

KEY IDEAS & DETAILS		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Reading Standard 1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Literature	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
	Informational	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		
<b>Reading Standard 2:</b> Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Literature	Determine a theme of a story, drama, or poem from details in the text; summarize the text.		
	Informational	Determine the main idea of a text and explain how it is supported by key details; summarize the text.		
<b>Reading Standard 3:</b> Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	Literature	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).		
	Informational	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.		

CRAFT & STRUCTURE		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Reading Standard 4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Literature			
	Informational			
<b>Reading Standard 5:</b> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Literature			
	Informational			
<b>Reading Standard 6:</b> Assess how point of view or purpose shapes the content and style of a text.	Literature			
	Informational			

Integration of Knowledge and Ideas		Weeks 1-3	Weeks 4-6	Weeks 7-9
<p><b>Reading Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*</p>	Literature			
	Informational			
<p><b>Reading Standard 8:</b> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p>	Lit			
	Informational			
<p><b>Reading Standard 9:</b> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	Literature			
	Informational			

Range of Reading and Level of Text Complexity		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Reading Standard 10:</b> Read and comprehend complex literary and informational texts independently and proficiently.	<b>Literature</b> By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
	<b>Informational</b> By the end of year, read and comprehend information texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.			
FOUNDATIONAL SKILLS		Weeks 1-3	Weeks 4-6	Weeks 7-9
<b>Phonics &amp; Word Recognition</b>	<b>3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.			
	<b>3a.</b> 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.			
<b>Fluency</b>	<b>4.</b> Read with sufficient accuracy and fluency to support comprehension.			
	<b>4a.</b> Read on-level text with purpose and understanding			
	<b>4b.</b> Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
	<b>4c.</b> Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			