

# **Glenwood Community Schools**

## **K-5 English Language Arts Curriculum**

### **Mission Statement**

Our mission is to engage all students in a challenging, sequential, and differentiated ELA curriculum that will develop critical thinkers, problem solvers, and effective communicators.

We believe that all students should have access to a high-quality ELA education that provides them with the skills and knowledge they need to be well-informed citizens, to be prepared for college and careers, and to understand and appreciate the English Language Arts world.

A special thank you to the following individuals for their hard work and dedication who have served on the District K-5 ELA Subject Area Committee.

Derrica Hutchings  
Brandie Yates

Sue Peters  
Kaitlyn Zogleman

Melonie Doyle  
Katie Wilson

Glenwood Elementary School  
Kindergarten English Language Arts Curriculum  
Approved Date – August 2021

**Course Purpose:** The Kindergarten student will learn strategies to promote oral and written language by listening, decoding and comprehending a variety of texts. The student will also learn how to share their ideas in oral and written forms by using phonemic awareness, phonics and vocabulary strategies.

The student will:

- Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (IA.1- Informational and Literature)
- Actively engage in group reading activities with purpose and understanding. (RI.K.10, RL.K.10)

Course Outcomes	Outcome Components	Description	Iowa Core Code
<b>LA.K.01</b>	<b>The student will use print concepts and identify the letters of the alphabet by oral recount and by writing letters.</b>		
	LA.K.01.01	Demonstrates following words in a book using concepts about print (Examples: left to right, top to bottom, page by page acknowledging that spoken words are represented in written language by a specific sequence of letters and that words are separated by spaces in print).	RF.K.1a RF.K.1b RF.1c
	LA.K.01.02	Identify the front cover, back cover, and title page of a book.	RI.K.5
	LA.K.01.03	Name all upper- and lowercase letters of the alphabet.	RF.K.1d
	LA.K.01.04	Print many upper and lowercase letters.	L.K.1a
<b>LA.K.02</b>	<b>The student will use beginning literacy skills (phonological awareness and phonics).</b>		
	LA.K.02.01	Recognize and produce rhyming words.(Examples: blend and segment onsets and rimes.	RF.K.2a
	LA.K.02.02	Count, pronounce, blend, and segment syllables in spoken words.	RF.K.2b
	LA.K.02.03	Blend and segment onsets and rimes of single-syllable spoken words.	RF.K.2c
	LA.K.02.04	Isolate, pronounce, and add or substitute the initial, medial, and final sounds (phonemes) in three-phoneme(consonant-vowel-consonant, or CVC) words. (This does not include CVC's ending with -l, -r, or -x).	RF.K.2d RF.K.3d RF.K.2e
	LA.K.02.05	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant (including short and long sounds for five major vowels).	RF.K.3a RF.L.3b
<b>LA.K.03</b>	<b>The student will read emergent-reader texts by applying high-frequency words.</b>		
	LA.K.03.01	Read common high-frequency words by sight (eg., <i>the, of, to, you, she, my, is, are, do, does</i> ).	RF.K.3c
	LA.K.03.02	Read emergent-reader texts with purpose and understanding. (RF.K.4)	RF.K.4
<b>LA.K.04</b>	<b>The student will listen and discuss a variety of literature and informational texts.</b>		
	LA.K.04.01	With prompting and support, retell familiar stories, including key details (Examples: identify characters, settings, major events in a story).	RL.K.1 RI.K.1 RL.K.2 RL.K.3

	LA.K.04.02	With prompting and support, ask and answer questions about unknown words in a text.	RL.K.4 RI.K.4
	LA.K.04.03	Recognize common types of texts (eg., storybooks, poems).	RL.K.5
	LA.K.04.04	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story (Example: Identify the reasons an author gives to support points in a text).	RL.K.6 RI.K.6 RI.K.8
	LA.K.04.05	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	RL.K.7 RI.K.7
	LA.K.04.06	With prompting and support, compare and contrast the adventures and experiences of a character in familiar stories or two texts on the same topic.	RL.K.9 RI.K.9
	LA.K.04.07	With prompting and support, identify the main topic and retell key details of a text.	RI.K.2
	LA.K.04.08	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.K.3
<b>LA.K.05</b>	<b>The student will demonstrate speaking and listening strategies for learning and communicating using grammar and mechanics in language.</b>		
	LA.K.05.01	Use frequently occurring nouns, verbs, plural nouns, and prepositions.	L.K.1b L.K.1c L.K.1e
	LA.K.05.02	Understand and use question words in order to seek help, get information, or clarify something that is not understood (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).	L.K.1d SL.K.2 SL.K.3
	LA.K.05.03	Continue a conversation through multiple exchanges by following agreed upon rules for discussions (e.g.; listening to others and taking turns speaking about the topics and texts under discussion).	SL.K.1a SL.K.1b
	LA.K.05.04	Speak audibly and express thoughts, feelings and ideas clearly by producing and expanding complete sentences in shared language activities.	L.K.1 L.K.1f SL.K.6
	LA.K.05.05	Identify new meanings and real-life connections for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i> ).	L.K.4a L.K.5d L.K.5c
	LA.K.05.06	Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word.	L.K.4b
	LA.K.05.07	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	L.K.5b
	LA.K.05.08	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	L.K.6
	LA.K.05.09	Describe familiar people, places, things and events and, with prompting and support, provide additional detail.	SL.K.4
	LA.K.05.10	Recite familiar stories, poems, nursery rhymes and lines of play.	IA.3
<b>LA.K.06</b>	<b>The student will demonstrate the development of skills and strategies of the writing process.</b>		
	LA.K.06.01	Apply conventions of writing (IE: Capitalize the first word in a sentence and the pronoun <i>I</i> , recognize and name end punctuation, and use spaces between words).	L.K.2a L.K.2b

