

Kindergarten

Reading Standards for Informational Text	Reading Standards for Literature
<p>Key Ideas / Detail With prompting and support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about key details in a text. <input type="checkbox"/> Identify the main topic and retell key details of a text. <input type="checkbox"/> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>Craft/Structure With prompting and support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about unknown words in a text. <input type="checkbox"/> Identify the front cover, back cover, and title page of a book. <input type="checkbox"/> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. <p>Integration of Knowledge / Ideas With prompting and support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the relationship between illustrations and the text in which they appear. <input type="checkbox"/> Identify the reasons an author gives to support points in a text. <input type="checkbox"/> Identify basic similarities in and differences between two texts on the same topic. <p>Range</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively engage in group reading activities with purpose and understanding. <p>Response to Literature</p> <ul style="list-style-type: none"> <input type="checkbox"/> With prompting and support, make connections between self, text, and the world around them. 	<p>Key Ideas / Detail With prompting and support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about key details in a text. <input type="checkbox"/> Retell familiar stories, including key details. <input type="checkbox"/> Identify characters, settings, and major events in a story. <p>Craft/Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about unknown words in a text. <input type="checkbox"/> Recognize common types of texts (e.g., storybooks, poems). <input type="checkbox"/> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. <p>Integration of Knowledge / Ideas With prompting and support:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the relationship between the illustrations and the text. <input type="checkbox"/> Compare and contrast the adventures and experiences of characters in familiar stories. <input type="checkbox"/> Make cultural connections to text and self. <p>Range</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively engage in group reading activities with purpose and understanding self, text, and the world around them (text, media, social interaction).

Foundational Reading Skills

<p>Concepts of Print: Demonstrate understanding of the organization and basic features of print</p> <ul style="list-style-type: none"> <input type="checkbox"/> Follow words from left to right, top to bottom, and page by page. <input type="checkbox"/> Recognize that spoken words are represented in written language by specific sequences of letters. <input type="checkbox"/> Understand that words are separated by spaces in print. <input type="checkbox"/> Recognize and name all upper- and lowercase letters of the alphabet. <p>Phonological Awareness: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognize and produce rhyming words. <input type="checkbox"/> Count, pronounce, blend, and segment syllables in spoken words. <input type="checkbox"/> Blend and segment onsets and rimes of single-syllable spoken words. <input type="checkbox"/> Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/). <input type="checkbox"/> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
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Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.

- Demonstrate basic knowledge of 1:1 letter sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
- Read common high-frequency words by sight – 3 seconds.
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency:

- Read emergent-reader texts with purpose and understanding.

Writing Standards

Text Types & Purpose

Use a combination of drawing, dictating, and writing to:

- Compose opinion pieces that state the topic/ name of a book and their opinion of the book (*My favorite book is . . .*).
- Compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
- Narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing

With guidance and support from adults:

- Respond to questions and suggestions from peers and add details to strengthen writing as needed.
- Explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Response to Literature

- Create and/or present a poem, dramatization, art work, or personal response to a particular author or theme studied in class, with support as needed.

Speaking & Listening

Comprehension/Collaboration

- Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups
Follow agreed-upon rules for discussions, continue conversation through multiple exchanges, seek to understand/ communicate with individuals from different cultural backgrounds.
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge / Ideas

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards

Conventions of Standard English:

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

- Print many upper- and lowercase letters.
- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

- Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- Produce and expand complete sentences in shared language activities.

Demonstrate the command of capitalization, punctuation, and spelling when writing:

- Capitalize the first word in a sentence and the pronoun *I*.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Vocabulary Acquisition and Use

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*

- Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
- Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

With guidance and support from adults, explore word relationships and nuances in word meanings

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
- Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Homer Central School District Common Core Curriculum Guide

