|  | **Module Focus (Inclusion)** | **Access Point Standards Focus** |
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| **A**  **U**  **G**  **U**  **S**  **T** |  | Routines and processes established  Determine baselines for learning  Beginning of the year profile completed  LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.  **ACCESS POINTS**  LAFS.K.RL.1.AP.1a With prompting and support, answer questions about key details in a story.  LAFS.K.RL.1.AP.1b With prompting and support, ask questions about key details in a story. |
| **S**  **E**  **P**  **T**  **E**  **M**  **B**  **E**  **R** | Content aligned  Reading Focus: Readers build good habits and retell literature  Writing Focus: Writers build good habits through personal narratives | LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.  **ACCESS POINTS**  LAFS.K.RL.1.AP.1a With prompting and support, answer questions about key details in a story.  LAFS.K.RL.1.AP.1b With prompting and support, ask questions about key details in a story.  LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.  **ACCESS POINTS**  LAFS.K.RL.1.AP.2a With prompting and support, retell a favorite story, including key details.  LAFS.K.RL.1.AP.2b With prompting and support, sequence a set of events in a familiar story.  LAFS.K.RL.1.AP.2c With prompting and support, identify the beginning, middle and ending of a familiar story.  LAFS.K.RL.1.AP.2d Retell a familiar story (i.e., What was the story about?).  LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.  **ACCESS POINTS**  LAFS.K.RL.1.AP.3a With prompting and support, identify characters in a story.  LAFS.K.RL.1.AP.3b With prompting and support, identify major events in a story.  LAFS.K.RL.1.AP.3c With prompting and support identify a setting in a story.  LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  LAFS.K.SL.2.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional details. |
| **O**  **C**  **T**  **O**  **B**  **E**  **R** | Partial Content Alignment  Reading Focus:  Readers read familiar shared text and Just Right Books  Writing Focus: Writers write personal narratives across pages and write list books. | LAFS.K.L.3.4 Determine or clarify the meaning of unknown and multiple‐meaning words and phrases based on kindergarten reading and content.  **ACCESS POINTS**  LAFS.K.L.3.AP.4a Identify an affix or inflectional ending for a frequently occurring word.  LAFS.K.L.3.AP.4b Identify the meaning of common inflections and affixes.  LAFS.K.L.3.AP.4c Use meanings of common inflections and affixes as a clue to the meaning of an unknown word.  LAFS.K.L.3.AP.4d Identify new meanings for familiar words.  LAFS.K.L.3.5 With guidance and support from adults, explore word relationships and nuances in word meanings.  **ACCESS POINTS**  LAFS.K.L.3.AP.5a With guidance and support, sort objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.  LAFS.K.L.3.AP.5b With guidance and support, match the opposites for frequently used verbs and adjectives.  LAFS.K.L.3.AP.5c With guidance and support, use newly acquired words in real‐life context.  LAFS.K.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  **ACCESS POINTS**  LAFS.K.L.3.AP.6a Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  LAFS.K.L.3.AP.6b With guidance and support, use newly acquired words in real‐life context.  LAFS.K.W.1.3 Use a combination of drawing, dictating and writing to 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. |
| **N**  **O**  **V**  **E**  **M**  **B**  **E**  **R**  **/**  **D**  **E**  **C**  **E**  **M**  **B**  **E**  **R** | Partial Content Alignment  Reading Focus: Readers study patterns in Just Right Books and features/key details in informational text  Writing Focus: Writers write informational How to books and All About books | LAFS.K.RL.2.4 With prompting and support, ask and answer questions about unknown words in a text.  **ACCESS POINTS**  LAFS.K.RL.2.AP.4a Ask questions about unknown words in a text.  LAFS.K.RL.2.AP.4b Answer questions about unknown words in a text.  LAFS.K.RF.3.3 Know and apply grade‐level phonics and word analysis skills in decoding words.  **ACCESS POINTS**  LAFS.K.RF.3.AP.3a Recognize the sound(s) for each letter.  LAFS.K.RF.3.AP.3b Produce the sound(s) for each letter.  LAFS.K.RF.3.AP.3c Identify words with long and short vowel sounds for the five major vowel sounds.  LAFS.K.RF.3.AP.3d Identify the sound that differs between two similarly spelled words (e.g., sit hit).  LAFS.K.RF.3.AP.3e Read common kindergarten high‐frequency words by sight.  LAFS.K.RF.4.4 Read emergent‐reader texts with purpose and understanding.  **ACCESS POINTS**  LAFS.K.RF.4.AP.4a Participate in reading emergent‐reader texts.  LAFS.K.RF.4.AP.4b Read emergent‐reader texts with purpose.  LAFS.K.RF.4.AP.4c Indicate something learned or enjoyed in reading emergent‐reader texts.  LAFS.K.RL.2.6 With prompting and support, identify the author and illustrator of a story and define the role of each in telling the story.  **ACCESS POINTS**  LAFS.K.RL.2.AP.6a With prompting and support, identify the author of a familiar story (e.g., Show me the author or show me who wrote the book).  LAFS.K.RL.2.AP.6b With prompting and support, define the role of the author.  LAFS.K.RL.2.AP.6c With prompting and support, identify the illustrator.  LAFS.K.RL.2.AP.6d With prompting and support, define the role of the illustrator.  LAFS.K.W.1.3 Use a combination of drawing, dictating and writing to 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. |
| **J**  **A**  **N**  **U**  **A**  **R**  **Y**  **/**  **F**  **E**  **B**  **1**  **5** | Partial Content Alignment  Reading Focus: Readers use strategies to read the hard parts in Just Right books and Readers read with fluency, expression and drama  Writing: (Opinion)  Writers write narrative and opinion pieces | LAFS.K.RI.3.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g.,what person, place, thing, or idea in the text an illustration depicts).  **ACCESS POINTS**  LAFS.K.RI.3.AP.7a Identify a labeled photo or diagram or graphic from within an informational text.  LAFS.K.RI.3.AP.7b With prompting and support, interpret the information provided in photographs, diagrams or graphics and the text in which they appears (e.g., what person, place, thing or idea in the text an illustration depicts).  LAFS.K.RI.3.8 With prompting and support, identify the reasons an author gives to support points in a text.  **ACCESS POINTS**  LAFS.K.RI.3.AP.8a With prompting and support, identify the facts an author gives to support points in a text.  LAFS.K.RI.3.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).  **ACCESS POINTS**  LAFS.K.RI.3.AP.9a With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., imaginary or real bear; photograph versus illustration of something not real).  LAFS.K.W.1.1 Use a combination of drawing dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or the book (i.e. My favorite book is…) |
| **F**  **E**  **B**  **1**  **5**  **/**  **M**  **A**  **R**  **C**  **H** | Partial Content Alignment  Reading Focus:  Being strategic & flexible readers: literary, informational, & hybrid texts  Reading Earth Science or DBQ  Writing Focus: (Info./Exp.)  Writing & designing webpages | LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.  **ACCESS POINTS**  LAFS.K.RL.1.AP.1a With prompting and support, answer questions about key details in a story.  LAFS.K.RL.1.AP.1b With prompting and support, ask questions about key details in a story.  LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.  **ACCESS POINTS**  LAFS.K.RL.1.AP.2a With prompting and support, retell a favorite story, including key details.  LAFS.K.RL.1.AP.2b With prompting and support, sequence a set of events in a familiar story.  LAFS.K.RL.1.AP.2c With prompting and support, identify the beginning, middle and ending of a familiar story.  LAFS.K.RL.1.AP.2d Retell a familiar story (i.e., What was the story about?).  LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.  **ACCESS POINTS**  LAFS.K.RL.1.AP.3a With prompting and support, identify characters in a story.  LAFS.K.RL.1.AP.3b With prompting and support, identify major events in a story.  LAFS.K.RL.1.AP.3c With prompting and support identify a setting in a story.  LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. |