	LA.K.06.02	Write a letter or letters for most consonant and short-vowel sounds (phonemes) to spell simple words phonetically.	L.K.2c L.K.2d
	LA.K.06.03	Compose opinion pieces using a combination of drawing, dictating, and writing in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).	W.K.1
	LA.K.06.04	Compose informative/explanatory texts using a combination of drawing, dictating, and writing in which they name what they are writing about and supply some information about the topic.	W.K.2
	LA.K.06.05	Narrate a single event or several loosely linked events using a combination of drawing, dictating, and writing to tell about the events in the order in which they occurred, and provide a reaction to what happened.	W.K.3 W.K.4
	LA.K.06.06	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	W.K.5
	LA.K.06.07	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.K.6
	LA.K.06.08	Participate in shared research and writing projects (e.g, explore a number of books by a favorite author and express opinions about them).	W.K.7
	LA.K.06.09	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer questions.	W.K.8

Glenwood Elementary School  
 First Grade English Language Arts Curriculum  
 Approved Date – June 2020

**Course Purpose:** The student will apply word recognition and word analysis skills to confirm or correct their reading while asking and answering questions to comprehend grade appropriate literary and informational text. The student will read, write, speak and listen to clarify comprehension, gather additional information or deepen understanding of a topic or issue. The student will construct and present opinion, narrative, and expository writing that reflect a deeper understanding.

The student will:

- IA.01 Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
- RL.01.10 With prompting and support, read prose and poetry of appropriate complexity for grade 1.
- RI.01.10 With prompting and support, read informational texts appropriately complex for grade 1.
- W. 01.05 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

Course Outcomes	Outcome Components	Description	Iowa Core Code
<b>LA.01.01</b>	<b>The student will apply a variety of grade appropriate reading and comprehension strategies to analyze a variety of grade level texts</b>		
	LA.01.01.01	Ask and answer questions about key details in a text.	RL.1.1
	LA.01.01.01N	Create their own narrative pieces to communicate a story with characters and sequence of events.	
	LA.01.01.02	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	RL 1.2
	LA.01.01.03	Describe characters, settings, and major events in a story, using key details.	RL 1.3
	LA.01.01.04	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	RL 1.5
	LA.01.01.05	Identify who is telling the story at various points in a text.	RL 1.6
	LA.01.01.06	Use illustrations and details in a story to describe its characters, setting, or events.	RL 1.7
	LA.01.01.07	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	W1.3
	LA.01.01.08	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	W1.5
	LA.01.01.09	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	SL 1.5
<b>LA.01.02</b>	<b>The student will apply a variety of grade appropriate reading and comprehension strategies to analyze a variety of grade level texts.</b>		
	LA.01.02.01	Ask and answer questions about key details in a text.	RI.1.1
	LA.01.02.01E	Create their own informative/explanatory pieces to communicate information about the topic.	
	LA.01.02.02	Identify the main topic and retell key details of a text.	RI.1.2
	LA.01.02.03	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	RI.1.3
	LA.01.02.04	Know and use various text features (e.g.; headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in text	RI 1.5
	LA.01.02.05	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	RI.1.6
	LA.01.02.06	Use the illustrations and details in a text to describe its key ideas.	RI.1.7
	LA.01.02.07	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	W.1.2
	LA.01.02.08	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	W.1.7

