WGSD K-5 ELA Instructional Framework

Guidance for Instruction– Follow the content (Fidelity), Flex the delivery (Integrity)	
MUST DO **List of Non-negotiables for CKLA fidelity**	**MAY DO** **List of flexible instructional moves for CKLA integrity**
• Teach CKLA units in order. Units are arranged based on the Gradual Release of Responsibility. Students build skills, concepts, and schema for knowledge over the course of the year.	• Can add additional learning opportunities or projects to extend background knowledge.
• Read each unit introduction every time.	• CLTs can take the assessments to preview the skills and concepts before administration • Preview Teacher Resource section at the back of every manual and Pausing Point activities • Review rubrics and find or create exemplars
• Use slides that have the program content.	• Can add additional slides to support learning
• Keep student writing portfolios that contain the following items: ○ A Narrative piece ○ An Informative piece ○ An Opinion ○ Evidence of the writing process ○ LETRS Orthography assessments	• Evidence of the writing process may come from the Activity book • Genre pieces can be typed or handwritten
• Do the read-aloud as written with CKLA read- aloud texts	• "Whole group" does not mean teacher-directed. Can use a variety of instructional moves during whole group instruction. CKLA Student Engagement Strategies • Incorporate personal choice read-alouds outside of ELA block
• Formative assessments listed in the Lesson Brief	• Can use the evidence in these assessments for progress reports

Guidance for Instruction– Follow the content (Fidelity), Flex the delivery (Integrity)	
MUST DO **List of Non-negotiables for CKLA fidelity**	**MAY DO** **List of flexible instructional moves for CKLA integrity**
• Do every lesson component	• Review lesson in advance to prioritize questions and question types most essential to meeting the Primary Focus Objectives. • Trim, don't cut. For example, if there are 10 questions, do 5. • Components other than Reading and Writing can be shifted to different times of the day • Take Home pages, Pausing Points, Culminating Activities are optional
• Incorporate independent reading and writing opportunities every day	• Independent reading can be student choice or tied to CKLA lesson. • Writing opportunities can include extra sentences, paragraphs, and reflections.
• End of Unit Assessment for every unit	• K-2 Skills is always paper/pencil • K-2 Knowledge and 3-5 Units are digital assessments. Units 1-3 can be given on paper.
• Kdg- 1→ Beginning of Year Student Performance Assessment	• Not required for Grades 2-5 • Middle and End of Year- not required K-5 • Use beginning-of-year and Student Performance Assessment data to shorten or combine repeated review in Grade 1–2 Skills Unit 1 when students demonstrate proficiency. Preserve new instruction, connected-text reading, and targeted support for students with unfinished learning.
• Start the program by the beginning of week 2	• Teach Lesson 1 or 2 during the first week to get comfortable with routines • Use week 1 to complete orthography assessments, iReady Literacy Tasks, or other assessments

Guidance for Instruction– Follow the content (Fidelity), Flex the delivery (Integrity)	
MUST DO **List of Non-negotiables for CKLA fidelity**	**MAY DO** **List of flexible instructional moves for CKLA integrity**
• Have a visual display of sound/letter correspondences in K-2	• Use code posters, sound walls, or other visual representations of the acquisition of phonics skills. • Visual displays of phonics skills should take precedence over traditional word walls. • The giant code posters can be used only during the lesson, or manipulated in a variety of ways to make them workable. Teachers can also print the digital version in a smaller size.
• Maintain steady progress through the unit sequence. Do not extend review until every student has mastered every prerequisite skill.	• Use assessment evidence to shorten repeated practice when students demonstrate proficiency and provide targeted review through small-group instruction.
• Prioritize lessons and components that introduce new grade-level content and provide essential practice with priority standards.	• When pacing is tight, reduce optional activities, repeated practice, or the number of practice items before omitting essential instruction.

End of Year Expectations	
Writing and Grammar	CKLA K-5 Language Expectations
Reading	CKLA MO Standard Alignment
Foundational Skills	WGSD Morphology Scope and Sequence Gr1-8 K-2 Skills Code Progression

Curriculum strand	Progress report indicator(s)

Strand 1: Exploring Story and Theme	Analyzes what they read; Shares their thoughts with others by speaking and listening
Strand 2: Building Knowledge and Argument	Analyzes what they read; Communicates in writing for a variety of purposes and audiences; Acquires, assesses, and communicates information
Strand 3: Research, Discussion, and Presentation	Acquires, assesses, and communicates information; Shares their thoughts with others by speaking and listening
Strand 4: Word Study for Reading	Reads with understanding
Strand 5: Word Study for Writing	Communicates in writing for a variety of purposes and audiences
Trimester reporting: Use evidence from CKLA units taught during each trimester. Unit timing is shown in the pacing guide.	

Kindergarten — ELA Instructional Framework

Kindergarten Curriculum Document

Curriculum Strand 1: Exploring Story and Theme				
Learning Goal: The student will be able to use details about a story's characters, setting, and key events to retell the story or create a narrative of their own.				
Meeting Proficiency	• Drawing or writing details about a story's characters and events to retell it, with assistance • Retelling a story's events using a beginning-middle-end frame, with assistance • Drawing or writing a narrative that sequences at least one event from beginning to end, with assistance			
Approaching Proficiency	• Recognizing a character or setting when named or pointed to in a story • Tell or explain a narrative that sequences at least one event from beginning to end, with assistance		**Vocabulary**: *character, setting, event, key event, story, retell, narrative*	
CKLA Unit	K1 — Knowledge	K3 — Knowledge	K8 — Knowledge	S6–S10 — Skills
Unit Title	Star Light, Star Bright: Nursery Rhymes and Fables	Underdogs and Heroes: Stories	National Icons: Presidents and American Symbols	Decodable Readers and Connected Text
Skill/ Concept Focus	• Nursery rhymes and fables • Characters and events • Sequencing story events • Comparing characters • Complete oral sentences	• Listening to folktales and classic stories from multiple cultures • Describing characters, settings, and plots • Sequencing events using beginning, middle, and end • Identifying the roles of author and illustrator	• Sequencing events using timelines • Using temporal words in narrative writing • Comparing kings and presidents • Connecting civic content to narrative writing	• Reading connected decodable text • Answering questions about characters, setting, and main events • Retelling information or events from decodable Readers • Applying phonics patterns to support comprehension
Assessment Outcomes	• Story retelling with character and event details • One-sentence fable retelling • Oral character description using complete sentences • Story event sequence drawing or response	• Story retelling through drawing and writing • Beginning-middle-end event sequence • Technology-based narration of story events • Character, setting, and key-event response	• Narrative writing with sequenced events • New president narrative • Peer-revised narrative writing • Timeline or event-sequence response	• Decodable Reader story questions • Story event sequence Activity Pages • Oral or written responses to Reader questions • Anecdotal Reading Records
Progress Report Indicator	• Analyzes what they read • Shares their thoughts with others by speaking and listening			

Curriculum Strand 2: Building Knowledge and Argument

Learning Goal: The student will be able to identify the topic and details of an informational text and use them to support an opinion or explanation of their own.