First Grade

Reading Standards for Informational Text	Reading Standards for Literature
<p>Key Ideas / Detail</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask/ answer questions about key details in a text. <input type="checkbox"/> Identify main topic and key details of a text. <input type="checkbox"/> Describe the connection between two individuals, events, ideas, or pieces of information in a text. <p>Craft/Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask/ answer questions to clarify the meaning of words/ phrases. <input type="checkbox"/> Know and use various text features (headings, tables of contents, glossaries, electronic menus, icons) to locate key facts. <input type="checkbox"/> Distinguish between information provided by pictures and information provided by words. <p>Integration of Knowledge / Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use illustrations and details to describe its key ideas. <input type="checkbox"/> Identify the author’s details that support the points in the text. <input type="checkbox"/> Identify similarities and differences between two texts on the same topic (illustrations, descriptions, or procedures). <p>Range and Level of Complexity</p> <ul style="list-style-type: none"> <input type="checkbox"/> With support, read informational text appropriate for grade 1. 	<p>Key Ideas / Detail</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask/ answer questions about key details in a text. <input type="checkbox"/> Identify main topic and retell the key details of a text. <input type="checkbox"/> Story Structure – describe characters, setting and events (problem and solution). <p>Craft/Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify feeling words/ phrases in stories/ poems. <input type="checkbox"/> Explain major differences between stories and informational text <input type="checkbox"/> Identify who is telling the story. <p>Integration of Knowledge / Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use illustrations and details to describe its characters, setting, or events. <input type="checkbox"/> Compare and contrast experiences of characters in stories. <input type="checkbox"/> Make cultural connections between text and self. <p>Range and Level of Complexity</p> <ul style="list-style-type: none"> <input type="checkbox"/> With prompts and support, students will read prose (fairy tales/nursery rhymes) and poetry. <p>Response to Literature</p> <ul style="list-style-type: none"> <input type="checkbox"/> Making connections to self, to text, and the world around them.
Foundational Reading Skills	
<p>Print Concept</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding of the organization and basic features of print. <input type="checkbox"/> Parts of a sentence (e.g., first word, capitalization, ending punctuation). <p>Phonological Awareness</p> <ul style="list-style-type: none"> <input type="checkbox"/> Understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> ○ Distinguish long from short vowel sounds in spoken single-syllable words. ○ Put together single-syllable words by blending sounds (phonemes), including consonant blends. ○ Separate and blend initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. <p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> ○ Know the consonant digraphs. ○ Decode one-syllable words. ○ Know silent-<i>e</i> and vowel team for long vowel sounds. ○ Know every syllable must have a vowel sound. ○ Decode two-syllable words by breaking the words into syllables. ○ Read base words with endings. ○ Recognize and read high-frequency spelling words. 	

Fluency

- Read with sufficient accuracy and fluency to support comprehension.
 - Read grade-level text with purpose and understanding.
 - Read grade-level text orally with accuracy, appropriate rate, and expression.
 - Use context clues or self-correction for understanding; rereading as necessary.

Writing Standards

Text Types & Purpose

- Write opinion pieces including: intro topic, opinion, reason for opinion, closure.
- Write informative / explanatory texts including: intro topic, facts, closure.
- Write narrative to recount sequence of events; include details, sequential words to signal event order, and details.

Production and Distribution of Writing (with support)

- Focus on a topic, respond to questions/ suggestions from peers, and add details.
- Use technology/Internet to produce/publish writing, including collaboration with peers.

Research to Build and Present Knowledge

- With peers, research and write projects (utilizing “how to” books to write sequence of instruction).
- Recall experiences or gather information to answer a question.

Response to Literature

- Create and present a poem, dramatization, artwork, or personal response to an author or theme studied in class.

Speaking & Listening Standards

Comprehension/Collaboration

- Engage in collaborative discussions with diverse partners on grade 1 topics using agreed upon rules for discussion
- Student will be able to build on others’ comments and ask clarifying questions.

Presentation of Knowledge / Ideas

- Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
- Add drawings or visual displays to clarify ideas, thoughts, and feelings.
- Produce complete sentences.

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
 - Print all upper- and lowercase letters.
 - Use common, proper, and possessive nouns.
 - Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
 - Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their; anyone, everything*).
 - Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
 - Use frequently occurring adjectives.
 - Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
 - Use determiners in front of a noun to express possession or belonging (e.g., articles (a, an, the), demonstratives (this, these, that, those)).
 - Use frequently occurring prepositions (e.g., *during, beyond, toward*).
 - Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
 - Capitalize dates and names of people.
 - Use end punctuation for sentences.
 - Use commas in dates and to separate single words in a series.
 - Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
 - Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Vocabulary Acquisition and Use

- Using reading strategies (MSV) to determine the meaning of unknown and multiple-meaning words and phrase.
 - Meaning - Skip unknown word, use sentence context as a clue to the meaning.
 - Structure - Use prefix and suffix clues to determine the meaning of a word.
 - Visual - Identify base words and endings (e.g., *looks, looked, looking*).
- With guidance, demonstrate understanding of word relationships and meanings.
 - Sort words into categories.
 - Define words by key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
 - Use real-life experiences to make connections to define words. (e.g., note places at home that are *cozy*).
 - Word Choice – Apply synonyms of verbs (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives (e.g., *large, gigantic*) to convey meaning.