| **A**  **P**  **R**  **I**  **L**  **/**  **M**  **A**  **Y** | Partial Content Alignment  Reading Focus: (Literature)  Reading mysteries in book clubs/partnerships  Writing Focus: (Narrative)  Writing Mysteries | LAFS.K.RL.1.1 With prompting and support, ask and answer questions about key details in a text.  **ACCESS POINTS**  LAFS.K.RL.1.AP.1a With prompting and support, answer questions about key details in a story.  LAFS.K.RL.1.AP.1b With prompting and support, ask questions about key details in a story.  LAFS.K.RL.1.2 With prompting and support, retell familiar stories, including key details.  **ACCESS POINTS**  LAFS.K.RL.1.AP.2a With prompting and support, retell a favorite story, including key details.  LAFS.K.RL.1.AP.2b With prompting and support, sequence a set of events in a familiar story.  LAFS.K.RL.1.AP.2c With prompting and support, identify the beginning, middle and ending of a familiar story.  LAFS.K.RL.1.AP.2d Retell a familiar story (i.e., What was the story about?).  LAFS.K.RL.1.3 With prompting and support, identify characters, settings, and major events in a story.  **ACCESS POINTS**  LAFS.K.RL.1.AP.3a With prompting and support, identify characters in a story.  LAFS.K.RL.1.AP.3b With prompting and support, identify major events in a story.  LAFS.K.RL.1.AP.3c With prompting and support identify a setting in a story.  LAFS.K.W.1.1 Use a combination of drawing dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or the book (i.e. My favorite book is…)  LAFS.K.W.1.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.  LAFS.K.W.1.3 Use a combination of drawing, dictating and writing to 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.  Testing/benchmarking  End of the year student profiles completed |

# ***First Grade ELA***

|  | **Module Focus (Inclusion)** | **Access Point Standards Focus** |
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| **A**  **U**  **G**  **U**  **S**  **T** |  | Routines and processes established  Determine baselines for learning  Beginning of the year profile completed  LAFS.1.RL.1.1 Ask and answer questions about key details in a text.  **ACCESS POINTS**  LAFS.1.RL.1.AP.1a Answer questions about key details in a story (e.g., who, what, when, where, why).  LAFS.1.RL.1.AP.1b Ask questions about key details in a familiar story.  LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson. |
| **S**  **E**  **P**  **T**  **E**  **M**  **B**  **E**  **R** | Content aligned  Reading Focus: (Literature)  Readers build good habits  Writing Focus: (Narrative)  Writing personal narrative | LAFS.1.RL.1.1 Ask and answer questions about key details in a text.  **ACCESS POINTS**  LAFS.1.RL.1.AP.1a Answer questions about key details in a story (e.g., who, what, when, where, why).  LAFS.1.RL.1.AP.1b Ask questions about key details in a familiar story.  LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **ACCESS POINTS**  LAFS.1.RL.1.AP.2a Retell a favorite text, including key details.  LAFS.1.RL.1.AP.2b Use details to tell what happened in a story.  LAFS.1.RL.1.AP.2c Retell the sequence of events in a story.  LAFS.1.RL.1.AP.2d Retell stories and demonstrate understanding of their central message or lesson.  LAFS.1.RL.1.3 Describe characters, settings and major events in a story, using key details.  **ACCESS POINTS**  LAFS.1.RL.1.AP.3a Identify events in a familiar story.  LAFS.1.RL.1.AP.3b Use signal words (e.g., first, next, after, before) and key text details to describe the events of a story.  LAFS.1.RL.1.AP.3c Identify and/or describe the characters from a story.  LAFS.1.RL.1.AP.3d Identify and/or describe a major event from a story.  LAFS.1.RL.1.AP.3e Answer questions regarding key events of stories.  LAFS.1.RL.1.AP.3f Identify and/or describe a setting in a story.  LAFS.1.RL.1.AP.3g Describe feelings of characters.  LAFS.1.W.1.3 Write narratives in which they recount 2 or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. |
| **O**  **C**  **T**  **O**  **B**  **E**  **R** | Content aligned  Reading Focus: (Informational)  Becoming experts about life science topics by reading lots of books (often on the same topic)  Writing Focus: (Info./Expository)  Writing all about topics | LAFS.1.L.3.4 Determine or clarify the meaning of unknown and multiple‐meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.  a. Use sentence‐level context as a clue to the meaning of a word or phrase.  b. Use frequently occurring affixes as a clue to the meaning of a word.  c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).  **ACCESS POINTS**  LAFS.1.L.3.AP.4a Use frequently occurring affixes as a clue to determine the meaning of the word.  LAFS.1.L.3.AP.4b Use context within a sentence as a clue to determine the meaning of a word or phrase.  LAFS.1.L.3.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.  Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.  **ACCESS POINTS**  LAFS.1.L.3.AP.5a With guidance and support, identify the category for a given word (e.g., a duck is a bird).  LAFS.1.L.3.AP.5b With guidance and support, sort labeled objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.  LAFS.1.L.3.AP.5c With guidance and support from adults, sort words or picture cards with words into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.  LAFS.1.L.3.AP.5d With guidance and support, use newly acquired words in real‐life context.  LAFS.1.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., I named my hamster Nibblet because she nibbles too much because she likes that).  LAFS.1.L.3.AP.6a Use words and phrases acquired through conversations, reading and being read to, and responding to texts, or when adding captions or simple sentences to illustrations or drawings, including using frequently occurring conjunctions to signal simple relationships (e.g., because).  LAFS.1.L.3.AP.6b With guidance and support, use newly acquired words in real‐life context.  LAFS.1.L.3.AP.6c Use frequently occurring conjunctions to signal simple relationships.  LAFS.1.SL.2.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.  LAFS.1.W.1.2Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| **N**  **O**  **V**  **E**  **M**  **B**  **E**  **R**  **/**  **D**  **E**  **C**  **E**  **M**  **B**  **E**  **R** | Content aligned  Reading Focus: (Literature)  Readers tackle tricky words & retell stories  Writing Focus: (Opinion)  Writing letters sharing opinion | LAFS.1.RL.2.6 Identify who is telling the story at various points in a text.  **ACCESS POINTS**  LAFS.1.RL.2.AP.6a Identify different points of view different characters in a story. (e.g., who thinks it is a bad idea to play a joke on a friend?).  LAFS.1.RL.2.4 Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.  **ACCESS POINTS**  LAFS.1.RL.2.AP.4a Ask questions to help determine or clarify the meaning of words in a text that suggest feelings or appeal to the senses.  LAFS.1.RL.2.AP.4b Answer questions to help determine or clarify the meaning of words in a text that suggest feelings or appeal to the senses.  LAFS.1.RL.2.AP.4c Ask questions to help determine or clarify the meaning of phrases in a text that suggest feelings or appeal to the senses.  LAFS.1.RL.2.AP.4d Answer questions to help determine or clarify the meaning of phrases in a text that suggest feelings or appeal to the senses.  LAFS.1.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  a. Read on‐level text with purpose and understanding.  b. Read on‐level text orally with accuracy, appropriate rate and expression on successive readings.  c. Use context to confirm or self‐correct word recognition and understanding, rereading as necessary.  **ACCESS POINTS**  LAFS.1.RF.4.AP.4a Practice self‐monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self‐correct, ask questions confirm predictions).  LAFS.1.RF.4.AP.4b Read grade‐level text with accuracy and appropriate rate on successive attempts.  LAFS.1.RF.4.AP.4c Read grade‐level text with accuracy, appropriate rate and expression (when applicable) on successive readings.  LAFS.1.RL.2.6 Identify who is telling the story at various points in a text.  **ACCESS POINT**  LAFS.1.RL.2.AP.6a Identify different points of view different characters in a story. (e.g., who thinks it is a baidea to play a joke on a friend?).  LAFS.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |
| **J**  **A**  **N**  **/**  **F**  **E**  **B**  **.**  **1**  **5** | Content aligned  Reading Focus: (Informational)  Learning all about America’s symbols  Writing Focus: (Opinion)  Writing opinions essays | LAFS.1.RI.3.7 Use the illustrations and details in a text to describe its key ideas.  **ACCESS POINTS**  LAFS.1.RI.3.AP.7a Use the photos, diagrams or graphics in a text to describe or identify its key ideas.  LAFS.1.RI.3.AP.7b Use the details in a text to describe its key ideas.  LAFS.1.RI.3.8 Identify the reasons an author gives to support points in a text.  **ACCESS POINTS**  LAFS.1.RI.3.AP.8a Identify the facts and details an author gives to support points in a text.  LAFS.1.RI.3.9 Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).  **ACCESS POINTS**  LAFS.1.RI.3.AP.9a Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions procedures).  LAFS.1.RI.3.AP.9b Identify basic differences between two texts on the same topic (e.g., in illustrations, descriptions or procedures).  LAFS.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |
| **F**  **E**  **B**  **.**  **1**  **5**  **/**  **M**  **A**  **R C**  **H** | Content aligned  Reading Focus: (Lit.) Readers study characters  Writing Focus: (Info./Exp.)  Studying informational structures to write description around characters | LAFS.1.RL.1.1 Ask and answer questions about key details in a text.  **ACCESS POINTS**  LAFS.1.RL.1.AP.1a Answer questions about key details in a story (e.g., who, what, when, where, why).  LAFS.1.RL.1.AP.1b Ask questions about key details in a familiar story.  LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **ACCESS POINTS**  LAFS.1.RL.1.AP.2a Retell a favorite text, including key details.  LAFS.1.RL.1.AP.2b Use details to tell what happened in a story.  LAFS.1.RL.1.AP.2c Retell the sequence of events in a story.  LAFS.1.RL.1.AP.2d Retell stories and demonstrate understanding of their central message or lesson.  LAFS.1.RL.1.3 Describe characters, settings and major events in a story, using key details.  **ACCESS POINTS**  LAFS.1.RL.1.AP.3a Identify events in a familiar story.  LAFS.1.RL.1.AP.3b Use signal words (e.g., first, next, after, before) and key text details to describe the events of a story.  LAFS.1.RL.1.AP.3c Identify and/or describe the characters from a story.  LAFS.1.RL.1.AP.3d Identify and/or describe a major event from a story.  LAFS.1.RL.1.AP.3e Answer questions regarding key events of stories.  LAFS.1.RL.1.AP.3f Identify and/or describe a setting in a story.  LAFS.1.RL.1.AP.3g Describe feelings of characters.  LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. |
| **A**  **P**  **R**  **I**  **L**  **/**  **M**  **A**  **Y** | Content aligned  Reading Focus: (Literature)  Readers think deeper about their reading  Writing Focus: (Narrative)  Writing realistic fiction like authors (4 weeks)  \*Writer’s choice (2 weeks) | LAFS.1.RL.1.1 Ask and answer questions about key details in a text.  **ACCESS POINTS**  LAFS.1.RL.1.AP.1a Answer questions about key details in a story (e.g., who, what, when, where, why).  LAFS.1.RL.1.AP.1b Ask questions about key details in a familiar story.  LAFS.1.RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.  **ACCESS POINTS**  LAFS.1.RL.1.AP.2a Retell a favorite text, including key details.  LAFS.1.RL.1.AP.2b Use details to tell what happened in a story.  LAFS.1.RL.1.AP.2c Retell the sequence of events in a story.  LAFS.1.RL.1.AP.2d Retell stories and demonstrate understanding of their central message or lesson.  LAFS.1.RL.1.3 Describe characters, settings and major events in a story, using key details.  **ACCESS POINTS**  LAFS.1.RL.1.AP.3a Identify events in a familiar story.  LAFS.1.RL.1.AP.3b Use signal words (e.g., first, next, after, before) and key text details to describe the events of a story.  LAFS.1.RL.1.AP.3c Identify and/or describe the characters from a story.  LAFS.1.RL.1.AP.3d Identify and/or describe a major event from a story.  LAFS.1.RL.1.AP.3e Answer questions regarding key events of stories.  LAFS.1.RL.1.AP.3f Identify and/or describe a setting in a story.  LAFS.1.RL.1.AP.3g Describe feelings of characters.  LAFS.1.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  LAFS.1.W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.  LAFS.1.W.1.3 Write narratives in which they recount 2 or more appropriately sequenced events, including some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.  LAFS.1.SL.2.4 Describe, people, places, things, and events with relevant details, expressing ideas and feelings clearly.  Testing/benchmarking  Complete end of the year student profiles |

# ***Second Grade ELA***

|  | **Module Focus (Inclusion)** | **Access Point Standards focus** |
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| **A**  **U**  **G**  **U**  **S**  **T** |  | Routines and processes established  Determine baselines for learning  Beginning of the year profile completed  LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **ACCESS POINTS**  LAFS.2.RL.1.AP.1a Answer who, what, where, when, why and how questions using key details from text.  LAFS.2.RL.1.AP.1b Ask who, what, where, when, why and how questions to demonstrate understanding of key details from text. |
| **S**  **E**  **P**  **T**  **E**  **M**  **B**  **E**  **R** | Content aligned  Reading Focus: (Literature) Reading fiction/author studies  Writing Focus: (Narrative)  Writing personal narrative by studying authors we love | LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **ACCESS POINTS**  LAFS.2.RL.1.AP.1a Answer who, what, where, when, why and how questions using key details from text.  LAFS.2.RL.1.AP.1b Ask who, what, where, when, why and how questions to demonstrate understanding of key details from text.  LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.  **ACCESS POINTS**  LAFS.2.RL.1.AP.3a Describe or select a description of a major event or problem in a story.  LAFS.2.RL.1.AP.3b Describe or select a description of how characters respond to major events or problems in a story.  LAFS.2.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, using temporal words to signal event order, and provide some sense of closure. |
| **O**  **C**  **T**  **O**  **B**  **E**  **R** | Content aligned  Reading Focus: (Informational) Reading about America  Writing Focus: (Info/exp.)  Writing all about books | LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **ACCESS POINTS**  LAFS.2.RL.1.AP.2a Use details to recount stories, including fables and folktales from diverse cultures.  LAFS.2.RL.1.AP.2b Determine the central message, lesson or moral of fables and folktales from diverse cultures.  LAFS.2.L.3.4 Determine or clarify the meaning of unknown and multiple‐meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.  **ACCESS POINTS**  LAFS.2.L.3.AP.4a Determine the meaning of a new word formed when a known prefix is added to the known word or root.  LAFS.2.L.3.AP.4b Use knowledge of the meaning of individual words to predict the meaning of compound words.  LAFS.2.L.3.AP.4c Use sentence context as a clue to the meaning of a word or phrase.  LAFS.2.L.3.AP.4d Use a glossary or beginning dictionary to determine the meaning of a word.  LAFS.2.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.  **ACCESS POINTS**  LAFS.2.L.3.AP.5a Distinguish shades of meaning among related verbs and adjectives by defining them or acting out their meaning.  LAFS.2.L.3.AP.5b Use newly acquired words in real‐life context.  LAFS.2.L.3.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).  **ACCESS POINTS**  LAFS.2.L.3.AP.6a Use words and phrases acquired through conversations, reading and being read to, andresponding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).  