Meeting Proficiency	• Pointing to or naming the topic and a detail from the words or pictures in an informational text, with assistance • Recalling the main topic and a key detail after a read-aloud, with assistance • Drawing, dictating, or writing an opinion that names the topic and gives a reason using a detail from the text or personal experience			
Approaching Proficiency	• Recognizing the difference between a picture and a word in a text • Pointing to a detail in an illustration when asked • Drawing a picture about a topic without yet adding words or a detail • Stating an opinion about a topic without yet providing a supporting reason, with prompting		**Vocabulary**: *topic, detail, key detail, main topic, informational, opinion, expository*	
CKLA Unit	K2 — Knowledge	K4 — Knowledge	K5 — Knowledge	K7 — Knowledge
Unit Title	The Five Senses	Plants	Moo, Cluck, Oink: Farms	Geography
Skill/ Concept Focus	• Identifying key details about the five senses • Sorting and categorizing sensory information • Expressing an opinion or preference • Using drawings and labels to support meaning	• Identifying key details about plant needs, parts, and growth • Comparing plant types and plant parts • Explaining the plant life cycle • Using visuals to represent informational understanding	• Identifying details about farms, animals, crops, and food production • Comparing information across two texts • Recognizing opinion language • Supporting an opinion with a detail	• Using maps and globes as informational tools • Identifying city, state, country, continent, and ocean • Comparing maps and globes • Using geographic vocabulary to describe a place
Assessment Outcomes	• Favorite sense opinion piece • Labeled sensory detail drawing • Sensory sorting or categorizing Activity Page • Ray Charles and Helen Keller timeline	• Plant needs drawing and writing • Plant parts illustration • Plant life cycle illustration • Plant comparison graphic organizer	• Farm opinion piece • Two-text opinion comparison response • Published class book page • Farm detail drawing or writing response	• Informative postcard description • Location illustration • Map or globe response • Postcard presentation
Progress Report Indicator	• Analyzes what they read • Communicates in writing for a variety of purposes and audiences • Acquires, assesses, and communicates information			

Curriculum Strand 3: Research, Discussion, and Presentation			
Learning Goal: The student will be able to build background knowledge about a topic by asking and answering questions, gathering evidence from a source, and using it to create and share an informative response with assistance.			
Meeting Proficiency	• Retelling one or more details from a read-aloud and asking a follow-up question to confirm understanding, with assistance • Naming a source or person who could answer a question, recording one piece of evidence using pictures or words, and sharing findings with an audience, with assistance • Drawing, dictating, or writing an informative piece that names a topic and includes a detail from the text or experience		
Approaching Proficiency	• Answering a yes/no question about a read-aloud, with prompting • Retelling one detail from a read-aloud, with prompting • Naming a possible source for a question, with prompting		**Vocabulary**: *source, question, retell, evidence, topic, discussion*
CKLA Unit	K6 — Knowledge	K9 — Knowledge	K10 — Knowledge
Unit Title	Native American Cultures	Seasons and Weather	Shaped by Nature: Art and the World Around Us
Skill/ Concept Focus	• Describing Lakota, Wampanoag, and Lenape cultures • Comparing information across cultures • Organizing details before writing • Sharing information with an audience	• Observing and recording weather • Identifying seasonal patterns • Making weather predictions • Applying weather knowledge to real-world planning	• Developing research questions • Creating a research plan • Gathering and organizing information from texts • Sharing findings through a class product
Assessment Outcomes	• Three-tribe comparison graphic organizer • Notes or organizer for one Native American culture • Informative writing about one Native American culture • Informative presentation	• Weather Journal • Weather observation entries • Weather report presentation • Vacation packing plan	• Research Plan Activity Page • Research notes or Research Activity Page • Sharing Research Activity Page • Art research class book • Kindergarten Inquiry, Research, and Presentation Rubric
Progress Report Indicator	• Acquires, assesses, and communicates information • Shares their thoughts with others by speaking and listening		

Curriculum Strand 4: Word Study for Reading

Learning Goal: The student will be able to use print concepts, phonological awareness, and phonics to read simple connected text accurately, fluently, and with understanding.

Meeting Proficiency	• Reading a decodable VC/CVC text aloud, applying phonics to regular parts and direct instruction only to irregular parts • Reading independently for a sustained period of time			
Approaching Proficiency	• Recognizing that print, not pictures, carries the words of a story • Recognizing two rhyming words when heard together • Naming the sound of a single known letter		**Vocabulary**: *letter, sound, rhyme, phoneme, syllable, onset, rime, blend, segment, high-frequency word, print, upper-case, lower-case, decode*	
CKLA Unit	S1 & S2 — Skills	S3, S4 & S5 — Skills	S6, S7 & S8 — Skills	S9 & S10 — Skills
Unit Title	Phonological Awareness & Pre-Reading Foundations	Basic Code: First Letter-Sound Correspondences	Full Basic Code: Consonant Clusters, Digraphs & Double Letters	Advanced Code Introduction: Long Vowels & Tricky Words
Skill/ Concept Focus	• Counting and differentiating environmental sounds • Segmenting spoken sentences into words • Blending syllables and phonemes • Tracking print left to right and top to bottom	• Learning first sound-spelling correspondences • Blending sounds to read VC and CVC words • Reading Tricky Words in context • Reading decodable sentences	• Decoding words with consonant clusters • Decoding words with digraphs • Reading double-letter spellings • Reading decodable Readers with accuracy and understanding	• Reading uppercase letters and Tricky Words • Blending two-syllable words • Decoding CVCe words • Reading decodable text with punctuation
Assessment Outcomes	• Anecdotal Skills Records for environmental sounds • Print directionality task • Oral Blending Observation Record • Oral Segmenting Observation Record	• Letter Sounds Observation Records • Spell the Sound Activity Pages • VC/CVC decoding tasks • Tricky Word and sentence reading	• Decodable Reader oral reading • Consonant cluster decoding tasks • Digraph and double-letter decoding tasks • Decodable Reader story questions	• Uppercase letter recognition • CVCe word decoding • Two-syllable word decoding • Decodable Reader oral reading with punctuation • Decodable Reader story questions
Progress Report Indicator	• Reads with understanding			