Homer Central School District Common Core Curriculum Guide
Second Grade

Reading Standards for Informational Text	Reading Standards for Literature
<p>Key Ideas / Detail</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask/ answer questions about key details in a text including: who, what, where, when, why, and how. <input type="checkbox"/> Identify main topic of a multiparagraph text as well as the focus of a specific paragraph within a text. <input type="checkbox"/> Describe the connection between a series of historical events, scientific ideas or concepts, or steps in a technical procedure. <p>Craft/Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine the meaning of words and phrases in a text relevant to grade 2 subjects. <input type="checkbox"/> Know and use various text features (captions, bold print, subheadings, headings, glossaries, indexes, electronic menus, icons) to locate key facts. <input type="checkbox"/> Identify the main purpose of a text, including what author wants to answer, explain, or describe. <p>Integration of Knowledge / Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Explain how a specific image can clarify a text (e.g. diagrams). <input type="checkbox"/> Describe how reasons support specific points the author makes in a text. <input type="checkbox"/> Compare and contrast the most important points presented by two texts on the same topic. <p>Range and Level of Complexity</p> <ul style="list-style-type: none"> <input type="checkbox"/> By the end of the year, read and comprehend informational texts, including all content areas in grades 2-3, with scaffolding as needed at the high end of the range. 	<p>Key Ideas / Detail</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask/ answer questions about key details in a text including: who, what, where, when, why, and how. <input type="checkbox"/> Recount and determine the central message in stories, including fables and folktales from diverse cultures. <input type="checkbox"/> Describe how characters respond to major events and challenges. <p>Craft/Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how words and phrases supply rhythm and meaning in a story, poem, or song. (e.g. regular beats, alliteration, rhymes, repeated lines). <input type="checkbox"/> Describe the structure of a story, including introduction and conclusion <input type="checkbox"/> Acknowledge differences in the points of view of characters, including reading aloud with expression. <p>Integration of Knowledge / Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use illustrations/text details to describe its characters, setting, or plot. <input type="checkbox"/> Compare and contrast two or more versions of the same story from different authors or from different cultures. <p>Range and Level of Complexity</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and comprehend literature, including stories and poetry, in grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. <p>Response to Literature</p> <ul style="list-style-type: none"> <input type="checkbox"/> Making connections to self, to text, and the world around them.
Foundational Reading Skills	
<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> <input type="checkbox"/> Know and apply grade-level phonics and word analysis skills in decoding words: <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish between long and short vowels when reading regularly spelled on-syllable words. <input type="checkbox"/> Know spelling-sound correspondences for additional common vowel teams. <input type="checkbox"/> Decode regularly spelled two-syllable words with long vowels. <input type="checkbox"/> Decode words with common prefixes and suffixes. <input type="checkbox"/> Identify words with inconsistent but common spelling-sound correspondences. <input type="checkbox"/> Recognize and read grade-appropriate irregularly spelled words. <p>Fluency</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read with sufficient fluency to support comprehension by reading with purpose, accuracy, appropriate rate, and ability to self-correct word recognition and understanding while reading. 	

Writing Standards

Text Types & Purpose

- Write opinion pieces including: intro topic, opinion, supportive reasons, and closure. Use linking words to connect opinions and reasons.
- Write informative / explanatory texts including: intro topic, facts, closure.
- Write narrative to recount sequence of events; include details that describe actions, thoughts, and feelings, use temporal words to signal event order, and provide sense of closure.

Production and Distribution of Writing (with support)

- With guidance and support from adults and peers, focus on a topic and strengthen writing by revising and editing.
- Use technology/Internet to produce/publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

- Participate in shared research and writing projects.
- Recall experiences or gather information from provided sources to answer a question.

Response to Literature

- Create and present a poem, dramatization, artwork, or personal response to an author or theme studied in class with support as needed.

Speaking & Listening Standards

Comprehension/Collaboration

- Engage in collaborative discussions with diverse partners on grade 2 topics using agreed upon rules for discussion.
- Build on others' comments and ask clarifying questions. Seek to communicate with individuals from different cultural backgrounds.

Presentation of Knowledge / Ideas

- Tell a story/ recount an experience with appropriate facts and relevant details in audible, complete sentences.
- Create audio recordings of stories or poems; add drawings or other visual displays to stories to clarify ideas, thoughts, and feelings.

Language Standards

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking
 - Use collective nouns.
 - Form and use frequently occurring irregular plural nouns (feet, children, teeth, mice).
 - Use reflective pronouns (myself, ourselves).
 - Form and use the past tense of frequently occurring irregular verbs (sat, hid, told).
 - Use adjectives and adverbs, and choose between them depending on what is to be modified.
 - Produce, expand, and rearrange complete simple and compound sentences.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing
 - Capitalize holidays, product names, and geographic names.
 - Use commas in greetings and closing of letters.
 - Use an apostrophe to form contractions and frequently occurring possessives.
 - Generalize learned spelling patterns when writing (cage- badge, boy- boil).
 - Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Vocabulary Acquisition and Use

- Using reading strategies (MSV) to determine the meaning of unknown and multiple-meaning words and phrase.
 - Meaning - Skip unknown word, use sentence context as a clue to the meaning.