LAFS.2.L.3.AP.6b Identify connections with previously understood words to acquire the meaning of a new word  LAFS.2.L.3.AP.6c Use newly acquired words in real‐life context.  LAFS.2.L.3.AP.6d Use adjectives to describe nouns.  LAFS.2.L.3.AP.6e Use adverbs to describe verbs.  LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| **N**  **O**  **V**  **E**  **B**  **M**  **E**  **R**  **/**  **D**  **E**  **C**  **E**  **M**  **B**  **E**  **R** | Content aligned  Reading Focus: (Literature) Reading literary text with strong characters  Writing Focus: (Opinion) Writing letters about characters in lit. | LAFS.2.RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.  **ACCESS POINTS**  LAFS.2.RL.2.AP.4a Identify the literary devices (e.g., regular beats, alliteration, rhymes, repeated lines) in a story, poem or song.  LAFS.2.RL.2.AP.4b Describe how the literary devices (e.g., regular beats, alliteration, rhymes, and repeated lines) supply meaning in a story, poem or song.  LAFS.2.RF.3.3 Know and apply grade‐level phonics and word analysis skills in decoding words.  **ACCESS POINTS**  LAFS.2.RF.3.AP.3a Identify long and short vowels in regularly spelled one‐syllable words.  LAFS.2.RF.3.AP.3b Decode regularly spelled one‐syllable words with long vowels.  LAFS.2.RF.3.AP.3c Decode regularly spelled two‐syllable words with long vowels.  LAFS.2.RF.3.AP.3d Decode words with common prefixes and suffixes.  LAFS.2.RF.3.AP.3e Identify words with inconsistent but common spelling‐sound correspondences.  LAFS.2.RF.3.AP.3f Recognize and/or read grade‐appropriate irregularly spelled words.  LAFS.2.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  **ACCESS POINTS**  LAFS.2.RF.4.AP.4a Practice self‐monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self‐correct, ask questions and confirm predictions).  LAFS.2.RF.4.AP.4b Identify grade‐level words with accuracy and on successive attempts.  LAFS.2.RF.4.AP.4c Read grade‐level text with accuracy, appropriate rate and expression (when applicable) on successive readings.  LAFS.2.RF.4.AP.4d Use context to confirm or self‐correct word recognition.  LAFS.2.RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.  **ACCESS POINT**  LAFS.2.RL.2.AP.6a Identify the different points of view of different characters in a story (e.g., who thinks it is a bad idea to play a joke on a friend?)  LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |
| **J**  **A**  **N**  **/**  **F**  **E**  **B**  **15** | Content aligned  Reading Focus: (Literature & Informational) Reading fables, folktales, fairy tales & info. text  Writing Focus: (Opinion)  Writing literary essays | LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **ACCESS POINTS**  LAFS.2.RL.1.AP.2a Use details to recount stories, including fables and folktales from diverse cultures.  LAFS.2.RL.1.AP.2b Determine the central message, lesson or moral of fables and folktales from diverse cultures.  LAFS.2.RI.3.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.  **ACCESS POINTS**  LAFS.2.RI.3.AP.7a Explain or identify what specific images teach the reader to do or tell the reader.  LAFS.2.RI.3.8 Describe how an author uses reasons to support specific points in a text.  **ACCESS POINTS**  LAFS.2.RI.3.AP.8a Identify the facts and details an author gives to support points in a text.  LAFS.2.RI.3.AP.8b Describe how facts and details support specific points the author makes in a text.  LAFS.2.RI.3.9 Compare and contrast the most important points presented by two texts on the same topic.  **ACCESS POINTS**  LAFS.2.RI.3.AP.9a Compare the most important points presented by two texts on the same topic.  LAFS.2.RI.3.AP.9b Contrast the most important points presented by two texts on the same topic.  LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |
| **F**  **E**  **B**  **15**  **/**  **M**  **A**  **R**  **C**  **H** | Content aligned  Reading Focus: (Informational) Reading informational text on 1-2 Earth Science topics  Writing Focus: (Informative/Explanatory) Writing science lab reports/ science books | LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **ACCESS POINTS**  LAFS.2.RL.1.AP.1a Answer who, what, where, when, why and how questions using key details from text.  LAFS.2.RL.1.AP.1b Ask who, what, where, when, why and how questions to demonstrate understanding of key details from text.  LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **ACCESS POINTS**  LAFS.2.RL.1.AP.2a Use details to recount stories, including fables and folktales from diverse cultures.  LAFS.2.RL.1.AP.2b Determine the central message, lesson or moral of fables and folktales from diverse cultures.  LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.  **ACCESS POINTS**  LAFS.2.RL.1.AP.3a Describe or select a description of a major event or problem in a story.  LAFS.2.RL.1.AP.3b Describe or select a description of how characters respond to major events or problems in a story.  LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section. |
| **A**  **P**  **R**  **I**  **L**  **/**  **M**  **A**  **Y** | Content aligned  Reading Focus: (Literature) Book clubs/partnerships around series books  Writing Focus: (Narrative) Writing realistic fiction | LAFS.2.RL.1.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.  **ACCESS POINTS**  LAFS.2.RL.1.AP.1a Answer who, what, where, when, why and how questions using key details from text.  LAFS.2.RL.1.AP.1b Ask who, what, where, when, why and how questions to demonstrate understanding of key details from text.  LAFS.2.RL.1.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.  **ACCESS POINTS**  LAFS.2.RL.1.AP.2a Use details to recount stories, including fables and folktales from diverse cultures.  LAFS.2.RL.1.AP.2b Determine the central message, lesson or moral of fables and folktales from diverse cultures.  LAFS.2.RL.1.3 Describe how characters in a story respond to major events and challenges.  **ACCESS POINTS**  LAFS.2.RL.1.AP.3a Describe or select a description of a major event or problem in a story.  LAFS.2.RL.1.AP.3b Describe or select a description of how characters respond to major events or problems in a story.  LAFS.2.W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.  LAFS.2.W.1.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.  LAFS.2.W.1.3 Write narratives in which they recount two or more appropriately sequenced events, including some details regarding what happened, using temporal words to signal event order, and provide some sense of closure.  LAFS.2.SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.  Testing/benchmarking  Complete end of the year student profiles |

# ***Third Grade ELA***

|  | **Module Focus (Inclusion)** | **Access Point Standards Focus** |
| --- | --- | --- |
| **A**  **U**  **G**  **U**  **S**  **T** |  | Routines and processes established  Determine baselines for learning  Beginning of the year profile completed  LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  **ACCESS POINTS**  LAFS.3.RI.1.AP.2a Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.  LAFS.3.RI.1.AP.2b Determine the main idea of a text; recount the key details and explain how they support the main idea.  LAFS.3.RI.1.AP.2c Identify facts that an author uses to support a specific point or opinion.  LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  **ACCESS POINTS**  LAFS.3.RI.3.AP.7a Use illustrations (e.g., maps, photographs) in informational texts to answer questions.  LAFS.3.RI.3.AP.7b Identify information learned from illustrations and information learned from the words in an informational text.  LAFS.3.RI.3.AP.7c Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  LAFS.3.RI.3.AP.7d Within informational texts, locate or identify evidence in the text or graphics to support the central ideas. |