Curriculum Strand 5: Word Study for Writing				
Learning Goal: The student will be able to use new vocabulary, complete sentences, and correct capitalization and punctuation in shared work				
Meeting Proficiency	• Using a new word learned from conversation, reading, or instruction in a complete sentence, with assistance • Writing a sentence that begins with a capital letter and ends with punctuation			
Approaching Proficiency	• Recognizing a capital letter at the start of a sentence • Recognizing that a sentence ends with a mark, without naming the mark		**Vocabulary:** *sentence, capital letter, period, question mark, exclamation point, noun, verb, complete sentence*	
CKLA Unit	S1 & S2 — Skills	S3, S4 & S5 — Skills	S6, S7 & S8 — Skills	S9 & S10 — Skills
Unit Title	Pre-Writing: Handwriting Strokes & Print Awareness	Letter Formation & Spelling VC/CVC Words	Complete Sentences, Capitalization & Punctuation	Uppercase Letters, Dictation & Long Vowel Spelling
Skill/Concept Focus	• Using a tripod grip • Forming vertical, horizontal, diagonal, and curved strokes • Using spatial vocabulary • Tracking left to right and top to bottom	• Forming letters as sound-spelling correspondences are introduced • Writing VC and CVC words • Writing dictated words • Using capital letters and periods in sentences	• Spelling words with consonant clusters • Spelling digraphs and double-letter patterns • Using sentence-ending marks • Applying capitalization and punctuation in connected writing	• Forming all 26 uppercase letters • Writing dictated phrases • Spelling CVCe words • Using ending punctuation
Assessment Outcomes	• Handwriting stroke tasks • Tripod grip observation • Cup Practice Activity Page • Print directionality task	• Basic Code letter formation • Dictated VC/CVC word writing • Spell the Sound Activity Pages • Capital letter and period sentence writing	• Cluster, digraph, and double-letter spelling tasks • Ending punctuation writing task • Capitalization and punctuation in connected writing • Written responses to decodable Reader questions	• Uppercase letter formation • Dictated phrase writing • CVCe spelling • Sentence writing with ending punctuation
Progress Report Indicator	• Communicates in writing for a variety of purposes and audiences			

1st Grade — ELA Instructional Framework

1st Grade Curriculum Document

Curriculum Strand 1: Exploring Story and Theme				
Learning Goal: The student will be able to describe a story's characters, setting, problem, and solution, and retell or write a narrative using those same elements.				
Meeting Proficiency	• Describing a story's characters, setting, problem, and solution in sequence, using a graphic organizer or retelling frame • Comparing two stories' characters and explaining how their adventures or experiences are alike and different • Writing a narrative that sequences events in order and includes a detail about a character's action or feeling			
Approaching Proficiency	• Describing a character or the setting when asked • Retelling a story out of sequence, using a graphic organizer, retelling framework, or orally.		**Vocabulary:** *character, setting, problem, solution, sequence, central message, fiction, narrative, poem*	
CKLA Unit	K1 — Knowledge	K3 — Knowledge	K8 — Knowledge	S1–S7 — Skills
Unit Title	The Moral of the Story: Fables and Tales	Common Threads: Different Lands, Similar Stories	Once Upon a Time: Fairy Tales	Skills Units 1–7
Skill/ Concept Focus	• Identifying story elements in fables and folktales • Explaining characters, setting, plot, and moral • Retelling events in logical order • Generating complete sentences about read-alouds	• Comparing stories from different cultures • Describing characters, settings, and events • Making text-to-text connections • Planning and revising a narrative retelling	• Identifying common fairy tale elements • Explaining problems and solutions in stories • Distinguishing fantasy from realistic events • Using story structure to support writing	• Reading connected decodable text • Applying taught sound-spelling patterns while reading • Answering questions about characters, setting, and events • Sequencing story events from decodable Readers
Assessment Outcomes	• Somebody Wanted But So Then story retelling • Story map • One-sentence fable retellings • Class narrative retelling of "The Tale of Peter Rabbit"	• Story comparison chart • Text-to-text connection response • Fairy tale retelling draft • Revised fairy tale retelling	• Elements of Fairy Tales chart • Fairy tale comparison Venn diagram • Problem-and-solution response • Manual on how to write a fairy tale	• Decodable Reader story questions • Story event sequence • Activity Pages • Written or oral responses to Reader questions • Word Recognition / Story Reading
Progress Report Indicator	• Analyzes what they read • Shares their thoughts with others by speaking and listening			

Curriculum Strand 2: Building Knowledge and Argument			
Learning Goal: The student will be able to locate facts and details in an informational text and use them to support their own opinion or explanation.			
Meeting Proficiency	• Using a text feature to locate a specific fact in an informational text • Identifying a text's main idea and naming one supporting detail • Writing an opinion paragraph that states an opinion, supplies a reason from the text, uses a linking word, and provides a concluding statement, or writing an informative paragraph that names a topic and supplies facts		
Approaching Proficiency	• Pointing to a text feature (picture, heading) when named • Naming one fact from a text, with prompting • Stating an opinion or naming a topic without yet providing a supporting reason or fact		**Vocabulary:** *main idea, supporting detail, text feature, heading, table of contents, glossary, fact, evidence, opinion, informational, expository, simple sentence, compound sentence, ending punctuation*
CKLA Unit	K2 — Knowledge	K4 — Knowledge	K5 — Knowledge
Unit Title	From Nose to Toes: How Your Body Works	Reach for the Stars: Astronomy	Charting the World: Geography
Skill/ Concept Focus	• Identifying facts about body systems • Explaining how body systems work together • Using details from informational read-alouds • Connecting health habits to body knowledge	• Identifying facts about the sun, moon, stars, and planets • Taking notes from informational read-alouds • Using evidence to support an opinion • Explaining space concepts with domain vocabulary	• Using maps, globes, atlases, legends, and keys • Identifying cardinal directions and location words • Asking and answering questions about places • Describing locations with geographic vocabulary
Assessment Outcomes	• Body systems graphic organizer • Healthy habits informative response • Food groups response • Body systems explanation	• Astronomy notes organizer • Space journal response • Opinion paragraph about astronomy content • Opinion paragraph with reason and closing	• Map project • Neighborhood map presentation • Geographic description • Favorite neighborhood place opinion text

CKLA Unit	K6 — Knowledge	K8 — Knowledge	K9 — Knowledge
Unit Title	A World of Homes: Animals and Habitats	Our Planet: The History of the Earth	From Babylon to the Nile: Early World Civilizations
Skill/ Concept Focus	• Identifying habitat characteristics • Classifying animals by habitat and diet • Explaining adaptations and conservation needs • Comparing habitats with informational details	• Identifying facts about Earth's history • Explaining fossils, dinosaurs, and geological change • Sequencing events across long periods of time • Using informational details in writing	• Identifying features of early civilizations • Sequencing historical information with timelines • Recording information in graphic organizers • Using read-aloud details to support opinions and explanations
Assessment Outcomes	• Habitat Journal • Endangered species idea web • Forest and rainforest mini poster • Informational paragraph using habitat notes	• Earth history graphic organizer • Fossil or dinosaur information response • Earth history sequence response • Informational writing from read-aloud details	• Civilization graphic organizer • Civilization timeline • Shared informational paragraph • Opinion paragraph about an ancient civilization
Progress Report Indicator	• Analyzes what they read • Communicates in writing for a variety of purposes and audiences • Acquires, assesses, and communicates information		