- Structure - Use prefix and suffix clues to determine the meaning of a word.
- Visual - Identify base words and endings (e.g., *looks, looked, looking*).
- Use knowledge of the meaning of individual words to predict the meaning of compound words.
- Use glossaries (print and digital) to determine or clarify the meaning of words or phrases.
- Demonstrate understanding of word relationships and meanings
 - Identify real-life connections between words and their use.
 - Distinguish between meaning among closely related adjectives (thin, slender, skinny, scrawny).
 - Use adjectives and adverbs to describe.

Homer Central School District Common Core Curriculum Guide

Third Grade

Reading Standards for Literature	Reading Standards for Informational Texts
<p>Key Ideas / Detail Ask/answer questions to show understanding of text, answer from text. Find main idea/ details in a text. Explain how the details support main idea. Describe characters in a story and explain how their actions contribute to the sequence of events within the story.</p> <p>Craft/Structure Determine meaning of words/ phrases within context, distinguishing literal from nonliteral language. Refer to parts of stories, dramas, or poems when writing or speaking (chapter, scene, and stanza). Describe how each part builds on earlier sections. Distinguish their own point of view from that of the narrator or of the characters.</p> <p>Integration of Knowledge / Ideas Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (create mood, provide emphasis etc.). Compare/contrast the themes, settings, and plots of stories written by the same authors or similar characters (e.g. in books from a series).</p> <p>Range By year end, read/ comprehend stories, dramas, and poetry at the high end of the grade 2-3 text complexity band independently and proficiently. Read with purpose, understanding, accuracy, & fluency, using context to confirm/self-correct word recognition/understanding, rereading as necessary.</p> <p>Response to Literature Recognize & make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. Choose texts based upon personal preferences.</p>	<p>Key Ideas / Detail Ask/ answer questions to show understanding of text, answer from text Identify main idea of text; key details, & explain how they support the idea Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>Craft/Structure Determine the meaning of words and phrases relevant to <i>grade 3</i>. Use text features/ search tools (e.g., key words, sidebars, hyperlinks) to locate info. Distinguish their own point of view from that of the author of a text.</p> <p>Integration of Knowledge / Ideas Use info gained from illustrations (e.g., maps, photographs) & words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). Compare/ contrast important points/ key details in two texts of same topic.</p> <p>Range: By year end, read/comprehend informational texts in all subjects using context to self-correct word recognition/ understanding.</p> <hr/> <p>Phonics and Word Recognition Know/apply grade-level phonics/word analysis skills in decoding words Identify / know the meaning of the most common prefixes and suffixes Decode multisyllable words Read grade-appropriate irregularly spelled words</p>
Writing Standards	
<p>Text Types & Purpose Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce their topic, state an opinion, use organization, use linking words and phrases to make connections, have a concluding statement. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce topic, include illustrations at times, develop topic with facts, definitions, and details, use linking words and phrases, have a conclusion. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Introduce a narrator and/or characters; organize an event sequence that unfolds naturally, use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations, use words to show order, wrap up at the end.</p> <p>Production and Distribution of Writing With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.</p>	

Research to Build and Present Knowledge:

Conduct short research projects that build knowledge about a topic.

Recall info from experiences/gather information from print/digital sources; take brief notes on sources and sort evidence into provided categories.

Range of Writing: Write routinely over long time (time for research, reflection, revision) & shorter (a single sitting or day/two) for range of discipline-specific tasks, purposes, audiences.

Response to Literature: Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.

Speaking & Listening

Comprehension/Collaboration: Engage effectively in range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, build on others' ideas & express their own clearly.

Come to discussions prepared, having read/ studied required material; draw on preparation & other info known about the topic to explore ideas

Follow agreed-upon rules for discussions. Ask/ answer questions about information from a speaker, offering appropriate elaboration and detail.

Seek to understand and communicate with individuals from different cultural backgrounds.

Determine main ideas & supporting details of a text read aloud or info presented in diverse media and formats (visually, quantitatively, & orally).

Presentation of Knowledge / Ideas

Report on a topic/ text, tell a story, or recount experience with appropriate facts / relevant, descriptive details, speaking clearly and understandably.

Create engaging audio recordings of stories poems that demonstrate fluid/ understandable reading; add visuals when appropriate to emphasize facts.

Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Language Standards**Conventions of Standard English: Demonstrate command of the conventions of standard grammar and usage when writing or speaking**

- Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and in sentences.
- Form/ use regular and irregular plural nouns, use abstract nouns (ex. Childhood).
- Form / use regular and irregular verb, form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.
- Ensure subject-verb and pronoun-antecedent agreement.*
- Form/ use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
- Produce simple, compound, and complex sentences, use coordinating and subordinating conjunctions.