| **S**  **E**  **P**  **T**  **E**  **M**  **B**  **E**  **R** | Content aligned  Reading Focus: (Literature) Reading realistic fiction  Writing Focus: (Narrative)  Crafting stories | LAFS.3.RL.1.2 Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral, and explain how it is conveyed through key details in the text.  **ACCESS POINTS**  LAFS.3.RL.1.AP.2a Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.  LAFS.3.RL.1.AP.2b Use details to recount stories, including fables and folktales from diverse cultures.  LAFS.3.RL.1.AP.2c Use information in the text to determine and explain a lesson learned by a character or theme within the story.  LAFS.3.RL.1.AP.2d Read or listen to and recount self‐selected stories, fables, folktales, myths and other types of texts.  LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  **ACCESS POINTS**  LAFS.3.RL.1.AP.3a Describe a character’s traits in a story using details from the text and illustrations.  LAFS.3.RL.1.AP.3b Explain how characters' actions contribute to the sequence of events/plot.  LAFS.3.RL.1.AP.3c Explain a character’s motivation in a story using the character’s thoughts, words and actions as evidence from the text.  LAFS.3.RL.1.AP.3d Explain a character’s feelings in a story using the character’s thoughts, words and actions as evidence from the text.  LAFS.3.RL.1.AP.3e Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).  LAFS.3.RL.1.AP.3f Analyze how a character’s point of view influences a conflict within a text.  LAFS.3.RF.4.4 Read with sufficient accuracy and fluency to support comprehension.  **ACCESS POINTS**  LAFS.3.RF.4.AP.4a Practice self‐monitoring strategies to aid comprehension (e.g., reread, use visuals or cueing system, self‐correct, ask questions and confirm predictions).  LAFS.3.RF.4.AP.4b Identify grade‐level words with accuracy.  LAFS.3.RF.4.AP.4c Read text (including prose and poetry) with accuracy, appropriate rate and expression (when applicable) on successive readings.  LAFS.3.RF.4.AP.4d Use context to confirm or self‐correct word recognition.  LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| **O**  **C**  **T**  **O**  **B**  **E**  **R** | Content aligned  Reading Focus:  (Informational)  Reading Life Science  Writing Focus: (Informative/Explanatory)  Writing all about books & essays | LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  **ACCESS POINTS**  LAFS.3.RI.1.AP.2a Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.  LAFS.3.RI.1.AP.2b Determine the main idea of a text; recount the key details and explain how they support the main idea.  LAFS.3.RI.1.AP.2c Identify facts that an author uses to support a specific point or opinion.  LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  **ACCESS POINTS**  LAFS.3.RI.3.AP.7a Use illustrations (e.g., maps, photographs) in informational texts to answer questions.  LAFS.3.RI.3.AP.7b Identify information learned from illustrations and information learned from the words in an informational text.  LAFS.3.RI.3.AP.7c Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  LAFS.3.RI.3.AP.7d Within informational texts, locate or identify evidence in the text or graphics to support the central ideas.  LAFS.3.RI.3.8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  **ACCESS POINTS**  LAFS.3.RI.3.AP.8a Identify signal words that help determine the text structure in an informational text.  LAFS.3.RI.3.AP.8b Describe the connection between sentences and paragraphs in a text (order, comparison and cause/effect).  LAFS.3.RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.  **ACCESS POINTS**  LAFS.3.RI.3.AP.9a Compare the similarities of two or more texts or adapted texts on the same topic or by the same author.  LAFS.3.RI.3.AP.9b Contrast the differences of two texts or adapted texts on the same topic or by the same author.  LAFS.3.RI.3.AP.9c When researching a topic, compare and contrast the most important points and key details presented in two informational texts on the same topic.  LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| **N**  **O**  **V**  **E**  **M**  **B**  **E**  **R**  **/**  **D**  **E**  **C**  **E**  **M**  **B**  **E**  **R** | Content aligned  Reading Focus: (Lit.)Reading fairy tales, folktales, fables, & RF  Writing Focus: (Opinion)  Writing personal opinions and text-based opinions | LAFS.3.RF.3.3 Know and apply grade‐level phonics and word analysis skills in decoding words.  **ACCESS POINTS**  LAFS.3.RF.3.AP.3a Identify the meaning of most common prefixes.  LAFS.3.RF.3.AP.3b Identify the meaning of most common suffixes.  LAFS.3.RF.3.AP.3c Decode multi‐syllable words.  LAFS.3.RF.3.AP.3d Recognize and/or read grade‐appropriate irregularly spelled words.  LAFS.3.RL.1.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **ACCESS POINTS**  LAFS.3.RL.1.AP.1a Answer questions related to characters, setting, events or conflicts.  LAFS.3.RL.1.AP.1b Answer questions (literal and inferential) and refer to text to support your answers.  LAFS.3.RL.1.AP.1c Support inferences, opinions and conclusions using evidence from the text, including illustrations.  LAFS.3.RL.1.AP.1d Ask questions about the text (relationship between characters, events, conflicts) to demonstrate understanding.  LAFS.3.RL.2.6 Distinguish their own point of view from that of the narrator or those of the characters.  **ACCESS POINTS**  LAFS.3.RL.2.AP.6a Identify narrator's or character’s point of view.  LAFS.3.RL.2.AP.6b Identify own point of view.  LAFS.3.RL.2.AP.6c Distinguish their own point of view from that of the narrator or those of the characters.  LAFS.3.L.3.4 Determine or clarify the meaning of unknown and multiple‐meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.  **ACCESS POINTS**  LAFS.3.L.3.AP.4a Use a known root word as a clue to the meaning of an unknown word with the same root.  LAFS.3.L.3.AP.4b Determine the meaning of the new word formed when a known affix is added to a known word.  LAFS.3.L.3.AP.4c Use sentence context as a clue to the meaning of a new word, phrase, or multiple meaning word.  LAFS.3.L.3.AP.4d Use a glossary or dictionary to determine the meaning of a word.  LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| **J**  **A**  **N**  **U**  **A**  **R**  **Y**  **/**  **F**  **E**  **B**  **.**  **1**  **5** | Content aligned  Reading Focus: (Informational)  Reading about civics  Writing: (Opinion)  Writing text-based opinion essays/letters/speeches | LAFS.3.RI.2.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.  **ACCESS POINTS**  LAFS.3.RI.2.AP.5a Identify and explain the purpose of a variety of text features (table of contents, index, glossary, charts and subheadings).  LAFS.3.RI.2.AP.5b Use text features (captions, maps illustrations) to locate information relevant to a given topic or question.  LAFS.3.RI.2.AP.5c Use search tools (e.g., sidebars, icons, glossary, hyperlinks) to locate information relevant to a given topic.  LAFS.3.L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.  **ACCESS POINTS**  LAFS.3.L.3.AP.5a Identify and sort shades of meaning words from general to specific or lesser to specific.  LAFS.3.L.3.AP.5b Identify word relationships and meanings of homonyms, synonyms and antonyms.  LAFS.3.L.3.AP.5c Use newly acquired words in real‐life context.  LAFS.3.L.3.AP.5d Distinguish literal from non‐literal meanings of words and phrases in context.  LAFS.3.SL.1.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  **ACCESS POINTS**  LAFS.3.SL.1.AP.2a Determine the central message, lesson or moral of a text read aloud or presented in diverse media and formats, including visually, quantitatively and orally.  LAFS.3.SL.1.AP.2b Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.  LAFS.3.SL.1.AP.2c Identify supporting details of an informational text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.  LAFS.3.SL.1.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  **ACCESS POINTS**  LAFS.3.SL.1.AP.3a Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| **F**  **E**  **B**  **R**  **A**  **R**  **Y**  **1**  **5**  **/**  **M**  **A**  **R**  **C**  **H** | Content aligned  Reading Focus:  Being strategic & flexible readers: literary, informational, & hybrid texts  Reading Earth Science or DBQ  Writing Focus: (Info./Exp.)  Writing & designing webpages | **FSAA Administration window opens February 25th**  LAFS.3.RL.1.2 Recount stories, including fables, folktales and myths from diverse cultures; determine the central message, lesson or moral, and explain how it is conveyed through key details in the text.  **ACCESS POINTS**  LAFS.3.RL.1.AP.2a Identify the central message (theme), lesson, or moral within a story, folktale, or fable from diverse cultures.  LAFS.3.RL.1.AP.2b Use details to recount stories, including fables and folktales from diverse cultures.  LAFS.3.RL.1.AP.2c Use information in the text to determine and explain a lesson learned by a character or theme within the story.  LAFS.3.RL.1.AP.2d Read or listen to and recount self‐selected stories, fables, folktales, myths and other types of texts.  LAFS.3.RL.1.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.  **ACCESS POINTS**  LAFS.3.RL.1.AP.3a Describe a character’s traits in a story using details from the text and illustrations.  LAFS.3.RL.1.AP.3b Explain how characters' actions contribute to the sequence of events/plot.  LAFS.3.RL.1.AP.3c Explain a character’s motivation in a story using the character’s thoughts, words and actions as evidence from the text.  LAFS.3.RL.1.AP.3d Explain a character’s feelings in a story using the character’s thoughts, words and actions as evidence from the text.  LAFS.3.RL.1.AP.3e Describe how a character changed in a story (e.g., different words, thoughts, feelings, actions).  LAFS.3.RL.1.AP.3f Analyze how a character’s point of view influences a conflict within a text.  LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  **ACCESS POINTS**  LAFS.3.RI.1.AP.2a Determine the main idea of text read, read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.  LAFS.3.RI.1.AP.2b Determine the main idea of a text; recount the key details and explain how they support the main idea.  LAFS.3.RI.1.AP.2c Identify facts that an author uses to support a specific point or opinion.  LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening. |
| **A**  **P**  **R**  **I**  **L** | Content aligned  Reading Focus: (Literature)  Reading mysteries in book clubs/partnerships  Writing Focus: (Narrative)  Writing Mysteries | **FSAA Administration through April 12th (deadline for score entry)**  LAFS.3.RI.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.  **ACCESS POINTS**  LAFS.3.RI.1.AP.2a Determine the main idea of text read, read aloud or information presented in diverse media  and formats, including visually, quantitatively and orally.  LAFS.3.RI.1.AP.2b Determine the main idea of a text; recount the key details and explain how they support the main idea.  LAFS.3.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.3.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.  **Revisit Access Point Standards as indicated by data**   * Determining meaning using context, word parts, word relationships, and reference materials * Understanding figurative language * Using academic and domain specific words * Describing main idea * Using details to describe text * Describing central message and theme * Analyzing across texts and gathering information * Analyzing relationships |
| **M**  **A**  **Y** |  | Complete end of the year profiles  **Revisit Access Point Standards as indicated by data**   * Determining meaning using context, word parts, word relationships, and reference materials * Understanding figurative language * Using academic and domain specific words * Describing main idea * Using details to describe text * Describing central message and theme * Analyzing across texts and gathering information * Analyzing relationships |

# ***Fourth Grade ELA***

|  | **Module Focus**  **(Inclusion)** | **Access Point Standards Focus** |
| --- | --- | --- |
| **A**  **U**  **G**  **U**  **S**  **T** |  | Teach routines and processes  Complete student profiles  Establish baselines for learning  LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  **ACCESS POINTS**  LAFS.4.RI.1.AP.2a Determine the main idea of an informational text.  LAFS.4.RI.1.AP.2b Identify supporting details of an informational text.  LAFS.4.RI.1.AP.2c Identify how ideas are organized to summarize the text.  LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  **ACCESS POINTS**  LAFS.4.RI.3.AP.7a Identify relevant information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) to answer questions.  LAFS.4.RI.3.AP.7b Identify how the information presented visually, orally or quantitatively is relevant to the corresponding text information.  LAFS.4.RI.3.AP.7c Summarize information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |
| **S**  **E**  **P**  **T**  **E**  **M**  **B**  **E**  **R** | Partial content alignment  Reading Focus: (Literature) Reading narratives, realistic fiction, myths and folktales  Writing Focus: (Narrative)  Personal Narrative & fractured myths/folktales | LAFS.4.RL.1.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.  **ACCESS POINTS**  LAFS.4.RL.1.AP.2a Use information that relates to text organization and story elements in order to summarize a story, poem or drama.  LAFS.4.RL.1.AP.2b Identify relevant words and phrases throughout the text to determine the theme of a story, drama or poem; refer to text to support answer.  LAFS.4.RL.1.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).  **ACCESS POINT**  LAFS.4.RL.1.AP.3a Refer to text information that relates to one specific aspect of either the relationship between characters, setting, events or conflicts.  LAFS.4.RL.2.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).  **ACCESS POINT**  LAFS.4.RL.2.AP.4a Determine the meaning of general academic and literary‐specific words and phrases in increasingly complex text over time.  LAFS.4.RF.3.3 Know and apply grade‐level phonics and word analysis skills in decoding words.  **ACCESS POINTS**  LAFS.4.RF.3.AP.3a Recognize and accurately use letter‐sound correspondences, syllabication patterns and morphology (e.g., affixes) to identify and/or read multisyllabic words.  LAFS.4.RF.3.AP.3b Identify grade‐level words with accuracy and on successive attempts.  LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **O**  **C**  **T**  **O**  **B**  **E**  **R** | Content aligned  Reading Focus: (Informational) Reading about Life Science  Writing Focus:  (Informative/Explanatory)  Writing field guides/ brochures/ informational articles | LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  **ACCESS POINTS**  LAFS.4.RI.1.AP.2a Determine the main idea of an informational text.  LAFS.4.RI.1.AP.2b Identify supporting details of an informational text.  LAFS.4.RI.1.AP.2c Identify how ideas are organized to summarize the text.  LAFS.4.RI.3.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  **ACCESS POINTS**  LAFS.4.RI.3.AP.7a Identify relevant information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) to answer questions.  LAFS.4.RI.3.AP.7b Identify how the information presented visually, orally or quantitatively is relevant to the corresponding text information.  LAFS.4.RI.3.AP.7c Summarize information presented visually, orally or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  LAFS.4.RI.3.8 Explain how an author uses reasons and evidence to support particular points in a text.  **ACCESS POINTS**  LAFS.4.RI.3.AP.8a Identify facts and examples that an author uses to support a specific point or argument in an informational text.  LAFS.4.RI.3.AP.8b Use two texts to gather different types of information relevant to a specific topic.  LAFS.4.RI.3.AP.8c Identify and use the most relevant information from two texts to write or speak about various aspects of a specific topic.  LAFS.4.RI.3.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.  **ACCESS POINTS**  LAFS.4.RI.3.AP.9a Report out about two or more texts on the same self‐selected topic.  LAFS.4.RI.3.AP.9b Identify the most important information about a topic gathered from two texts on the same topic in order to write or speak about the subject knowledgeably.  LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **N**  **O**  **V**  **E**  **M**  **B**  **E**  **R**  **/**  **D**  **E**  **C**  **E**  **M**  **B**  **E**  **R** | Content aligned  Reading Focus: (Literature) Reading in partnerships or book clubs/partnerships  Writing Focus: (Opinion) Writing literary magazine articles about books | LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **ACCESS POINTS**  LAFS.4.RL.1.AP.1a Refer to details and examples in a text that are relevant to explaining what the text says explicitly.  LAFS.4.RL.1.AP.1b Refer to details and examples in a text that are relevant to drawing basic inferences about a story, poem or drama.  LAFS.4.RL.1.AP.1c Use details and examples in a text when explaining the author’s purpose (e.g., what did the author use to scare you, surprise you?).  LAFS.4.RL.2.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first‐ and third‐person narrations.  **ACCESS POINTS**  LAFS.4.RL.2.AP.6a Determine the author’s point of view (first‐ or third‐ person) in one story.  LAFS.4.RL.2.AP.6b Determine the author’s point of view (first‐ or third‐ person) in a second story.  LAFS.4.RL.2.AP.6c Compare the point of view from which different stories are narrated, including the difference between first‐ and third‐person narrations.  LAFS.4.SL.1.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  **ACCESS POINT**  LAFS.4.SL.1.AP.2a Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.  LAFS.4.L.3.4 Determine or clarify the meaning of unknown and multiple‐meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.  **ACCESS POINTS**  LAFS.4.L.3.AP.4a Use context to determine the meaning of unknown or multiple meaning words, or words  showing shades of meaning  LAFS.4.L.3.AP.4b Use common grade‐appropriate roots and affixes as clues to the meaning of a word.  LAFS.4.L.3.AP.4c Use a glossary, dictionary or thesaurus to determine the meaning of a word.  LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **J**  **A**  **N**  **U**  **A**  **R**  **Y**  **/**  **F**  **E**  **B**  **.**  **1**  **5** | Partial content alignment  Reading Focus: (Literature) Reading to interpret poetry, drama, prose, multiple genres  Writing Focus: (Opinion) Writing literary essays | LAFS.4.RL.1.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  **ACCESS POINTS**  LAFS.4.RL.1.AP.1a Refer to details and examples in a text that are relevant to explaining what the text says explicitly.  LAFS.4.RL.1.AP.1b Refer to details and examples in a text that are relevant to drawing basic inferences about a story, poem or drama.  LAFS.4.RL.1.AP.1c Use details and examples in a text when explaining the author’s purpose (e.g., what did the author use to scare you, surprise you?).  LAFS.4.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **ACCESS POINTS**  LAFS.4.L.3.AP.5a Relate words to their opposites (antonyms).  LAFS.4.L.3.AP.5b Relate words to words with similar but not identical meanings (synonyms).  LAFS.4.L.3.AP.5c Identify simple similes in context.  LAFS.4.L.3.AP.5d Identify simple metaphors in context.  LAFS.4.L.3.AP.5e Identify the meaning of common idioms.  LAFS.4.RL.3.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.  **ACCESS POINTS**  LAFS.4.RL.3.AP.7a Use evidence from both the text version and oral or visual presentation of the same text to support inferences, opinions and conclusions.  LAFS.4.RL.3.AP.7b Make connections between the text of a story and the visual representations, referring back to text/illustrations to support answer.  LAFS.4.RL.3.AP.7c Make connections between the text of a play and the oral representations, referring back to text/illustrations to support answer.  LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **F**  **E**  **B**  **.**  **1**  **5**  **/**  **M**  **A**  **R**  **C**  **H** | Content aligned  Reading Focus:  (Literature & Informational) Reading in mixed genres to research topics  Writing Focus:  (Narrative & Informative) Writing in mixed genres in order to report | **FSAA Administration window opens February 25th**  LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  **ACCESS POINTS**  LAFS.4.RI.1.AP.2a Determine the main idea of an informational text.  LAFS.4.RI.1.AP.2b Identify supporting details of an informational text.  LAFS.4.RI.1.AP.2c Identify how ideas are organized to summarize the text.  LAFS.4.RI.2.5 Describe the overall structure (e.g., chronology, comparison, cause/effect problem/solution) of events, ideas, concepts, or information in a text or part of a text.  **ACCESS POINTS**  LAFS.4.RI.2.AP.5a Identify signal words that provide clues in determining the specific text structure of a short, informational text or text excerpt (e.g., description, problem/solution, time/order, compare/contrast, cause/effect, directions).  LAFS.4.RI.2.AP.5b Identify the specific structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts or information in a text excerpt.  LAFS.4.RI.2.AP.5c Identify the overall structure of a complete text.  LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **A**  **P**  **R**  **I**  **L** | Content aligned  Reading Focus: (Informational) Reading about Florida or DBQ  Writing Focus: (Info./Exp.)  Writing essays/articles/web pages about Florida | **FSAA Administration through April 12th (deadline for score entry)**  LAFS.4.RI.1.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.  **ACCESS POINTS**  LAFS.4.RI.1.AP.2a Determine the main idea of an informational text.  LAFS.4.RI.1.AP.2b Identify supporting details of an informational text.  LAFS.4.RI.1.AP.2c Identify how ideas are organized to summarize the text.  LAFS.4.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.4.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **Revisit Access Point Standards as indicated by data**   * Determining meaning using context, word parts, word relationships, and reference materials * Understanding figurative language * Using academic and domain specific words * Describing main idea * Using details to describe text * Describing central message and theme * Analyzing across texts and gathering information * Analyzing relationships |
| **M**  **A**  **Y** |  | Complete end of the year profiles  **Revisit Access Point Standards as indicated by data**   * Determining meaning using context, word parts, word relationships, and reference materials * Understanding figurative language * Using academic and domain specific words * Describing main idea * Using details to describe text * Describing central message and theme * Analyzing across texts and gathering information * Analyzing relationships |

# ***Fifith Grade ELA***

|  | **Module Focus**  **(Inclusion)** | **Access Point Standards Focus** |
| --- | --- | --- |
| **A**  **U**  **G**  **U**  **S**  **T** |  | Teach routines and processes  Complete student profiles  Establish baselines for learning  LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  **ACCESS POINTS**  LAFS.5.RI.1.AP.2a Determine the main ideas of a text.  LAFS.5.RI.1.AP.2b Identify key details that support the main idea.  LAFS.5.RI.1.AP.2c Summarize the text read, read aloud or presented in diverse media.  LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  **ACCESS POINTS**  LAFS.5.RI.3.AP.7a Locate information from multiple print or digital sources on the same topic.  LAFS.5.RI.3.AP.7b Refer to multiple print or digital sources to locate the answer to a question or solve a problem.  LAFS.5.RI.3.AP.7c Refer to multiple print or digital sources as support for inferences (e.g., How did you know?). |