Curriculum Strand 3: Research, Discussion, and Presentation			
Learning Goal: The student will be able to build background knowledge about a topic by gathering evidence from sources, asking questions to confirm understanding, and using the information to create and share an informative response.			
Meeting Proficiency	• Retelling information from a source and asking a follow-up question to confirm understanding • Gathering information from a source, recording key ideas using a graphic organizer or note-taking tool, and presenting what was learned in a written or oral format • Writing an informative paragraph that introduces a topic, provides relevant facts, and includes a concluding statement.		
Approaching Proficiency	• Naming a source where information might be found, with prompting • Retelling one detail from a text, with prompting • Recording one piece of information from a source, with assistance		**Vocabulary:** *source, evidence, retell, question, record, text feature, accurate, information, discussion*
CKLA Unit	K7 — Knowledge	K9 — Knowledge	K10 — Knowledge
Unit Title	A New Nation: American Independence	Early Americas: Maya, Aztec, and Inca	Adventure Stories: Tales from the Edge
Skill/ Concept Focus	• Gathering historical information from read-alouds • Recording key ideas in notes and organizers • Writing captions with historical details • Sharing information about people, places, and events	• Gathering information from informational read-alouds • Recording key ideas in charts and organizers • Sequencing information with timelines • Summarizing information in phrases and sentences	• Asking research questions • Gathering information from read-alouds and trade books • Organizing research notes in a graphic organizer • Sharing findings through oral presentation
Assessment Outcomes	• Notes and graphic organizer • Historical captions • Informative paragraph about the founding of the United States • Oral sharing or discussion response	• Civilization comparison chart • Civilization timeline • Informational notes from read-alouds • Opinion paragraph about an ancient civilization	• Research graphic organizer • Adventure topic notes • Informative paragraph from research • Speaking portrait presentation
Progress Report Indicator	• Acquires, assesses, and communicates information • Shares their thoughts with others by speaking and listening		

Curriculum Strand 4: Word Study for Reading

Learning Goal: The student will be able to apply phonemic awareness, phonics, and high-frequency word knowledge to read connected text accurately, fluently, and with understanding.

Meeting Proficiency	• Decoding a short passage in context using letter-sound knowledge, including consonant blends, digraphs, and correct vowel sounds • Reading a grade-level passage aloud with accuracy and fluency over a sustained period		
Approaching Proficiency	• Identifying a syllable in a spoken word, with support • Naming the sound of a known short or long vowel • Decoding a VC or CVC word in isolation, with support		**Vocabulary:** *syllable, blend, digraph, consonant, vowel, decode, segment, phoneme, high-frequency word, fluency, accuracy, root word, inflectional ending*
CKLA Unit	S1 & S2 — Skills	S3 & S4 — Skills	S5, S6 & S7 — Skills
Unit Title	Kindergarten Review, Digraphs & Long Vowels	Vowel Sounds, R-Controlled Vowels & Syllables	Advanced Code: Spelling Alternative
Skill/ Concept Focus	• Reviewing Kindergarten sound-spellings • Blending and segmenting spoken words • Decoding CVC words and short-vowel words • Reading simple decodable text with accuracy	• Distinguishing similar vowel sounds • Decoding words with /oo/, /ou/, /oi/, /aw/, and r-controlled vowels • Reading contractions and two-syllable words • Using headings and picture glossaries in informational decodable text	• Decoding advanced spelling alternatives for consonant and vowel sounds • Reading decodable Readers with accuracy, rate, and expression • Applying taught spelling patterns in connected text • Building readiness for Grade 2 foundational skills
Assessment Outcomes	• Oral blending and segmenting observation records • Short-vowel, digraph, and double-letter decoding Activity Pages • Tricky Word and CVCe word recognition tasks • Decodable Reader story questions	• Vowel sound and r-controlled vowel decoding Activity Pages • Two-syllable word reading tasks • Contraction and -ed word reading tasks • Decodable Reader comprehension questions	• Advanced spelling-alternative decoding Activity Pages • Word recognition and word sort tasks • Anecdotal Reading Records • Decodable Reader comprehension questions
Progress Report Indicator	• Reads with understanding		

Curriculum Strand 5: Word Study for Writing

Learning Goal: The student will be able to apply knowledge of root words and language conventions to compose complete sentences with correct punctuation and capitalization.

Meeting Proficiency	• Identifying a common root word and its inflectional ending in a given word • Using a newly learned word or phrase appropriately when speaking or writing about a text or topic. • Writing a complete simple sentence with correct ending punctuation and capitalization of names. • Writing a complete compound sentence with correct ending punctuation and capitalization of names.		
Approaching Proficiency	• Recognizing a root word inside a longer word, with prompting • Using a newly learned word or phrase in speech or writing, with prompting. • Recognizing whether a sentence is complete or incomplete		**Vocabulary:** *noun, proper noun, verb, tense, adjective, pronoun, contraction, plural, root word, inflectional ending, sentence types (statement, question, exclamation), ending punctuation*
CKLA Unit	S1 & S2 — Skills	S3 & 4 — Skills	S5, S6 & S7 — Skills
Unit Title	Foundational Conventions & Nouns	Verb Tenses, Adjectives & Descriptive Writing	Plurals, Pronouns, Sentence Types & Agreement
Skill/Concept Focus	• Writing short-vowel and long-vowel words • Using capitalization and ending punctuation • Identifying common and proper nouns • Applying proper noun capitalization in written responses	• Identifying verbs and verb tenses • Distinguishing sentence types • Spelling r-controlled vowel words, contractions, and -ed verb forms • Using adjectives and vocabulary in descriptive writing	• Forming plural nouns with -s and -es • Using pronouns, adjectives, and noun-verb agreement • Using conjunctions and commas in sentences • Composing opinion, personal narrative, and informative writing through the writing process
Assessment Outcomes	• Letter and word writing tasks • Short-vowel and long-vowel dictated word writing • Tricky Word spelling tasks • Written responses to Reader questions	• Spelling and dictation Activity Pages • Verb tense sentence tasks • Contraction and -ed spelling tasks • Descriptive writing pieces	• Plural noun and suffix spelling tasks • Pronoun, sentence type, and noun-verb agreement tasks • Opinion letter • Personal narrative • Informative/explanatory writing
Progress Report Indicator	• Communicates in writing for a variety of purposes and audiences		

