1																				
	Wibur's Feelings	Characte r Chart	Individual Characte r Charts	EdP\uzzle Videos	Chapter Reading	KWL Workshe et	Chapter worksheet s	Interactiv e Journal	Vocabulary Powerpoint 8	Narrative Frame	Problem Solution Frame	Discussio n Videos	Adjectives	Compare Contrast	4 Square Worksheet	Advertiseme ot	Friendship Essay	Some Pig Acrostic	Which Words	Jeopari Game P
 Rauding Floracy, Students read grade-level text with honey and comprehension. Students are expected to read load grade-level stories with floracy (rate, accuracy, expension, appropriate phrasing) and comprehension. 	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	
 Rauding Vocabulary Development. Students industrial new vocabulary and use it when rauding and reling. Students are expected to: 	X	x	x	x	X	x	x	x	x	x	x	x	x	x	x	x	x		x	х
(A) determine the meaning of grade-level academic English words derived from Latin, Grack, or other Sequentic roots and affixes:					x		x		x						x				x	
(i) you the context of the natures (e.g., in-natures example or definition) to determine the meaning of	х	x	х	х	х	х	х		х	х	х	х	х	х	x					
anfamiliar monds or multiple meaning monds; (ii) was a dictionary or glossary to determine the meanings, syllabication, and pronunciation of salescom								х	х						х					
roofs. (i) Reading Comprobusion of Literary Text Thoma and															_					
Cases. Students analyse, make inferences and durar conclusions about theme and genes in different cultural, historical, and contemporary contexts and provide vidence from the text to support their understanding.	x													x						x
M) compare and contrast the adventures or expends of thereaters (e.g., the tricketse) in traditional and classical	х													Х					x	^
(4) Randing Comprehension of Literary Text Postry- readours under cand, under inference and durar conclusions about the transition and elements of postry and postele violence from text to support their understanding, Students are reported to explain how the transition of postry (e.g., e)there, under a texture to provide the postry (e.g., e)there, under a texture, time breakey within to form (e.g., e)trical postry, free vorsels.																		x		
6) Reading Comprehension of Literary Text Ferion. Students understand, undo inferences and draw conclusions about the structure and elements of fection and provide oxidence from text to support their	x																			
understanding. Students are expected to: St) download the interaction of characters including their relationships and the character three realizance and	х	x	х											х						х
withouthops and the changes they undergo, and 59) Rauding 'Comprehension of Literary TextSennory Language. Students undoctand, make informers and draw conclusions about how an author's sansony language	Ė	Ė	Ť											Ė						
Language. Student understand, make informese and draw conclusions about how an author's ensure) language meates imagery in fitnersy test and provide avidence from not to support their understanding. Students are expected in density the suther's was of similar and metaphors to produce imagery.	x									x		x								x
(S) Randing Comprehension of Text Independent Randing, Students used independently for extrained periods of time and produce oridance of their sending- timeters are expected to read independently for a stuttained period of time and pensphenes what the sending was about, maintaining meaning and logical order (a.g., possetta a randing log or present, pratriaguas in book					x															
ulido). (19) Reading Comprehension of Informational Four Culture and Henory, Students analyze, make information and dure conclusions about the author's purpose in cultural, historical, and contemporary contents and porcide oridance from the text to support their understanding, Students are upported to repulse the Students and proposed to repulse the Students and Students are upported to repulse the Students and Students are upported to repulse the students are upported to response the students are upported to repulse the students are upperfectly as upported to repulse the students are upperfectly as upp																x				
expositiony text. [14] Reading-Media Literacy: Students use																				х
companiences statis to analyze how wrone, images, supplier, and sounds work together in stations forms to impact meaning. Stadems continue to apply curious trackands with greater depth is increasingly source complex track. Stadems are expected to:					x											x				x
A) explain the positive and negative impacts of advertisement techniques und in various genera of media to impact consumer behavior.																х				
(15) Witting Writing Process. Students use alaments of the training process (planning, dualing, servicing, editing, and publishing) to compose text. Students are expected.																	х			
ia. (A) plan a first death by solocting a genus appropriate for correying the intended meaning to an audience and generating ideas through a range of strategies (e.g., tealesterming, graphic organizers, logs, journals);																	х			
trainstrong, graphs organizer, logs, journals); (R) develop death by categorizing ideas and organizing them into necessarisely.																	х			
C) revise deaths for cohomoco, segmination, use of simple and compound sourcess, and and once; (D) add deaths for grammar, mechanics, and spalling urine a tousher-developed rebric; and																	Х			
ply and season or generate, measured, and spinning union a teacher-developed subvisi; and (ii) review final duth in response to feedback from poorx and teacher and subblish written work for a smooth.																	x			
and teacher and publish written work for a specific molecus. (17) Writing Students write about their own superioness.																				