| **S**  **E**  **P**  **T**  **E**  **M**  **B**  **E**  **R** | Partial content alignment  Reading Focus: (Literature)  Reading realistic fiction  Writing Focus: (Narrative) Writing narratives | LAFS.5.RL.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.  **ACCESS POINTS**  LAFS.5.RL.1.AP.2a Summarize a portion of text, such as a paragraph or a chapter.  LAFS.5.RL.1.AP.2b Summarize a text from beginning to end in a few sentences.  LAFS.5.RL.1.AP.2c Determine the theme of a story, drama or poem from details in the text.  LAFS.5.RL.1.AP.2d Explain how characters in a story or drama respond to challenges.  LAFS.5.RL.1.AP.2e Explain how the speaker in a poem reflects on the topic.  LAFS.5.RL.1.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  **ACCESS POINTS**  LAFS.5.RL.1.AP.3a Compare similarities in the characters, settings and events within a story and provide specific details in the text to support the comparison.  LAFS.5.RL.1.AP.3b Contrast the difference of two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  LAFS.5.RF.3.33a. Know and apply grade‐level phonics and word analysis skills in decoding words. Use combined knowledge of all letter‐sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.  **ACCESS POINTS**  LAFS.5.RF.3.AP.3a Use syllabication patterns to decode words.  LAFS.5.RF.3.AP.3b Use morphemes (e.g., roots and affixes) to decode unfamiliar multisyllabic words in and out of context.  LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **O**  **C**  **T**  **O**  **B**  **E**  **R** | Content aligned  Reading Focus: (Informational)  Reading about Life Science Writing Focus: (Informative/Explanatory) Writing research reports | LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  **ACCESS POINTS**  LAFS.5.RI.1.AP.2a Determine the main ideas of a text.  LAFS.5.RI.1.AP.2b Identify key details that support the main idea.  LAFS.5.RI.1.AP.2c Summarize the text read, read aloud or presented in diverse media.  LAFS.5.RI.3.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.  **ACCESS POINTS**  LAFS.5.RI.3.AP.7a Locate information from multiple print or digital sources on the same topic.  LAFS.5.RI.3.AP.7b Refer to multiple print or digital sources to locate the answer to a question or solve a problem.  LAFS.5.RI.3.AP.7c Refer to multiple print or digital sources as support for inferences (e.g., How did you know?).  LAFS.5.RI.3.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.  **ACCESS POINTS**  LAFS.5.RI.3.AP.9a Identify key details from multiple sources on the same topic (e.g., What are the important things that you learned?).  LAFS.5.RI.3.AP.9b Integrate information on a topic from multiple sources to answer a question or support a focus or opinion in writing or presentation.  LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  LAFS.5.SL.1.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally. |
| **N**  **O**  **V**  **E**  **M**  **B**  **E**  **R**  **/**  **D**  **E**  **C**  **E**  **M**  **B**  **E**  **R** | Partial content alignment  Reading Focus: (Literature) Reading in book clubs/partnerships  Writing Focus: (Opinion) Writing opinion essays | LAFS.5.RL.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **ACCESS POINTS**  LAFS.5.RL.1.AP.1a Refer to details and examples in a text when explaining what the text says explicitly.  LAFS.5.RL.1.AP.1b Refer to specific text evidence to support inferences.  LAFS.5.L.3.4 Determine or clarify the meaning of unknown and multiple‐meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  **ACCESS POINTS**  LAFS.5.L.3.AP.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position in a sentence) to determine the meaning of unknown or multiple‐meaning words.  LAFS.5.L.3.AP.4b Use common grade‐appropriate roots and affixes as clues to the meaning of a word.  LAFS.5.L.3.AP.4c Find the pronunciation of a word.  LAFS.5.L.3.AP.4d Find the precise meaning of a word.  LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **J**  **A**  **N**  **U**  **A**  **R**  **Y**  **/**  **F**  **E**  **B**  **.**  **1**  **5** | Partial content alignment  Reading Focus: (Informational)  Reading informational text or DBQ  Writing Focus: (Opinion) Writing opinion essays | LAFS.5.RL.2.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem.  **ACCESS POINTS**  LAFS.5.RL.2.AP.5a Use signal words (e.g., meanwhile, unlike, next) to identify common types of text structure (e.g., sequence, compare/contrast, cause/effect, description) within a text.  LAFS.5.RL.2.AP.5b Explain how a series of chapters fits together to provide the overall structure of a particular text.  LAFS.5.RL.2.AP.5c Explain how a stanzas fit together to provide the structure of a poem.  5.RL.3.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem).  **ACCESS POINTS**  LAFS.5.RL.3.AP.7a Describe how visual and multimedia elements contribute to the meaning of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  LAFS.5.RL.3.AP.7b Describe how visual or multimedia elements contribute to the tone or mood of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  LAFS.5.L.3.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  **ACCESS POINTS**  LAFS.5.L.3.AP.5a Determine the meaning of words and phrases as they are used in a text, including figurative language, such as metaphors and similes.  LAFS.5.L.3.AP.5b Identify the meaning of common idioms or proverbs.  LAFS.5.L.3.AP.5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) in writing to promote understanding of each of the words.  LAFS.5.RI.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  **ACCESS POINTS**  LAFS.5.RI.1.AP.1a Quote accurately from a text when explaining what the text says explicitly.  LAFS.5.RI.1.AP.1b Quote accurately from a text to support inferences.  LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **F E B .**  **1**  **5**  **/**  **M**  **A**  **R**  **C**  **H** | Content aligned  Reading Focus: (Informational)  Reading about the Holocaust  Writing Focus: (Informative/Explanatory) Writing informational articles | **FSAA Administration window opens February 25th**  LAFS.5.RI.2.4 Determine the meaning of general academic and domain‐specific words and phrases in a text relevant to a grade 5 topic or subject area.  **ACCESS POINTS**  LAFS.5.RI.2.AP.4a Determine the meaning of general academic words and phrases in a text relevant to a grade 5 topic or subject area.  LAFS.5.RI.2.AP.4b Determine the meaning of domain‐specific words and phrases in a text relevant to a grade 5 topic or subject area.  LAFS.5.RI.2.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  **ACCESS POINTS**  LAFS.5.RI.2.AP.6a Analyze multiple accounts of the same event or topic.  LAFS.5.RI.2.AP.6b Note similarities and differences in the point of view of multiple accounts of the same event or topic.  LAFS.5.RI.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  **ACCESS POINTS**  LAFS.5.RI.1.AP.2a Determine the main ideas of a text.  LAFS.5.RI.1.AP.2b Identify key details that support the main idea.  LAFS.5.RI.1.AP.2c Summarize the text read, read aloud or presented in diverse media.  LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  LAFS.5.SL.1.2 Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.  LAFS.5.SL.1.3 Summarize a point that a speaker makes and explain how each claim is supported by reasons and evidence. |
| **A**  **P**  **R**  **I**  **L** | Partial content alignment  Reading Focus:  Reading in book clubs  Writing Focus: (Narrative) Writing memoir | **FSAA Administration through April 12th (deadline for score entry)**  LAFS.5.RL.3.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  **ACCESS POINTS**  LAFS.5.RL.3.AP.9a Compare the similarities of stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  LAFS.5.RL.3.AP.9b Contrast the differences of stories in the same genre.  LAFS.5.RL.3.AP.9c Describe how the theme of stories in the same genre approach similar themes and topics.  LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  LAFS.5.L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **Revisit Access Point Standards as indicated by data**   * Determining meaning using context, word parts, word relationships, and reference materials * Understanding figurative language * Using academic and domain specific words * Describing main idea * Using details to describe text * Describing central message and theme * Analyzing across texts and gathering information * Analyzing relationships |
| **M A Y** |  | Complete end of the year profiles  **Revisit Access Point Standards as indicated by data**   * Determining meaning using context, word parts, word relationships, and reference materials * Understanding figurative language * Using academic and domain specific words * Describing main idea * Using details to describe text * Describing central message and theme * Analyzing across texts and gathering information * Analyzing relationships |