2nd Grade — ELA Instructional Framework

2nd Grade Curriculum Document

Curriculum Strand 1: Exploring Story and Theme			
Learning Goal: The student will be able to explain how a story's characters, plot, and point of view develop its central message and craft a narrative or poem that conveys a message of their own.			
Meeting Proficiency	• Describing a character's traits, motivations, and feelings using evidence from the text • Sequencing a story's beginning, middle, and end on a graphic organizer and identifying the central message or moral each part reveals • Comparing two characters' points of view and explaining how each story is narrated • Writing a narrative or poem that conveys a message and develops a character's traits, motivations, or feelings		
Approaching Proficiency	• Naming a character's trait when asked • Naming who is telling the story • Retelling one event from a story's beginning, middle, or end		**Vocabulary:** *character, character traits, plot, central message, moral, point of view, narrator, cause and effect, fiction, myth, fable, tall tale, poem, narrative*
CKLA Unit	K1-Knowledge	K3 — Knowledge	K7 — Knowledge
Unit Title	Fortunes and Feats: Fairy Tales and Tall Tales	Legends and Heroes: Greek Myths	Sounds and Stanzas: Poetry
Skill/ Concept Focus	• Identifying fairy tale and tall tale characteristics • Describing characters, problems, lessons, and exaggeration • Comparing characters and points of view • Practicing narrative writing and letter writing	• Identifying Greek myths as fiction • Sequencing myth events and explaining cause and effect • Comparing characters and myth elements • Planning, drafting, revising, publishing, and presenting a narrative retelling	• Identifying poetry elements and poetic language • Using rhyme, alliteration, onomatopoeia, personification, and anaphora • Using the 5 Ws to understand key details • Writing, revising, and presenting an original poem
Assessment Outcomes	• Friendly letter to a character • Narrative rewrite of a classic tale • Fairy tale and tall tale story element responses • Character comparison Venn diagram	• Greek myth narrative retelling plan • Drafted myth retelling • Revised myth retelling • Story sequence and character response Activity Pages	• Original memory poem • Poetry presentation or oral reading • Poetic device response • Poetry meaning and structure Activity Pages
Progress Report Indicator	• Analyzes what they read • Shares their thoughts with others by speaking and listening		

Curriculum Strand 2: Building Knowledge and Argument

Learning Goal: The student will be able to identify the main idea and supporting evidence in an informational text and use that evidence to develop an opinion or explanation of their own.

Meeting Proficiency	• Distinguishing a section's main idea from its topic, using a detail from the text as evidence • Identifying a problem and its solution in an informational text, citing the supporting section • Writing an opinion or informative piece that introduces a topic, develops it with reasons or facts from the text, uses linking words, and provides a conclusion.			
Approaching Proficiency	• Naming the topic of a text • Pointing to one supporting detail, with prompting • Stating an opinion or introducing a topic without yet developing it with a reason or fact from the text		**Vocabulary**: main idea, supporting detail, topic, evidence, problem, solution, text structure, bold print, caption, subheading, index, diagram, opinion, informational, sentence types (declarative, imperative, exclamatory, interrogative), apostrophe, contraction	
CKLA Unit	K2 — Knowledge	K5 — Knowledge	K6 — Knowledge	K9 — Knowledge
Unit Title	The Birthplace of Democracy: Ancient Greece	Butterflies, Bees, and Beetles: Insects	A House Divided: The American Civil War	Building Blocks: All About Nutrition
Skill/ Concept Focus	• Collecting and synthesizing information about ancient Greece • Comparing life in Athens and Sparta • Explaining key leaders, events, and civic ideas • Writing an opinion piece with reasons	• Identifying insect characteristics and life cycles • Citing evidence from informational text • Researching and recording information about insects • Developing an opinion about which insect would make the best neighbor	• Identifying key people and events from the Civil War • Recording relevant information in a timeline and record book • Citing evidence from informational text • Editing, revising, and publishing an informative paragraph	• Identifying body systems and nutrition concepts • Recording relevant information about food groups and nutrition • Citing evidence from informational text • Writing about nutritional benefits of school lunches
Assessment Outcomes	• Athens or Sparta opinion paragraph • Opinion piece on an element of Greek civilization • City-state comparison organizer • Key detail responses from informational read-alouds	• Insect evidence notes • Opinion piece on which insect would make the best neighbor • Insect comparison or classification response • Text evidence response Activity Pages	• Civil War record book entry • Informative paragraph using recorded information • Timeline of key events • Evidence-based responses about historical events	• Nutrition notes or graphic organizer • School lunch nutritional benefits response • Informative writing about food groups or nutrition • Opinion or explanatory response using nutrition evidence
Progress Report Indicator	• Analyzes what they read • Communicates in writing for a variety of purposes and audiences • Acquires, assesses, and communicates information			

Curriculum Strand 3: Research, Discussion, and Presentation			
Learning Goal: The student will be able to build background knowledge about a topic by gathering evidence from literary and informational sources, recording information in a simple visual format, and using it to create and share an informative response.			
Meeting Proficiency	• Forming a research question and using it to locate information in a source • Recording information from a literary or informational source in a simple visual format • Sharing what was learned by retelling key ideas and asking an appropriate follow-up question • Writing an informative piece that introduces a topic, develops it with a fact or relevant detail from the text, uses a linking word, and provides a conclusion		
Approaching Proficiency	• Naming a literary or informational source for a question, with prompting • Recording one piece of information from a source in a simple format, with assistance • Retelling one key detail from a source, with prompting		• **Vocabulary**: *source, question, gather, record, visual format, information, evidence, discussion*
CKLA Unit	K4 — Knowledge	K8 — Knowledge	K10 — Knowledge
Unit Title	Our Planet: Cycles in Nature	Making a Difference: Creating Change	Taking Flight: The Age of Aviation
Skill/ Concept Focus	• Participating in a shared research project • Recording observations of scientific phenomena • Collecting and synthesizing information in charts and organizers • Writing an informative paragraph from notes	• Using timelines to make connections and sequence events • Identifying reasons and evidence in informational texts • Discussing and asking questions about a topic • Writing a narrative paragraph about events in a person's life	• Brainstorming and asking research questions • Gathering information from texts, trade books, and ReadWorks • Collecting and synthesizing information with note-taking tools • Presenting informational writing to an audience
Assessment Outcomes	• Observation charts and graphic organizers • Informative paragraph on the frog life cycle • Natural cycle sequence response • Notes from shared research	• Timeline connecting ideas to actions across historical figures • Story map for a person who created change • Narrative paragraph about a person working for a cause • Discussion response using evidence about change	• Research notes on a notable aviator • Informational text about a notable aviator • Aviators Hall of Fame display • Oral sharing or presentation of aviation research
Progress Report Indicator	• Acquires, assesses, and communicates information • Shares their thoughts with others by speaking and listening		

Curriculum Strand 4: Word Study for Reading

Learning Goal: The student will be able to use phonics, syllable patterns, and morphology to decode multisyllabic words and read connected text accurately, fluently, and with understanding.

