

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
<b>Reading Standard 7:</b> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*	<b>Literature</b> 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.			
	<b>Informational</b> Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animation, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.			
<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.	<b>Lit</b> (Not applicable to literature)			
	<b>Informational</b> Explain how an author uses reasons and evidence to support particular points in a text.			
<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.	<b>Literature</b> Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.			
	<b>Informational</b> Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.			

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.	Literature	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.			
	Informational	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>	3.	Know and apply grade-level phonics and word analysis skills in decoding words.			
	3a.	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>	4.	Read with sufficient accuracy and fluency to support comprehension.			
	4a.	Read on-level text with purpose and understanding			
	4b.	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
	4c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.			