	LA.01.02.09	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	W.1.8
	LA.01.02.10	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	SL.1.2
<b>LA.01.03</b>	<b>The student will apply a variety of grade appropriate reading and comprehension strategies to analyze a variety of grade level texts.</b>		
	LA.01.03.01	Compare and contrast the adventures and experiences of characters in stories.	RL 1.9
	LA.01.03.02	Identify the reasons an author gives to support points in a text.	RI 1.8
	LA.01.03.03	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	RI 1.9
	LA.01.03.03C	Create their own opinion pieces to convey and support an opinion.	
	LA.01.03.04	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.	W 1.1
	LA.01.03.05	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W 1.6
	LA.01.03.06	Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts underdiscussion).</li> <li>b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.</li> <li>c. Ask questions to clear up any confusion about the topics and texts under discussion.</li> </ul>	SL1.1
	LA.01.03.07	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	SL 1.3
	LA.01.03.08	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	SL1.4
<b>LA.01.04</b>	<b>The student will apply phonemic awareness, phonics and word analysis skills to achieve reading fluency that supports comprehension.</b>		
	LA.01.04.01	Demonstrate understanding of the organization and basic features of print. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	RF 1.1
	LA.01.04.02	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> <li>a. Distinguish long from short vowel sounds in spoken single-syllable words.</li> <li>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</li> <li>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</li> <li>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</li> </ul>	RF 1.2
	LA.01.04.03	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Know the spelling-sound correspondences for common consonant digraphs.</li> <li>b. Decode regularly spelled one-syllable words.</li> <li>c. Know final -e and common vowel team conventions for representing long vowel sounds.</li> <li>d. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.</li> <li>e. Decode two-syllable words following basic patterns by breaking the words into syllables.</li> <li>f. Read words with inflectional endings.</li> <li>g. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	RF 1.3
	LA.01.04.04	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	RF 1.4

	LA.01.04.05	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. (RL.1.4)	RL 1.4
	LA.01.04.06	Recite familiar stories, poems, nursery rhymes, and lines of a play.	IA.3
	LA.01.04.07	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. <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Use frequently occurring affixes as a clue to the meaning of a word.</li> <li>c. Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking).</li> </ul>	L1.4
	LA.01.04.08	Ask and answer questions to help determine or clarify the meanings of words and phrases in a text.	RI 1.4
<b>LA.01.05</b>	<b>The student will apply grammar and mechanics in grade appropriate oral and written language.</b>		
	LA.01.05.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Print all upper- and lower case letters.</li> <li>b. Use common, proper, and possessive nouns.</li> <li>c. Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).</li> <li>d. Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i>).</li> <li>e. Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).</li> <li>f. Use frequently occurring adjectives.</li> <li>g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).</li> <li>h. Use determiners (e.g., <i>articles, demonstratives</i>).</li> <li>i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).</li> <li>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</li> </ul>	L.1.1
	LA.01.05.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize dates and names of people.</li> <li>b. Use end punctuation for sentences.</li> <li>c. Use commas in dates and to separate single words in a series.</li> <li>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</li> <li>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</li> </ul>	L.1.2
	LA.01.05.03	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.</li> <li>b. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes).</li> <li>c. Identify real-life connections between words and their use (e.g., note place sat home that are <i>cozy</i>).</li> <li>d. Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.</li> </ul>	L.1.5
	LA.01.05.04	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>because</i> ).	L.1.6
	LA.01.05.05	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standard 1 for specific expectations.)	SL.1.6

Glenwood Elementary School  
 Second Grade English Language Arts Curriculum  
 Approved Date – June 2020

**Course Purpose:** The student will apply word recognition and word analysis skills to confirm or correct their reading while asking and answering questions to comprehend literary and informational texts. The student will read, write, speak and listen to clarify comprehension, gather additional information or deepen understanding of a topic or issue. The student will construct and present opinion, narrative, and expository writing that reflect a deeper understanding.

The student will:

- Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension. (IA.1)
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.(RL.2.10)
- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range. (RI.2.10)
- With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. (W.2.5)

Course Outcomes	Outcome Components	Description	Iowa Core Code
<b>LA.02.01</b>	<b>The student will apply comprehension strategies (making connections, visualizing, retelling, wondering, inferring, determining importance, self-monitoring) to make meaning of grade level literary texts by responding through verbal and/or written responses.</b>		
	LA.02.01.01	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	RL.2.1
	LA.02.01.02	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	RL.2.2
	LA.02.01.03	Describe how characters in a story respond to major events and challenges.	RL.2.3
	LA.02.01.04	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	RL.2.5
	LA.02.01.05	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	RL.2.6
	LA.02.01.06	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	RL.2.7
	LA.02.01.07	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	W.2.3
	LA.02.01.08	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	SL.2.5
	LA.02.01.09	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	L.2.3 a
<b>LA.02.02</b>	<b>The student will create their own narrative pieces to communicate a story with characters and a sequence of events.</b>		