Meeting Proficiency	• Decoding a list of multisyllabic words using common syllable patterns, including r-controlled vowels, consonant blends, diphthongs, and vowel digraphs • Reading a grade-level passage aloud with accuracy and fluency for multiple purposes over a sustained period		
Approaching Proficiency	• Decoding a two-syllable word with support • Recognizing a known high-frequency word by sight		• **Vocabulary:** *multisyllabic, syllable pattern, vowel digraph, vowel diphthong, r-controlled vowel, decode, fluency, accuracy, prefix, suffix, root word*
CKLA Unit	S1 & S2 — Skills	S3 & S4 — Skills	S5 & S6 — Skills
Unit Title	Consonant Review, Tricky Words & Long Vowels	Spelling Alternatives, Tricky Spellings & Vowel Patterns	Schwa, Multisyllabic Words & Advanced Spellings
Skill/ Concept Focus	• Reviewing Grade 1 consonant sounds and spellings • Reading one- and two-syllable words with short and long vowels • Reading words with suffixes -ing and -ed • Reading Tricky Words, contractions, and decodable text	• Decoding words with vowel spelling alternatives • Reading words with Tricky Spellings • Distinguishing spelling patterns that represent more than one sound • Reading increasingly complex decodable text with accuracy	• Decoding multisyllabic words using chunking • Reading words with schwa • Applying advanced spelling alternatives for vowel and consonant sounds • Reading informational decodable text with fluency and understanding
Assessment Outcomes	• Decodable Reader story questions • Short- and long-vowel decoding Activity Pages • Suffix -ing and -ed word reading tasks • Tricky Word and contraction recognition tasks	• Spelling-alternative decoding Activity Pages • Tricky Spelling word recognition tasks • Word sort Activity Pages • Decodable Reader comprehension questions	• Multisyllabic word chunking tasks • Schwa decoding Activity Pages • Advanced spelling-alternative word recognition tasks • Decodable Reader comprehension questions from informational text
Progress Report Indicator	• Reads with understanding		

Curriculum Strand 5: Word Study for Writing

Learning Goal: The student will be able to apply knowledge of word parts, context, and language conventions to compose complete sentences with correct punctuation and capitalization.

Meeting Proficiency	• Using a prefix, suffix, or context clue to determine a word's meaning. • Writing one sentence of each of the four types, using correct capitalization, spelling, and an apostrophe correctly in a contraction. • Capitalizing the name of a day, month, or holiday correctly in a sentence.		
Approaching Proficiency	• Recognizing a suffix in a word and naming what it does to the base word • Identifying whether a sentence has a subject and a predicate		**Vocabulary**: *noun (common, proper, singular, plural), verb, action verb, suffix, contraction, apostrophe, comma, quotation marks, sentence types (declarative, imperative, exclamatory, interrogative), subject, predicate, antonym, synonym*
CKLA Unit	S1 & S2 — Skills	S3 & S4 — Skills	S5 & S6 — Skills
Unit Title	Foundational Conventions	Sentence Structure, Nouns & Verbs	Adjectives, Adverbs & Complete Sentences
Skill/Concept Focus	• Spelling short- and long-vowel words • Spelling words with suffixes -ing and -ed • Using capitalization and ending punctuation • Using quotation marks, apostrophes, and contractions in writing	• Using antonyms, synonyms, and multiple-meaning words • Identifying common and proper nouns • Producing four sentence types with correct ending punctuation • Using irregular plural nouns, apostrophes, and verbs	• Using adjectives and adverbs to expand sentences • Identifying subjects and predicates • Correcting incomplete and run-on sentences • Using note-taking to compose a multi-paragraph report
Assessment Outcomes	• Dictated word and sentence writing • Suffix -ing and -ed spelling Activity Pages • Quotation mark and contraction writing tasks • Narrative writing piece	• Antonym and synonym Activity Pages • Common and proper noun sentence tasks • Four sentence types writing tasks • Apostrophe and irregular plural noun writing tasks	• Adjective and adverb sentence-expansion tasks • Subject-predicate Activity Pages • Complete sentence and run-on correction tasks • Multi-paragraph report from notes
Progress Report Indicator	• Communicates in writing for a variety of purposes and audiences		

3rd Grade — ELA Instructional Framework

3rd Grade Curriculum Document

Curriculum Strand 1: Exploring Story and Theme			
Learning Goal: The student will be able to describe how literary elements shape a story's meaning and write a narrative, poem, or text-based opinion that uses those elements.			
Meeting Proficiency	• Describing how a character's traits, point of view, or actions shape a story's events or theme, using evidence from the text • Writing a narrative or poem that develops a character's traits and point of view using dialogue, descriptive details, and temporal words • Writing a text-based opinion paragraph that states a claim about a literary element and supports it with evidence • Tracing a character's relationship with another character across two or more points in the story and citing what caused the change, using specific evidence from the text		
Approaching Proficiency	• Naming a character's trait or identifying a literary element, with a word bank or prompting • Summarizing one event from a story or stating an opinion about a text, with prompting, without evidence		**Vocabulary**: *character traits, motivation, point of view, narrator, theme, cause and effect, stanza, literal, nonliteral, fiction, myth, poem, narrative, opinion, claim, evidence*
CKLA Unit	Unit 1	Unit 3	Unit 7
Unit Title	Timeless Tales: Classic Stories	Rhythm and Rhyme: Poetry	Novel Study: Stella Díaz Has Something to Say
Skill/ Concept Focus	• Analyzing character traits, perspective, and theme • Distinguishing narrator and character point of view • Explaining how story events reveal theme • Forming a literary opinion from text evidence	• Identifying poetic form, rhyme, structure, and figurative language • Interpreting how word choice shapes meaning • Reading poems aloud with expression • Writing original poetry	• Tracing character traits, motivations, and relationships across a novel • Explaining how events shape character development • Using dialogue, description, and temporal words in narrative writing • Drafting narrative from a character-based plan
Assessment Outcomes	• Character Analysis Venn Diagram • Point of View Activity Page • Theme paragraph • Opinion paragraph about one theme and the character who best represents it	• Poet's Journal entries • Poetry analysis response • Original rhyming or free verse poem • Poetry presentation or oral reading	• Chapter summaries • Character development organizer • Fictional narrative plan • Fictional narrative about Stella's summer-break experience
Progress Report Indicator	• Analyzes what they read • Shares their thoughts with others by speaking and listening		

