

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

| GRADE 2 | | | | | | | | | | |
|---------|---|-----|---|---|---|---|---|---|---|--|
| GRADE 2 | READING | | | | | | | | | |
| 2RW1.0 | 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. | 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) <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) 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) <i>May be taught during weekly vocabulary instruction</i> |

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

| | | | | | | | | | | |
|---------------|--|------------|---|---|---|---|---|---|---|--|
| 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) 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 | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 2RC2.0 | Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed. | 23% | | | | | | | | |
| 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 | | * | ✓ | ▲ | ▲ | ✓ | ✓ | |
| 2RL3.0 | Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. | 9% | | | | | | | | |
| 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 | | * | ✓ | ✓ | ✓ | ✓ | | |
| GRADE 2 | WRITING | | | | | | | | | |
| 2WS1.0 | 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. | 12% | | | | | | | | |
| 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 | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| WA2.0 | 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. | 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 | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| GRADE 2 | WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS | | | | | | | | | |
| 2WC1.0 | Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level. | 22% | | | | | | | | |

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| | | | | | | | | | | |
|--------|---|---|-------------------|---|---|---|---|---|---|---|
| 2WC1.1 | Distinguish between complete and incomplete sentences. | 2 | 3 + All 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 CRs | | ✓ | ▲ | | | | |
| 2WC1.3 | Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking. | 2 | 3 + All CRs | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 2WC1.4 | Use commas in the greeting and closure of a letter and with dates and items in a series. | 2 | All CRs | * | ✓ | ✓ | ✓ | ✓ | | |
| 2WC1.5 | Use quotation marks correctly. | 2 | All 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 CRs | * | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 2WC1.7 | Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why). | 2 | 3 + All CRs | * | ✓ | ✓ | ▲ | | | |
| 2WC1.8 | Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly. | 2 | 3 + All CRs | * | ✓ | ✓ | ✓ | ✓ | ✓ | |

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| GRADE 3 | | | | | | | | | | |
|---------|---|-----|---|---|---|---|---|---|---|--|
| GRADE 3 | READING | | | | | | | | | |
| 3RW1.0 | 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. | 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 | * | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3RC2.0 | Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed. | 23% | | | | | | | | |
| 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) |
| 3RL3.0 | Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. | 12% | | | | | | | | |
| 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 | | * | | ✓ | ✓ | ✓ | ✓ | |
| GRADE 3 | WRITING | | | | | | | | | |
| 3WS1.0 | 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. | 14% | | | | | | | | |
| 3WS1.1a | Create a single paragraph: Develop a topic sentence. | 1 | 3 + All CRs | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3WS1.1b | Create a single paragraph: Include simple supporting facts and details. | 2 | 3 + All 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 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 | * | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3WA2.0 | 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. | 0% | | | | | | | | |
| 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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| GRADE 3 | WRITTEN & ORAL ENGLISH LANGUAGE CONVENTIONS | | | | | | | | | |
|---------------|--|------------|---------------|---|---|---|---|---|---|--|
| 3WC1.0 | Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level. | 20% | | | | | | | | |
| 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) <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 | * | | | ✓ | | | |
| 3WC1.7 | 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) <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 + All CRs | * | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 3WC1.9 | Arrange words in alphabetic order. | 1 | | | ✓ | ✓ | ▲ | ▲ | | |

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Grades 2-5 RLA Instruction and Assessment Alignment Map

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

| GRADE 4 | | | | | | | | | | |
|----------------|---|-----|---|---|---|---|---|---|---|--|
| GRADE 4 | READING | | | | | | | | | |
| 4RW1.0 | 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. | 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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| | | | | | | | | | | |
|---------------|--|------------|---|---|---|---|---|---|---|--|
| 4RC2.0 | Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed. | 20% | | | | | | | | |
| 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 | | * | | | ✓ | ✓ | ▲ | |
| 4RL3.0 | Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature. | 12% | | | | | | | | |
| 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 | * | ✓ | ✓ | ▲ | ✓ | ✓ | |
| GRADE 4 | WRITING | | | | | | | | | |
| 4WS1.0 | 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. | 20% | | | | | | | | |
| 4WS1.1 | Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements. | 2 | 3 + All CRs | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 4WS1.2a | Create multiple-paragraph compositions: Provide an introductory paragraph. | 0 | All 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 + All 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) <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 | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 4WA2.0 | 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. | 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 | | ✓ | ▲ | ▲ | ✓ | ✓ | |
| GRADE 4 | WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS | | | | | | | | | |
| 4WC1.0 | Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level. | 24% | | | | | | | | |
| 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) <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) <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) <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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| GRADE 5 | | | | | | | | | | |
|----------------|---|------------|---|---|---|---|---|---|---|--|
| GRADE 5 | READING | | | | | | | | | |
| 5RW1.0 | Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships | 19% | | | | | | | | |
| 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) 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 | * | ✓ | ✓ | ✓ | ▲ | ▲ | |
| 5RC2.0 | Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material. | 21% | | | | | | | | |

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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 | * | | ✓ | | ✓ | ✓ | |
| 5RL3.0 | 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. | 16% | | | | | | | | |
| 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 | | ▲ | ✓ | ✓ | ✓ | ▲ | |
| GRADE 5 | WRITING | | | | | | | | | |
| 5WS1.0 | 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. | 21% | | | | | | | | |
| 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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| 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 + CR 2 & CR 3 | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 5WS1.2c | Create multiple-paragraph expository compositions: Offer a concluding paragraph that summarizes important ideas and details. | 2 | 3 + CR 2 & CR 3 | | ✓ | ✓ | ✓ | ✓ | ✓ | |
| 5WS1.3 | Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information. | 1 | 3 + CR 2 & 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 + All CRs | * | ✓ | ✓ | ✓ | ✓ | ✓ | |

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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

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

| | | | | | | | | | | |
|---------------|---|----|------|--|---|---|---|---|---|--|
| 5WA2.0 | 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. | 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 | | ▲ | ▲ | ▲ | ✓ | ▲ | |
| GRADE 5 | WRITTEN & ORAL ENGLISH LANGUAGE CONVENTIONS | | | | | | | | | |
| 5WC1.0 | Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level. | 23% | | | | | | | | |
| 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) Grades 3-6 Tier 2 Intervention Phonics/Word Study TE (Section 8, Lesson 72) Grades 3-6 Tier 2 Intervention Vocabulary TE (Section 14, Lesson 150) Triumphs Unit 3, Language Arts Suggested Plan p. 204 Triumphs Unit 4, Language Arts Suggested Plan p. 274 |

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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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|------------------------------|---|----------------|----------------------------|--|-----------------------------------|----------------------------|-----------------------------------|----------------------------|--|---|
| | | | | | LPA 1: OCT 22- Nov 2 | | LPA 2: FEB 19- MAR 1 | | LPA 3: GR 4-5 ONLY MAY 13-24 | |
| 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 + All CRs | | ✓ | ✓ | ✓ | ▲ | ✓ | |
| 5WC1.4 | Use correct capitalization. | 3 | All CRs | * | ✓ | ✓ | ✓ | ✓ | | |
| 5WC1.5 | Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly. | 4 | 3 + All CRs | * | ✓ | ✓ | ✓ | ✓ | ✓ | |

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