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize appropriate words in titles, use commas in addresses, use commas and quotation marks in dialogue, form and use possessives.
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries*)
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts)
- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- Choose words and phrases for effect.
- Recognize and observe differences between the conventions of spoken and written Standard English.

Vocabulary Acquisition and Use: Determine meaning of unknown & multiple meaning grade 3 word/ phrases from a range of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless*)
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings.
- Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
- Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered*).
- Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Homer Central School District Common Core Curriculum Guide - **Fourth Grade**

Reading Standards for Informational Text (50%)	Reading Standards for Literature (50%)
<p>Key Ideas / Detail</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refer to details to explain text when drawing inferences <input type="checkbox"/> Determine main ideas of a text supported by detail <input type="checkbox"/> Explain events/procedures, ideas and concepts in historical, scientific, technological texts <p>Craft/Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine meaning of general academic & domain specific words in subject area text <input type="checkbox"/> Describe the overall structure of events, ideas, concepts, info in texts <input type="checkbox"/> Compare/contrast first and second-hand account of same event or topic with differences in focus <p>Integration of Knowledge / Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret information presented visually, orally, or quantitatively, explaining how info contributes to understanding <input type="checkbox"/> Explain how author uses reasons & evidence to support points <input type="checkbox"/> Integrate info from 2 texts on same topic to write or speak about topic <p>Range</p> <ul style="list-style-type: none"> <input type="checkbox"/> By year's end, read & comprehend informational texts of different content and complexity for grade 4-5 with sufficient accuracy and fluency 	<p>Key Ideas / Detail</p> <ul style="list-style-type: none"> <input type="checkbox"/> Refer to details and examples explicitly when drawing inferences <input type="checkbox"/> Determine theme of story, drama, poem from detail, summation of text <input type="checkbox"/> Describe in depth characters/setting/events, drawing on details with thoughts, words, actions <p>Craft/Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine meaning of words/phrases as used in the text that allude to mythological characters <input type="checkbox"/> Explain major differences between genres of poems, drama, and prose, referring to structural elements <input type="checkbox"/> Compare/contrast the point of view (1st/3rd) <p>Integration of Knowledge / Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make connections between text and visual / oral presentation of text and identify each version's descriptions <input type="checkbox"/> Compare/contrast stories of same genre with similar themes / topics <p>Range: By year's end, read & comprehend stories, drama, poetry at high end of grade 4-5 text with sufficient accuracy and fluency</p> <p>Response to Literature</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make connections in narratives, poetry, drama with cultural perspectives and personal events and situations <input type="checkbox"/> Self-select appropriate text regarding personal preference
Language Standards	
<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate command of Standard English Grammar when writing/speaking <ul style="list-style-type: none"> o Relative pronouns (who, whose, whom, which, that) and relative adverbs. o Form and use the progressive verb tenses. o Use modal auxiliaries (e.g. can, may, must) to convey various conditions. o Order adjectives within sentences (small red bag). o Form and use prepositional phrases. o Produce complete sentences, recognizing fragments and run-ons. o Correctly use frequently confused words (to, too, two). <input type="checkbox"/> Demonstrate command of the conventions of Standard English by using correct capitalization, use commas and quotation marks, use a comma before coordinating a conjunction, and spelling grade-appropriate words correctly, consulting references as needed. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use knowledge of language when writing, speaking, reading, or listening. By choosing words/ phrases to convey ideas precisely, choose punctuation for effect, differentiate between contexts that call for formal (presenting ideas) informal discourse (small group discussion). <input type="checkbox"/> Determine or clarify the meaning of unknown multiple meaning words by using context clues, using common greek/ latin root words, and consulting reference materials (both print and digital). <input type="checkbox"/> Demonstrate understanding of figurative language and word relationships by explaining the meaning of simple similes and metaphors in context, recognizing/ explaining common idioms, adages, and proverbs, and relating words to their antonyms and synonyms. <input type="checkbox"/> Acquire/ use general academic words including those that signal precise actions, emotions, or states of being (quizzed, whined) and that are basic to a particular topic (wildlife, conservation).

Writing Standards

Text Types & Purpose

- Write opinions supporting a point of view with reasons
 - Intro topic, state opinion, create organization to support purpose with reasons using linking words, conclusion.
- Write informative / explanatory text to examine idea
 - Intro topic, provide observation, group related info logically, include formatting with headings and illustration to aide comprehension.
 - Develop topic with facts, quotes, definition, and detail, linking ideas with words and domain-specific vocabulary, provide conclusion.
- Write narrative to develop real or imagined experiences or events using description and sequence.
 - Give situation, intro narrator/char., organize sequence of events using narrative techniques, transitional words, sensory detail, conclusion.