<b>LA.02.03</b>	<b>The student will apply comprehension strategies (making connections, visualizing, retelling, wondering, inferring, determining importance, self-monitoring) to make meaning of grade level informative text by responding through verbal and/or written responses.</b>		
	LA.02.03.01	Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.	RI.2.1
	LA.02.03.02	Identify the main topic of a multi paragraph text as well as the focus of specific paragraphs within the text.	RI.2.2
	LA.02.03.03	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	RI.2.3
	LA.02.03.04	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	RI.2.5
	LA.02.03.05	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	RI.2.6
	LA.02.03.06	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	RI.2.7
	LA.02.03.07	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	SL.2.3
	LA.02.03.08	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	SL.2.4
<b>LA.02.04</b>	<b>The student will create their own informative pieces to communicate information about a topic, which includes a topic sentence, facts, and a closing sentence.</b>		
<b>LA.02.05</b>	<b>The student will create their own opinion pieces to convey and support an opinion, which includes a topic sentence, supporting details, and a conclusion.</b>		
	LA.02.05.01	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	RI.2.9
	LA.02.05.02	Describe how reasons support specific points the author makes in a text.	RI.2.8
	LA.02.05.03	Compare and contrast the most important points presented by two texts on the same topic.	RI.2.9
	LA.02.05.04	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i> ) to connect opinion and reasons, and provide a concluding statement or section.	W.2.1
	LA.02.05.05	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	W.2.6
	LA.02.05.06	Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups. <ul style="list-style-type: none"> <li>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topic and texts under discussion).</li> <li>b. Build on others' talk in conversations by linking their comments to the remarks of others.</li> <li>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</li> </ul>	SL.2.1 a,b,c
	LA.02.05.07	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	SL.2.3
	LA.02.05.08	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	SL.2.4
<b>LA.02.06</b>	<b>The student will apply phonics and word analysis skills by decoding words in isolation and within grade level text in order to become fluent readers who read for meaning.</b>		
	LA.02.06.01	Know and apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> <li>f. Recognize and read grade-appropriate irregularly spelled words.</li> </ul>	RF.2.3 a,b,c,d, e,f

	LA.02.06.02	Read with sufficient accuracy and fluency to support comprehension. a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.2.4 a,b,c
	LA.02.06.03	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	RL.2.4
	LA.02.06.04	Recite familiar stories, poems, nursery rhymes, and lines of a play.	IA.3
	LA.02.06.05	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. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i> ). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i> ). d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i> ).	L.2.4 a,b,c,d
	LA.02.06.06	Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i> .	RI.2.4
<b>LA.02.07</b>	<b>The student will apply grade appropriate rules of grammar and mechanics (spelling, punctuation, and capitalization) in written language, such as written responses and writing pieces.</b>		
	LA.02.07.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i> ). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet</i> , <i>children</i> , <i>teeth</i> , <i>mice</i> , <i>fish</i> ). c. Use reflexive pronouns (e.g., <i>myself</i> , <i>ourselves</i> ). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat</i> , <i>hid</i> , <i>told</i> ). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g.; <i>The boy watched the movie</i> ; <i>The little boy watched the movie</i> ; <i>The action movie was watched by the little boy</i> ).	L.2.1 a,b,c,d,e, f
	LA.02.07.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names. b. Use commas in greetings and closings of letters. c. Use an apostrophe to form contractions and frequently occurring possessives. d. Generalize learned spelling patterns when writing words (e.g., <i>cage badge</i> ; <i>boy boil</i> ). e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	L.2.2 a,b,c,d,e
	LA.02.07.03	Demonstrate understanding of figurative language, word relationships and nuances in word meanings. a. Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy). b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).	L.2.5a,b
	LA.02.07.04	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.; <i>When other kids are happy that makes me happy</i> ).	L.2.6
	LA.02.07.05	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.2.6

Glenwood Elementary School  
Third Grade English Language Arts Curriculum  
Approved Date – June 2020

**Course Purpose:** The student will apply word recognition and word analysis skills to confirm or correct their reading while supporting comprehension. The student will actively investigate a broad range of high quality, increasingly challenging literary and informational texts. The student will write routinely for extended periods of time and spontaneously in order to communicate in a variety of formats (opinion, informative, narrative). The student will communicate clearly in a variety of collaborative discussions with diverse partners on third grade topics and texts, building on others’ ideas and expressing their own clearly.

The student will:

- (IA.1).Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
- (RL.3.10) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the highend of the grades 2–3 text complexity band independently and proficiently.
- (RI.3.10) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
- (W.3.10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Course Outcomes	Outcome Components	Description	Iowa Core Code
<b>LA.03.01 N-R</b>	<b>The student will apply a variety of grade appropriate comprehension strategies to make meaning of literary texts (recounting details, define central message and describe characters and actions).</b>		
	LA.03.01.01	Read and demonstrate comprehension in fiction text using the following strategies: a) makingconnections, b) determining importance, c) visualizing, d) making inferences, e) summarizing, and f) monitoring.	IA.1 Rdg.
	LA.03.01.02	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RL 3.1
	LA.03.01.03	Recount stories, including fables, folktales, and myths from diverse cultures; define the central message, lesson, or moral and explain how it is conveyed through key details in the text.	RL 3.2
	LA.03.01.04	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	RL 3.3
	LA.03.01.05	Interpret the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL 3.4
	LA.03.01.06	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	RL 3.5
	LA.03.01.07	Identify their own point of view from that of the narrator or those of the characters.	RL 3.6
	LA.03.01.08	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	RL 3.7
	LA.03.01.09	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)	RL 3.9
		Begins in fourth grade.	W.3.9
<b>LA.03.02 IN.-R</b>	<b>The student will apply a variety of grade appropriate comprehension strategies to make meaning of informative texts (ask and answer questions referring explicitly to text, define main idea, and describe relationships between events and concepts).</b>		
	LA.03.02.01	Read and demonstrate comprehension in non-fiction texts using the following strategies: a) making connections, b) determining importance, c) questioning, d) visualizing, 3) making inferences, f) summarizing, and g) monitoring.	IA. 1 Inf.
	LA.03.02.02	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI 3.1
	LA.03.02.03	Identify the main idea of a text; recount the key details and explain how they support the main idea.	RI 3.2

	LA.03.02.04	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.	RI.3.3
	LA.03.02.05	Define general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	RI.3.4
	LA.03.02.06	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI.3.5
	LA.03.02.07	Identify their own point of view from that of the author of a text.	RI.3.6
	LA.03.02.08	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).	RI.3.7
<b>LA.03.03 -R</b>	<b>The student will use a variety of grade appropriate comprehension strategies to make meaning of opinion texts (determine why the piece is worth being read about, examine reasons that support an opinion). The student will create opinion pieces on topics or texts supporting a point of view with reasons, and providing a concluding statement.</b>		
	LA.03.03.01	Identify their own point of view from that of the author of a text.	RI.3.6
	LA.03.03.02	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI.3.8
	LA.03.03.03	Compare and contrast the most important points and key details presented in two texts on the same topic.	RI.3.9
<b>LA.03.04 SP-L</b>	<b>The student will initiate, participate in, and demonstrate speaking and listening skills in a variety of scenarios (one-to-one, small group, whole group). The student will share information and opinions in diverse media formats based on a variety of texts and information.</b>		
	LA.03.04.01	Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</li> <li>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</li> <li>d. Explain their own ideas and understanding in light of the discussion.</li> </ul>	SL.3.1 a,b,c,d
	LA.03.04.02	Identify the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.2
	LA.03.04.03	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.3.3
	LA.03.04.04	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	SL.3.4
	LA.03.04.05	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	SL.3.5
	LA.03.04.06	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)	SL.3.6
	LA.03.04.07	Perform dramatic readings and presentations.	IA.4
<b>LA.03.05 G</b>	<b>The student will effectively use the conventions of standard English when writing or speaking to produce clear, coherent messages that are appropriate to task, purpose, and audience.</b>		
	LA.03.05.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</li> <li>b. Form and use regular and irregular plural nouns.</li> <li>c. Use abstract nouns (e.g., <i>childhood</i>).</li> <li>d. Form and use regular and irregular verbs.</li> <li>e. Form and use the simple (e.g., <i>I walked; I walk; I will walk</i>) verb tenses.</li> </ul>	L.3.1

	LA.03.05.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Capitalize appropriate words in titles.</li> <li>b. Use commas in addresses.</li> <li>c. Use commas and quotation marks in dialogue.</li> <li>d. Form and use possessives.</li> <li>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</li> <li>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</li> <li>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</li> </ul>	L.3.2 a,b,c,d, e,f,g
	LA.03.05.03	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Choose words and phrases foreffect.*</li> <li>b. Recognize and observe differences between the conventions of spokenand written standard English.</li> </ul>	L.3.3 a,b
	LA.03.05.04	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.	W.3.4
<b>LA.03.06 R-FI.</b>	<b>The student will utilize word recognition, problem solving strategies, and word analysis skills to promote accuracy and fluency as a means to acquire comprehension.</b>		
	LA.03.06.01	Apply grade-level phonics and word analysis skills in decoding words. <ul style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multi syllable words.</li> <li>d. Read grade-appropriate irregularly spelled words</li> </ul>	RF.3.3 a,b,c,d
	LA.03.06.02	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read on-level text.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate,and expression on successive readings</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	RF.3.4 a,b,c
	LA.03.06.03	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> <li>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</li> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</li> <li>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of keywords and phrases.</li> </ul>	L.3.4 a,b,c,d
	LA.03.06.04	Acquire and use accurately grade-appropriate, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i> ).	L.3.6
<b>LA.03.07 N-W</b>	<b>The student will create narrative texts that are real or imagined using effective techniques, descriptive details, and a clear sequence.</b>		