Curriculum Strand 2: Building Knowledge and Argument			
Learning Goal: The student will be able to identify main ideas and evidence across informational texts and use that evidence to develop an opinion or explanation of their own.			
Meeting Proficiency	• Using a text or graphic feature to locate information or verify a prediction • Comparing key details across two texts on the same topic and drawing a conclusion supported by textual evidence • Writing an opinion or informative piece that states a claim or main idea, develops it with evidence, uses linking words and transitions, and provides a conclusion • Naming the author's point of view in a persuasive text and identifying the author's intended effect on the reader		
Approaching Proficiency	• Naming one piece of evidence from a text • Identifying a detail that supports a main idea, with prompting • Stating a claim or main idea without yet organizing it with evidence, transitions, or a conclusion • Identifying the point of view in a text		**Vocabulary**: *main idea, supporting detail, evidence, author's purpose, point of view, persuade, text features, sidebar, cause and effect, comparison, sequential, opinion, informational, sentence types, possessive apostrophe, proper noun*
CKLA Unit	Unit 4	Unit 5	Unit 8
Unit Title	Rise and Fall: Ancient Rome	Our Solar System and Beyond: Astronomy	Systems and Senses: The Human Body
Skill/ Concept Focus	• Explaining historical cause and effect • Identifying cultural contributions of ancient Rome • Distinguishing point of view in texts • Developing an opinion from historical evidence	• Comparing scientific ideas • Explaining cause and effect in space science • Distinguishing fact from theory • Using notes from multiple sources	• Explaining relationships among body systems • Sequencing processes in the body • Using domain vocabulary to explain scientific ideas • Organizing information for a body-system explanation
Assessment Outcomes	• Roman contribution notes • Cause-and-effect Activity Pages • Opinion planning organizer • Opinion essay on Rome's most significant cultural contribution	• Astronomy notes organizer • Fact/theory response • Compare-and-contrast response • Informative writing about a day in the life of an astronaut	• Joints and Muscles Activity Page • Nervous System Activity Page • Nervous System Comparison • Informational paragraph about one body system with title and illustration
Progress Report Indicator	• Analyzes what they read • Communicates in writing for a variety of purposes and audiences • Acquires, assesses, and communicates information		

Curriculum Strand 3: Research, Discussion, and Presentation			
Learning Goal: The student will be able to build background knowledge about a topic by identifying relevant sources, organizing information, and using it to develop, revise, and discuss an informative response.			
Meeting Proficiency	• Forming a research question, gathering information from a source, and taking notes using a provided organizer • Sorting evidence into categories and using notes to produce a written summary or informational piece, going through the full writing process • Sharing findings with an audience in a written or oral format, citing where the information came from • Asking a question to check understanding during a discussion, staying on topic, and linking a comment to another speaker's remark		
Approaching Proficiency	• Forming a question about a topic, with prompting • Locating one piece of information in a source using a text feature or provided organizer, with support • Recording a detail or note from a source, with assistance • Sharing one piece of information from a source, with prompting		**Vocabulary**: *source, relevant, evidence, finding, discussion, research, question*
CKLA Unit	Unit 2	Unit 6	Unit 9
Unit Title	Fur, Fins, and Feathers: Animal Classification	Regions and Cultures: Native Americans	From Blues to Bebop: All That Jazz
Skill/ Concept Focus	• Classifying animals by observable traits • Identifying main idea and supporting details • Using text evidence to explain classification • Organizing information for informative writing	• Conducting technology-based research • Locating relevant information • Sorting notes into categories • Using research to write for an audience	• Developing research questions Gathering information about musicians Organizing research by category Comparing musicians for presentation
Assessment Outcomes	• Field journal entries • Animal Classification foldable • Vertebrate classification notes • Informative paragraph classifying a vertebrate	• Research notes on a local Native American community • Evidence-sorting organizer • Informational newspaper article • Speaking and Listening observational checklist	• KWL chart • Research plan • Short informational piece about a famous jazz musician • Short informational piece about a contemporary jazz musician • Musician comparison presentation
Progress Report Indicator	• Acquires, assesses, and communicates information • Shares their thoughts with others by speaking and listening		

Curriculum Strand 4: Word Study for Reading			
Learning Goal: The student will be able to apply common spelling patterns and morphology to decode multisyllabic words in and out of context and read increasingly complex text accurately, fluently, and with understanding.			
Meeting Proficiency	● Decoding a list of multisyllabic words using common spelling patterns, in and out of context ● Reading a grade-level passage aloud with accuracy and fluency for multiple purposes over a sustained period		
Approaching Proficiency	● Decoding a multisyllabic word using one known spelling pattern, with support ● Recognizing a known irregular high-frequency word by sight		**Vocabulary**: *spelling pattern, multisyllabic, decode, fluency, accuracy, expression, rate, phrasing, prefix, suffix, root word*
CKLA Unit	Units 2, 4, 6 & 8	Units 1, 2, 3, 5, 7 & 8	Units 4, 5, 6, 8 & 9
Overview	Morphology and Word Analysis	Fluency and Connected Reading	Content Vocabulary in Context
Skill/ Concept Focus	● Decoding words with prefixes and suffixes ● Using morphology to determine word meaning ● Reading multisyllabic words ● Using dictionary and guide words to support word reading	● Reading literary and informational passages accurately ● Reading poems with expression ● Using phrasing and rate to support meaning ● Building stamina during connected reading	● Using context clues ● Explaining domain vocabulary ● Distinguishing literal and nonliteral meanings ● Applying word relationships while reading
Assessment Outcomes	● Prefix/suffix Activity Pages ● Dictionary and guide-word tasks ● Multisyllabic word reading tasks ● Morphology word work	● Poetry oral reading ● Passage oral reading ● Reader discussion questions ● Anecdotal Reading Records	● Vocabulary-in-context Activity Pages ● Word Work responses ● Exit Pass vocabulary checks ● Discussion responses using domain vocabulary
Progress Report Indicator	● Reads with understanding		