Production and Distribution of Writing

- Produce clear, coherent writing with dev. & organization, purpose, audience that explores a variety of cultures and perspectives
- Develop/strengthen writing using writing process (planning, revising, editing) from peers and teachers
- Use technology/Internet to produce/publish writing as well as to interact and communicate with others; demonstrate command of keyboarding, typing a minimum of one page in a single sitting.

Research to Build and Present Knowledge

- Conduct short research project that build knowledge through investigation of different aspects of a topic.
- Recall info from experiences or gather from print/digital sources, take notes and categorize info, and provide a list of sources.
- Draw evidence from reading standards to support analysis, reflection, research (
- Describe in depth a character, setting, or event drawing on specific details from the text. Explain how an author uses reasons and evidence to support particular points in a text.

Range of Writing

- Write routinely over extended time frames for a range of disciplines and audiences

Response to Literature

- Create original poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.

Speaking & Listening

Comprehension/Collaboration

- Engage in collaborative discussions with diverse partners on grade 4 topics, building on ideas of others by coming to discussions prepared to explore topic using rules, assigned roles, ask/answer questions, review key ideas, communicate w/ different perspectives and cultural backgrounds to think analytically to address problems creatively
- Summarize written text aloud in multi-media formats
- Summarize a speaker's points and explain supporting reasons

Presentation of Knowledge / Ideas

- Report on a topic/text/opinion with sequencing and detail; speak clearly with appropriate pacing
- Include multimedia components with visual display
- Differentiate between contexts that call for formal English (presenting ideas) and informal discourse (small group discussion)

Homer Central School District Common Core Curriculum Guide - **Fifth Grade**

Reading Standards for Informational Text (50%)	Reading Standards for Literature (50%)
<p>Key Ideas / Detail</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quote accurately to explain text to draw inferences <input type="checkbox"/> Determine 2+ main ideas of a text supported by detail <input type="checkbox"/> Relationships/interactions between 2+ individuals, events, ideas in historical/scientific/technological texts <p>Craft/Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine meaning of general academic & domain specific words in content area text with appropriate vocabulary <input type="checkbox"/> Compare/contrast structure of events, ideas, concepts, info in 2+ texts <input type="checkbox"/> Analyze multiple accounts of same event or topic w/ similarities and differences in point of view <p>Integration of Knowledge / Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use info from multiple print or digital sources to locate answers to questions <input type="checkbox"/> Explain / identify how author uses reasons & evidence to support points <input type="checkbox"/> Integrate info from 2+ texts on same topic to write or speak about topic <p>Range</p> <ul style="list-style-type: none"> <input type="checkbox"/> By year's end, read & comprehend informational texts of different content area at high end of grade 4-5 with sufficient accuracy and fluency 	<p>Key Ideas / Detail</p> <ul style="list-style-type: none"> <input type="checkbox"/> Quote accurately to explain text to draw inferences <input type="checkbox"/> Determine theme of story, drama, poem from detail, give reflection, summation of text, character response to challenges <input type="checkbox"/> Compare/contrast 2+ characters/setting/events <p>Craft/Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Metaphors/similes including figurative language & meaning of words <input type="checkbox"/> Point of view influencing events and how author's background and culture affect perspective <p>Integration of Knowledge / Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Analyze visual and multimedia elements contributing to meaning, tone, and beauty of text <input type="checkbox"/> Compare/contrast stories of same genre with similar themes / topics <p>Range</p> <ul style="list-style-type: none"> <input type="checkbox"/> By year's end, read & comprehend stories, drama, poetry at high end of grade 4-5 text with sufficient accuracy and fluency <p>Response to Literature</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make connections in narratives, poetry, drama with cultural perspectives and personal events and situations <input type="checkbox"/> Self-select appropriate text regarding favorite authors <input type="checkbox"/> Categorize and make judgments about quality of piece
<p>Language Standards</p>	
<ul style="list-style-type: none"> <input type="checkbox"/> Explain the function of conjunctions, prepositions, and interjections <input type="checkbox"/> Form and use the perfect verb tenses <input type="checkbox"/> Use verb tense to convey various times, sequences, states, and conditions <input type="checkbox"/> Recognize and correct inappropriate shifts in verb tense <input type="checkbox"/> Use correlative conjunctions (e.g., either/or, neither/nor) <input type="checkbox"/> Use a comma to separate an introductory part from the rest of the sentence <input type="checkbox"/> Use a comma to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence (e.g., <i>It's true, isn't it?</i>), and to indicate direct address <input type="checkbox"/> Use underlining, quotation marks, or italics to indicate titles of works <input type="checkbox"/> Spell grade-appropriate words correctly, consulting references as needed <input type="checkbox"/> Expand, combine, and reduce sentences for meaning, interest, and style 	<ul style="list-style-type: none"> <input type="checkbox"/> Ensure subject-verb and pronoun-antecedent agreement <input type="checkbox"/> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons <input type="checkbox"/> Correctly use frequently confused words (e.g., <i>to/too/two</i>) <input type="checkbox"/> Use punctuation to separate items in a series <input type="checkbox"/> Recognize and explain the meaning of common idioms, adages, proverbs <input type="checkbox"/> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) for meaning <input type="checkbox"/> Use common Greek/Latin roots as clues to the meaning (e.g., <i>photograph</i>) <input type="checkbox"/> Compare and contrast the varieties of English (e.g. dialects, registers) used in stories, dramas, or poems