	LA.03.07.01	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases foreffect.* b. Recognize and observe differences between the conventions of spoken and written standard English.	L.3.3 a,b
	LA.03.07.02	Demonstrate understanding of word relationships and nuances in word meanings. a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ). b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ). c. Distinguish shades of meaning among related words that describe states of mind ordegresses of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).	L.3.5 a,b,c
	LA.03.07.03	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.	W.3.4
<b>LA.03.08 IN. - W</b>	<b>The student will create informative texts to examine a topic and convey ideas and information clearly.</b>		
	LA.03.08.01	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information. d. Provide a concluding statement or section.	W.3.2 a,b,c,d
	LA.03.08.02	With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	W.3.6
	LA.03.08.03	Conduct short research projects that build knowledge about a topic.	W.3.7
	LA.03.08.04	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	W.3.8
	LA.03.08.05	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.	W.3.4
<b>LA.03.09 O - W</b>	<b>The student will create opinion pieces on topics or texts supporting a point of view with reasons, and providing a concluding statement.</b>		
	LA.03.09.01	Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons. d. Provide a concluding statement or section.	W.3.1 a,b,c,d
	LA.03.09.02	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.	W.3.4

Glenwood Elementary School  
Fourth Grade English Language Arts Curriculum  
Approved Date – June 2020

**Course Purpose:** The student will apply word recognition and word analysis skills to confirm or correct their reading while beginning to analyze and understand meaning not directly stated. In writing and orally the student will defend with evidence to explain, support, and describe major differences between texts and writing genres. The student will be engaged widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts. The student will communicate clearly to an external audience, and begin to adapt the form and content of their writing/speaking to accomplish a particular task and purpose. The student will be productive members of conversations in an active listening role.

The student will:

- IA.1 Employ the full range of research-based comprehension strategies, including making connections, determining importance, questioning, visualizing, making inferences, summarizing, and monitoring for comprehension.
- RL4.10 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.
- RI4.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, science, and technical texts, in the grades 4-5 complexity band proficiently, with scaffolding as needed at the high end of the range.
- W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4.)

Course Outcomes	Outcome Components	Description	Iowa Core Code
<b>LA.04.01</b>	<b>The student will apply a variety of grade appropriate comprehension strategies to make meaning of literary texts (recounting details to interpret the central message and describe characters, settings, or events in a story, drama, prose, or poem).</b>		
	LA.04.01.01	Will identify details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.4.1
	LA.04.01.02	Interpret and explain a theme of a story, drama, or poem from details in the text.	RL.4.2
	LA.04.01.03	Analyze 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).	RL.4.3
	LA.04.01.04	Interpret and explain 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).	RL.4.4
	LA.04.01.05	Compare and contrast major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	RL.4.5
	LA.04.01.06	Identify and compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RL.4.6
	LA.04.01.07	Will connect 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.	RL.4.7

	LA.04.01.08	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.	RL.4.9
	LA.04.01.09	Draw evidence from literary texts to support analysis and reflection. a. Apply <i>grade 4 Reading standards</i> to literature (e.g., "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].").	W.4.9 a
	LA.04.01.10	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	L.4.5 a,b,c
<b>LA.04.02</b>	<b>The student will apply a variety of grade appropriate comprehension strategies to make meaning of informative texts (describe the overall organization and structure; explain specific events, procedures, ideas, and concepts; and interpret and explain understanding of visual, oral, or quantitative information).</b>		
	LA.04.02.01	Identify the important details of a text to determine and explain the main idea and summarize the text.	RI.4.2
	LA.04.02.02	Identify specific details in a text to apply the cause and effect of events, procedures, ideas, or concepts in a historical, scientific, or technical text.	RI.4.3
	LA.04.02.03	Identify the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	RI.4.4
	LA.04.02.04	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.	RI.4.5
	LA.04.02.05	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations or interactive elements on Webpages) and explain how the information contributes to understanding of the text in which it appears.	RI.4.7
<b>LA.04.03</b>	<b>Apply a variety of grade appropriate comprehension strategies to understand opinion texts (explain author's purpose and supportive details, compare and contrast two accounts of same topic, and integrate information from two sources on one topic).</b>		
	LA.04.03.01	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	RI.4.6
	LA.04.03.02	Explain how an author uses reasons and evidence to support particular points.	RI.4.8
<b>LA.04.04</b>	<b>The student will use a variety of speaking and listening skills in presentations and discussion groups (supporting points, recounting experiences, retelling stories, differentiating between formal and informal English, paraphrasing text, and engaging in collaborative discussions).</b>		
	LA.04.04.01	Perform dramatic readings and presentations.	IA.4
	LA.04.04.02	Participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	SL.4.1 a,b,c,d
	LA.04.04.03	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.4.2
	LA.04.04.04	Identify the reasons and evidence a speaker provides to support particular points in a text.	SL.4.3

