 5WA2.2a       | Write responses to literature: Demonstrate an understanding of a literary work  | 0  | CR 2 |  | ▲ | ▲ | ✓ | ▲ | ▲ |  |
| 5WA2.2b       | Write responses to literature: Support judgments through references to the text and to prior knowledge.   | 0  | CR 2 |  | ▲ | ▲ | ✓ | ▲ | ▲ |  |
| 5WA2.2c       | Write responses to literature: Develop interpretations that exhibit careful reading and understanding.  | 0  | CR 2 |  | ▲ | ▲ | ✓ | ▲ | ▲ |  |
| 5WA2.3a       | Write research reports about important ideas, issues, or events by using the following guidelines: Frame questions that direct the investigation.   | 0  |      |  | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 5WA2.3b       | Write research reports about important ideas, issues, or events by using the following guidelines: Establish a controlling idea or topic.   | 0  |      |  | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 5WA2.3c       | Write research reports about important ideas, issues, or events by using the following guidelines: Develop the topic with simple facts, details, examples, and explanations.  | 0  |      |  | ✓ | ✓ | ✓ | ✓ | ✓ |  |
| 5WA2.4a       | Write persuasive letters or compositions: State a clear position in support of a proposal.  | 0  | CR 3 |  | ▲ | ▲ | ▲ | ✓ | ▲ |  |

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|------------------------------|--|----------------|---------------------|--|--|----------------------------|--|----------------------------|---|--|
| 5WA2.4b                      | Write persuasive letters or compositions: Support a position with relevant evidence.   | 0              | CR 3                |  | ▲  | ▲                          | ▲  | ✓                          | ▲   |  |
| 5WA2.4c                      | Write persuasive letters or compositions: Follow a simple organizational pattern.  | 0              | CR 3                |  | ▲  | ▲                          | ▲  | ✓                          | ▲   |  |
| 5WA2.4d                      | Write persuasive letters or compositions: Address reader concerns.   | 0              | CR 3                |  | ▲  | ▲                          | ▲  | ✓                          | ▲   |  |
| <b>GRADE 5</b>               | <b>WRITTEN &amp; ORAL ENGLISH LANGUAGE CONVENTIONS</b>   |                |                     |  |  |                            |  |                            |   |  |
| <b>5WC1.0</b>                | <b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b> | <b>23%</b>     |                     |  |  |                            |  |                            |   |  |
| 5WC1.1                       | Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.       | 4              | 3 + All CRs         | *  | ✓  | ✓                          | ▲  | ✓                          | ✓   |  |
| 5WC1.2                       | Identify and correctly use verbs that are often misused (e.g., lie/ lay, sit/ set, rise/ raise), modifiers, and pronouns.                                      | 3              | 3 + CR 1 and CR 2   | *  |  | ▲                          | ✓  | ✓                          | ✓   | Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Section 2, Lesson 15)<br><br>Grades 3-6 Tier 2 Intervention Phonics/Word Study TE (Section 8, Lesson 72)<br><br>Grades 3-6 Tier 2 Intervention Vocabulary TE (Section 14, Lesson 150)<br><br>Triumphs Unit 3, Language Arts Suggested Plan p. 204<br><br>Triumphs Unit 4, Language Arts Suggested Plan p. 274 |

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| 5WC1.3                       | Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth. | 3              | 3 +<br>All CRs             |  | ✓                                 | ✓                          | ✓                                 | ▲                          | ✓  |   |
| 5WC1.4                       | Use correct capitalization.   | 3              | All CRs                    | *  | ✓                                 | ✓                          | ✓                                 | ✓                          |  |   |
| 5WC1.5                       | Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.  | 4              | 3 +<br>All CRs             | *  | ✓                                 | ✓                          | ✓                                 | ✓                          | ✓  |   |

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