Writing Standards

Text Types & Purpose

- Write opinions supporting a point of view with reasons
 - Intro topic, state opinion, create organization to support purpose with logically ordered reasons using linking words, conclusion
- Write informative / explanatory text to examine idea
 - Intro topic, provide observation, group related info logically, include formatting with headings and illustration to aide comprehension
 - Develop topic with facts, quotes, definition, and detail, linking ideas with words and domain-specific vocabulary, provide conclusion
- Write narrative to develop real or imagined experiences or events using description and sequence
 - Give situation, intro narrator/char., organize sequence of events using narrative techniques, transitional words, sensory detail, conclusion

Production and Distribution of Writing

- Produce clear, coherent writing with dev. & organization, purpose, audience that explores a variety of cultures and perspectives
- Develop/strengthen writing using writing process from peers and teachers
- Use technology/Internet to produce/publish writing, able to demonstrate command of keyboarding, typing a minimum of two pages per sitting

Research to Build and Present Knowledge

- Conduct short research project using 2+ sources
- Recall info from experiences or gather from print/digital sources, summarize, paraphrase, list sources
- Draw evidence from reading standards to support analysis, reflection, research (compare/contrast, author's reasons)

Range of Writing

- Write routinely over extended time frames for a range of disciplines and audiences

Response to Literature

- Create original poem, narrative, play, art, critique in response to author or theme; recognize/illustrate social, historical, cultural features in texts

Speaking & Listening

Comprehension/Collaboration

- Engage in collaborative discussions with diverse partners on grade 5 topics, building on ideas of others by coming to discussions prepared to explore topic using rules, assigned roles, ask/answer questions, review key ideas, communicate w/ different perspectives and cultural backgrounds to think analytically to address problems creatively
- Summarize written text aloud in multi-media formats
- Summarize a speaker's points and explain supporting reasons

Presentation of Knowledge / Ideas

- Report on a topic/text/opinion with sequencing and detail; speak clearly with appropriate pacing
- Include multimedia components with visual display
- Adapt speech to a variety of contexts and tasks using formal English