	LA.04.04.05	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.4.4
	LA.04.04.06	Create engaging audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	SL.4.5
	LA.04.04.07	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)	SL.4.6
<b>LA.04.05</b>	<b>The student will effectively use conventions of standard English when writing or speaking to produce clear, coherent messages that are appropriate to task, purpose, and audience.</b>		
	LA.04.05.01	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li> <li>e. Form and use preposition phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).</li> </ul>	L.4.1 a,b,c,d,e, f,g
	LA.04.05.02	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	L.4.2 a,b,c,d
	LA.04.05.03	Use knowledge of language and its conventions when writing, speaking, reading, or listening. <ul style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.*</li> <li>b. Choose punctuation for effect.*</li> <li>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ul>	L.4.3 a,b,c
<b>LA.04.06</b>	<b>The student will demonstrate foundational skills to read fluently, accurately, and at an appropriate pace in order to comprehend grade appropriate material.</b>		
	LA.04.06.01	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.	RF.4.3
	LA.04.06.02	Read with sufficient accuracy and fluency to support comprehension. <ul style="list-style-type: none"> <li>a. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings</li> <li>b. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	RF.4.4 a,b,c

	LA.04.06.03	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	L.4.4 a,b,c
	LA.04.06.04	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	L.4.6
<b>LA.04.07</b>	<b>The student will create narrative texts that are real or imagined using effective techniques, descriptive details, and an in depth description of story elements.</b>		
	LA.04.07.01	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words and phrases to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	W.4.3 a,b,c,d,e
	LA.04.07.02	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	W.4.4
<b>LA.04.08</b>	<b>The student will create informative texts by conducting short research projects through investigation conveying information clearly and using the internet and technology to publish a product.</b>		
	LA.04.08.01	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., <i>another</i>, <i>for example</i>, <i>also</i>, <i>because</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	W.4.2 a,b,c,d,e
	LA.04.08.02	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	W.4.4
	LA.04.08.03	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	W.4.6
	LA.04.08.04	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W.4.7

	LA.04.08.05	Integrate information from two texts on the same topic in order to write and speak about the subject knowledgeably.	RI.4.9
	LA.04.08.06	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	W.4.8
<b>LA.04.09</b>	<b>The student will create opinion pieces on topics or texts supporting a point of view with organizational skills that introduce, support the evidence, link reasons, and provide a conclusion.</b>		
	LA.04.09.01	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</li> <li>b. Provide reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ol>	W.4.1 a,b,c,d
	LA.04.09.02	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	W.4.4

Glenwood Elementary School  
Fifth Grade English Language Arts Curriculum  
Approved Date – June 2020

**Course Purpose:** The student will engage widely and deeply from among a broad range of high quality, increasingly challenging literary and informational texts. The student will evaluate texts for meaning and structure. The student will communicate clearly through speaking and writing to an external audience and adapt the form and content to accomplish a particular task and purpose. The student will be productive members of conversations in an active listening role.

The student will:

- IA.1 The student will analyze nonfiction literature using a variety of strategies, which include: main idea, compare and contrast, inferences, summarizing, visualizing, author’s purpose, and point of view.
- IA. The student will analyze fiction using a variety of strategies, which include: main idea, compare and contrast, inferences, summarizing, sequencing, cause/effect, problem/solution, making connections, questioning, visualizing, author’s purpose, and point of view.
- RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
- RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
- W.5.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Course Outcomes	Outcome Components	Description	Iowa Core Code
<b>LA.05.01</b>	<b>The student will apply a variety of grade appropriate comprehension strategies to make meaning of literary texts (comparing and contrasting character interactions, determining how a series of chapters provide overall structure of a story, describing how a narrator’s point of view influences how events are described.)</b>		
	LA.05.01.01 CS	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL.5.1
	LA.05.01.02 CS	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.	RL.5. 2
	LA.05.01.03 CS	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).	RL.5.3
	LA.05.01.04 CS	Interpret the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	RL.5.4
	LA.05.01.05 CS	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL.5.5
	LA.05.01.06 CS	Describe how a narrator’s or speaker’s point of view influences how events are described.	RL.5.6
	LA.05.01.07 CS	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).	RL.5.7
	LA.05.01.08 CS	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL.5.9
	LA.05.01.09 CS	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	W.5.9 a,b