Students are expected to write about important personal experiences. (20) Onal and Written Conventions/Conventions. Students understand the function of and one the								х		х	х						x			
contentions of academic language when speaking and writing. Students continue to apply surfar standards with mater consolocity. Students are executed to:				х						х							x			
A) use and understand the function of the following parts of speech in the context of reading, uniting, and speaking:				X						x							X			
i) verbs (impediar verbs); (ii) nouns (singular)shard, common/proper);				â						x							x			
(iii) adjectives (e.g., descriptive, including purpose: desping bag, Sying pan) and their comparative and supplieding forms (e.g., fast, faster, fasterity				x						x							x			
ranorialmo boune (a.g., Sant, Sador, Sador); Sv) advante (a.g., Srequency: usually, nometimes; intensity: almost, a lot);				х						х			х				х			
(v) propositions and propositional phrases to convey location, time, direction, or to provide details;				Х						Х							Х			
hitraflurina especias (c.a., especif, caradrack (vii) constativa conjunctions (c.g., sidnerius, milherius);				X						X							X			
and (viii) was time-order transition words and transitions that				X						x							X			
indicate a conclusion; SR) was the complete subject and the complete prodicate in a suppose; and				х						х							х			
C) was complete simple and compound sentences with correct subject-such agreement.				х						х							X			
(21) Onal and Writton Conventions/Handwriting, Capitalization, and Panetuarion. Students with legibly and no appropriate capitalization and practitation conventions in their compositions. Students are expected.				x						x							x			
te. A) units legibly by educting curvivs script or manuscript trialing as assessment.				х						х							х			
SI) was capitalization for:				X						x							X			
C) recognize and one practication marks including:				X						X							X			<u> </u>
5) commas in compound soutrocor; and				X						X							Х			
(22) Oxal and Written Conventions Spelling, Students, and consolis, Students are growned to:				_						Ê						х	x			
A) spell work with more advanced orthographic patterns and rules:								L	L						L	х	X	х	L	
(C) spell commonly used homophonous (e.g., there, they're, their; two, two, twi; and				х			х	х		х						х	х			
D) we spelling patterns and rules and print and electronic				х					x											
recovers or automate and check correct spellings. (27) Lienning and Speaking Lienning. Students use competitution skills to lienn attentively to others in formal and informal sattings. Students continue to apply				х	х	х						х								
nature translateds with greater complexity. Students are expected to: (A) Seture attentively to speakers, ask relevant questions,				х	х	х						х								H
28) Limming and Speaking Speaking. Students speak				Ė	Ė	Ë						Ė								
menty and to the point, using the constantions of inequage. Students continue to apply antion standards, with greater complexity. Students are expected to expect an opinion supported by accurate information, amploying gry contact, speaking rate, volume, and essectation, and the commission of fluences to commission.	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		
dSatively. (29) Linewing and Speaking/Teamwork. Students work																				х
productively with offices in transe. Students continue to apply unifier standards with genetic complexity. Students, no expected to participate in teacher- and student-lad formations for position and neutronics contributes with	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		