Homer Central School District Common Core Curriculum Guide

Sixth Grade

Reading Standards for Informational Text (50%)	Reading Standards for Literature (50%)
<p>Key Ideas/ Detail</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cite texts accurately to explain and draw inferences <input type="checkbox"/> Determine central ideas and support with factual details <input type="checkbox"/> Analyze how a main character, event, or idea is brought into the text, and described, through examples/details <p>Craft/Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine figurative, connotative, and technical meanings of words/phrases in context <input type="checkbox"/> Analyze how sentences, paragraphs, chapters or sections contribute to the development of ideas within the text <input type="checkbox"/> Determine the author’s viewpoint/purpose and how the text conveys it <p>Integration of Knowledge/ Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Integrate different media or formats as well as texts to develop understanding of a topic <input type="checkbox"/> Identify and evaluate an argument and specific claims, distinguishing claims that are supported and claims that are not supported <input type="checkbox"/> Compare/Contrast one author’s interpretation of events with another of the same events-use author’s experience, knowledge and culture for analytical thinking, creative problem solving, and persuading <p>Range</p> <ul style="list-style-type: none"> <input type="checkbox"/> By year’s end, read and comprehend nonfiction in grades 6-8 proficiently, supporting comprehension 	<p>Key Ideas/Detail</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cite texts accurately to explain and draw inferences <input type="checkbox"/> Determine main ideas/theme and support with factual details <input type="checkbox"/> Describe plot sequentially, and how characters respond/change, throughout the text <p>Craft/Structure</p> <ul style="list-style-type: none"> <input type="checkbox"/> Determine figurative and connotative meaning of words/phrases in context and understand how they impact meaning and tone <input type="checkbox"/> Analyze how sentences, chapters, scenes, or stanzas contribute to the development of theme, setting, or plot <input type="checkbox"/> Explain the author’s/narrator’s viewpoint in text and how author’s geographic location/culture affects perspective <p>Integration of Knowledge /Ideas</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare/Contrast text to audio or visual versions of text-contrast what is seen/heard within the text to what they perceive when they listen/watch <input type="checkbox"/> Compare/Contrast different genres’ approach to similar themes/topics <p>Range</p> <ul style="list-style-type: none"> <input type="checkbox"/> By year’s end, read and comprehend literature (poems, stories, dramas, poems) in grades 6-8 proficiently, supporting comprehension. <p>Response to Literature</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make ethical and artistic connections in narratives, poetry, and drama to other ideas, cultural perspectives, personal events and situations <input type="checkbox"/> Self-select appropriate texts based on preferences using specific criteria to classify, select and evaluate the quality of texts
Writing Standards	
<p>Text Types & Purpose</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write arguments with sufficient supporting details and evidence <ul style="list-style-type: none"> <input type="checkbox"/> Introduce claim/organize evidence, support claims with clear reasons using credible sources, clarify relationships, establish/maintain formal style, conclusion <input type="checkbox"/> Write informative/explanatory text to examine ideas <ul style="list-style-type: none"> <input type="checkbox"/> Introduce topic/organize ideas using compare/contrast, cause/effect, etc., include formatting, graphics, and other multimedia <input type="checkbox"/> Develop topic with facts, quotes, definitions and other relevant information, using transitions to show relationships, precise language and vocabulary, maintaining a formal style, conclusion <input type="checkbox"/> Write narratives to develop real or imagined experiences or events using details and sequence <ul style="list-style-type: none"> <input type="checkbox"/> Engage/orient the reader, use dialogue, pacing, and description, use a variety of transitional words, relevant/descriptive sensory details, conclusion <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Produce clear/coherent writing with development & organization, & appropriate to task/purpose/audience, explores a variety of cultures/perspectives <input type="checkbox"/> Develop/strengthen writing using writing process, with support from peers/adults <input type="checkbox"/> Use technology/Internet to produce/publish writing, interact/collaborate with others, demonstrate keyboarding skills typing a minimum of three pages per sitting <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> <input type="checkbox"/> Conduct short research projects to answer a question using several resources 	

- Gather relevant info from multiple print/digital sources, assess credibility, quote/paraphrase, avoid plagiarism, provide basic bibliography
- Draw evidence from reading standards to support analysis, reflection, and research (compare/contrast, identify/evaluate)

Range of Writing

- Write routinely over extended time frames and shorter time frames for specific tasks, purposes, and audiences

Response to Literature

- Create and present work
- Develop a perspective or theme supported by details
- Recognize/illustrate social, historical, cultural features within texts
- Create stories, poems, plays, and other literary forms

Speaking & Listening

Comprehension/Collaboration

- Engage in collaborative discussions with diverse partners on grade 6 topics/texts/issues, building on others' ideas by coming to discussions prepared to explore the topic, follow rules, set goals and deadlines, ask/answer questions, review key ideas and demonstrate understanding, understand/communicate using different perspectives and cultural backgrounds
- Interpret information presented in different media and formats, explain how this contributes to topic/text/issue
 - o Use experience/knowledge of language/logic/culture for analytical thinking, creative problem solving, and persuading
- Describe a speaker's argument and specific claims, distinguishing claims that are supported and claims that are not supported

Presentation of Knowledge / Ideas

- Present claims and findings, sequencing ideas and using descriptions/facts/details to emphasize main idea/theme, speak clearly using appropriate eye contact
- Include multimedia components with visual display
- Adapt speech to a variety of contexts and tasks using formal English

Language Standards

Conventions of Standard English

- Demonstrate understanding of English grammar and usage when writing and speaking
 - o Proper case of pronouns (subjective, objective, possessive)
 - o Intensive pronouns (myself, ourselves)
 - o Recognize/correct inappropriate shifts in pronoun number and person
 - o Recognize/correct vague pronouns (ones with unclear antecedents)
 - o Recognize variations from standard English and their own/others' writing/speaking, identify/use strategies to improve expression
- Demonstrate understanding of capitalization, punctuation, and spelling when writing
 - o Use punctuation (commas, parentheses, dashes) separate ideas
 - o Spell correctly

Knowledge of Language

- Use knowledge of language and conventions when writing, speaking, reading and listening
 - o Vary sentences for meaning, reader/listener interest/style
 - o Maintain consistency in style/tone

Vocabulary Acquisition and Use

- Determine/clarify the meaning of unknown words and multiple-meaning words/phrases using context clues, affixes/root words, reference materials (dictionaries, glossaries, thesauruses)
- Demonstrate understanding of figurative language, word relationships, and tone by interpreting figures of speech in context, using relationships (cause/effect, whole/part, item/category), associating words with similar words
- Acquire/use accurately grade-appropriate words/phrases by gathering vocabulary knowledge for words important to comprehension or expression