<b>LA.05.02</b>	<b>The student will apply a variety of grade appropriate comprehension strategies to make meaning of informative texts (determine two or more ideas of the text and summarize, use text structure to compare events, ideas, or information in two or more texts).</b>		
	LA.05.02.01 IT	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1
	LA.05.02.02 IT	Identify two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI.5.2
	LA.05.02.03 IT	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	RI.5.3
	LA.05.02.04 IT	Students will predict the meaning of unknown words, multiple-meaning words and phrases, which include, but are not limited to: general academic and domain specific words to grade 5 topic of subject area.	RI.5.4
	LA.05.02.05 IT	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	RI.5.5
	LA.05.02.06 IT	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.	RI.5.7
<b>LA.05.03</b>	<b>The student will use a variety of grade appropriate strategies to make meaning of opinion texts (integrate information from several texts to write or speak knowledgeably with reasons and evidence to support particular points.) The student will create opinion pieces on topics or texts by clearly introducing the topic or texts, and an opinion with a clear organizational structure to support their purpose.</b>		
	LA.05.03.01	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	RI.5.6
	LA.05.03.02	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	RI.5.8
	LA.05.03.03	Summarize information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9
<b>LA.05.04</b>	<b>The student will demonstrate foundational skills to read fluently, accurately, and at an appropriate pace in order to comprehend grade appropriate material.</b>		
	LA.05.04.01 FAP	Know and apply grade-level phonics and word analysis skills in decoding words. a. 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.	RF.5.3 a
	LA.05.04.02 FAP	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry 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.	RF.5.4 a,b,c
	LA.05.04.03 FAP	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies. d. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. e. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i> , <i>photosynthesis</i> ). f. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.	L.5.4 c,d,e
	LA.05.04.04 FAP	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).	L.5.6
<b>LA.05.05</b>	<b>The student will effectively integrate speaking and listening skills when engaged in a variety of collaborative discussions by summarizing, performing dramatic readings, and speaking clearly and listening actively.</b>		

	LA.05.05.01 SL	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> <li>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</li> <li>b. Follow agreed-upon rules for discussions and carry out assigned roles.</li> <li>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</li> <li>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</li> </ul>	SL.5.1 a,b,c,d
	LA.05.05.02 SL	<ul style="list-style-type: none"> <li>a. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</li> </ul>	SL.5.2
	LA.05.05.03 SL	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	SL.5.3
	LA.05.05.04 SL	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	SL.5.4
	LA.05.05.05 SL	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	SL.5.5
	LA.05.05.06 SL	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)	SL.5.6
	LA.05.05.07 SL	Perform dramatic readings and presentations.	IA.4
<b>LA.05.06</b>	<b>The student will create narrative texts that are real or imagined using effective techniques, introduce a narrator, and use dialog and description to develop experiences and events.</b>		
	LA.05.06.01 NW	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL.5.9
	LA.05.06.02 NW	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>	L.5.5 a,b
	LA.05.06.03 NW	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <ul style="list-style-type: none"> <li>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</li> <li>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</li> <li>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</li> <li>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.</li> <li>e. Provide a conclusion that follows from the narrated experiences or events.</li> </ul>	W.5.3 a,b,c,d,e
	LA.05.06.04 NW	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</li> <li>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</li> </ul>	W.5.9 a,b
<b>LA.05.07</b>	<b>The student will create informative texts, conduct short research projects; gathering relative information by summarizing and paraphrasing; and providing a list of sources, including formatting, illustration, and multimedia to aid in comprehension.</b>		

	LA.05.07.01 RP	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>).</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>	W.5.2 a,b,c,d,e
	LA.05.07.02 RP	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	W.5.6
	LA.05.07.03 RP	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	W.5.7
	LA.05.07.04 RP	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	W.5.8
	LA.05.07.05 RP	Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>a. Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").</li> <li>b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").</li> </ul>	W.5.9 b,c
<b>LA.05.08</b>	<b>The student will create opinion pieces on topics or texts by clearly introducing the topic or texts, and an opinion with a clear organizational structure to support their purpose.</b>		
	LA.05.08.01 OP	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	RI.5.9
	LA.05.08.02 OP	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. <ul style="list-style-type: none"> <li>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.</li> <li>b. Provide logically ordered reasons that are supported by facts and details.</li> <li>c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>).</li> <li>d. Provide a concluding statement or section related to the opinion presented.</li> </ul>	W.5.1. a,b,c,d
<b>LA.05.09</b>	<b>The student will effectively use conventions of standard English when writing or speaking to produce clear, coherent messages that are appropriate to task, purpose, and audience.</b>		
	LA.05.09.01 G	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</li> <li>b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</li> <li>c. Use verb tense to convey various times, sequences, states, and conditions.</li> <li>d. Recognize and correct inappropriate shifts in verb tense.*</li> <li>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>).</li> </ul>	L.5.1 a,b,c,d,e

	LA.05.09.02 G	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use punctuation to separate items in a series.*</li> <li>b. Use a comma to separate an introductory element from the rest of the sentence.</li> <li>c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</li> <li>d. Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>e. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	L.5.2 a,b,c,d,e
	LA.05.09.03 G	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</li> </ul>	L.5.3 a
	LA.05.09.04 G	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	W.5.4
	LA.05.09.05 G	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)</p>	W.5.5