Curriculum Strand 5: Word Study for Writing			
Learning Goal: The student will be able to use prefixes, suffixes, context, sentence structure, and conventions to write accurately.			
Meeting Proficiency	• Determining the meaning of a common prefix or suffix in an unfamiliar word • Writing a sentence using a possessive apostrophe and correct capitalization of a place name or title		
Approaching Proficiency	• Identifying a prefix or suffix in a word • Recognizing the four sentence types when each is read aloud • Using a word bank to identify literal vs. nonliteral meaning		**Vocabulary:** *noun (singular, plural, possessive), verb (regular, irregular, tense), adjective (comparative, superlative), adverb, pronoun (subject, object, possessive), conjunction, appositive, subject-verb agreement, sentence types, prefix, suffix, literal, nonliteral*
CKLA Unit	Units 1, 3, 4, 5, 7 & 8	Units 1, 2, 4, 6, 7 &	Units 2, 4, 6, 8 & 9
Overview	• Sentence Structure and Conventions	• Grammar in Writing	• Vocabulary and Morphology in Writing
Skill/Concept Focus	• Combining sentence fragments • Producing the four sentence types • Applying capitalization and punctuation • Editing sentence-level writing	• Using nouns, verbs, adjectives, adverbs, and pronouns correctly • Applying subject-verb agreement • Using possessives • Punctuating dialogue	• Using prefixes and suffixes to determine meaning Using context clues • Applying precise domain vocabulary in writing • Using morphology to strengthen word choice
Assessment Outcomes	• Fragment-to-sentence tasks • Four sentence types writing task • Sentence-combining Activity Pages • Edited writing draft	• Grammar Activity Pages • Subject-verb agreement task • Possessive noun/pronoun task • Dialogue punctuation task	• Prefix/suffix Activity Pages • Vocabulary-in-context written responses • Unit dictionary entries • Informational paragraph or article using domain vocabulary
Progress Report Indicator	• Communicates in writing for a variety of purposes and audiences		

4th Grade — ELA Instructional Framework

[4th Grade Curriculum Document]

Curriculum Strand 1: Exploring Story and Theme				
Learning Goal: The student will be able to identify a story's theme and point of view through its plot events and character relationships, and write a narrative or poem that develops theme and point of view.				
Meeting Proficiency	• Identifying a story's theme and explaining how the sequence of plot events and changes in character relationships support it • Writing a narrative that develops theme and perspective using first-person point of view, dialogue, and descriptive details			
Approaching Proficiency	• Summarizing one event from a story's plot • Naming a story's theme, with a word bank or prompting • Planning a narrative with a character and setting but without yet developing theme or point of view		**Vocabulary**: *theme, plot, conflict, character relationships, point of view, first person, third person, narrator, verse, rhythm, meter, drama, stage directions, prose, poem, narrative*	
CKLA Unit	Unit 1	Unit 3	Unit 7	Unit 8
Unit Title	My Story, My Voice: Personal Narratives	Meaning and Metaphor: Poetry	Novel Study: The Season of Styx Malone	Crafting Stories: A World of Tales
Skill/ Concept Focus	• Examining personal narrative elements • Analyzing first-person point of view and character relationships • Using dialogue, descriptive details, sensory details, and figurative language • Developing a multi-paragraph personal narrative	• Identifying theme, tone, point of view, and figurative language in poetry • Interpreting meaning through word choice and structure • Reading poems aloud with accuracy, rate, and expression • Writing original poems using poetic devices	• Tracing plot events and character relationships across a novel • Analyzing first- and third-person narration • Explaining how character choices develop theme • Writing a first-person narrative scene with dialogue	• Summarizing traditional stories using Somebody Wanted But So Then • Analyzing theme, character, setting, and events • Using descriptive and figurative language to reimagine a traditional story
Assessment Outcomes	• Personal narrative planning organizer • Drafted and revised personal narrative • Peer feedback and revision checklist • Published multi-paragraph personal narrative	• Poetry analysis response • Figurative language Activity Pages • Original poems using poetic devices • Poetry oral recitation	• Character relationship organizer • Theme and plot-event response • First-person narrative scene • Discussion responses using evidence from the novel	• Somebody Wanted But So Then chart • Theme paragraph • Character analysis Activity Pages • Reimagined traditional story for Storytelling Open Mic
Progress Report Indicator	• Analyzes what they read • Shares their thoughts with others by speaking and listening			

Curriculum Strand 2: Building Knowledge and Argument			
Learning Goal: The student will be able to explain how an author's evidence and language influence a reader and use evidence and precise language to develop an opinion or explanation.			
Meeting Proficiency	• Interpreting factual information presented in a graphic within an informational text • Drawing a conclusion from a text using explicit evidence and an inference, and explaining how the author's language influences the reader • Writing an opinion or informative piece that introduces a claim or topic, develops it with paraphrased evidence, and provides a conclusion adjusted for audience and purpose		
Approaching Proficiency	• Naming one piece of textual evidence • Identifying a text feature and what it shows • Introducing a topic or claim in writing without yet developing it with paraphrased evidence or a conclusion		**Vocabulary**: *evidence, textual evidence, inference, conclusion, author's purpose, claim, reasons, text features, text structure, opinion, argument, informational, subject-verb agreement, coordinating conjunction, prepositional phrase, comma*
CKLA Unit	Unit 2	Unit 5	Unit 6
Unit Title	Knights and Castles: Europe's Middle Ages	Our Planet: Geology	Road to Independence: The American Revolution
Skill/ Concept Focus	• Identifying main ideas, supporting details, and text structure • Taking notes from informational text • Paraphrasing information accurately • Writing an informative comparative paragraph	• Identifying evidence of geological change • Explaining how scientific language and similes influence understanding • Comparing how authors treat the same scientific topic • Writing informational text for different audiences	• Identifying key events and relationships in historical informational text • Sequencing events using timelines • Drawing inferences from explicit evidence • Explaining how historical events connect over time
Assessment Outcomes	• Note-taking organizer • Paraphrased comparative paragraph • Text evidence responses • Cause/effect sentence tasks	• Informational pamphlet on tsunamis • Wikipedia entry on a volcano • Paired-text comparison response • Evidence and text-feature Activity Pages	• American Revolution key-events timeline • Close reading written responses • Cause-and-effect historical event response • Evidence-based response about a turning point in the American Revolution
Progress Report Indicator	• Analyzes what they read • Communicates in writing for a variety of purposes and audiences • Acquires, assesses, and communicates information		

Curriculum Strand 3: Research, Discussion, and Presentation		
Learning Goal: The student will be able to build background knowledge about a topic by identifying relevant sources, paraphrasing information without plagiarizing, and using evidence to develop and discuss an informative response.		
Meeting Proficiency	• Developing a research question, identifying a relevant source, and gathering information by taking notes and categorizing evidence • Differentiating between paraphrasing and plagiarism and using paraphrased information to produce a written informational piece, going through the full writing process • Presenting research findings in a written or oral format, citing sources • Writing an informative piece that introduces a topic, develops it with paraphrased evidence, and provides a conclusion adjusted for audience and purpose • Posing or responding to a clarifying question and making a comment that links to another speaker's remark	
Approaching Proficiency	• Forming a research question, with prompting • Locating information in a source and recording notes, with support • Explaining the difference between paraphrasing and copying, with prompting • Asking a clarifying question during a discussion, with prompting	**Vocabulary**: *source, relevant, evidence, paraphrase, plagiarism, summarize, database, discussion, claim*
CKLA Unit	Unit 4	Unit 9
Unit Title	Eureka! Student Inventor	Inspiration and Ingenuity: American Innovation
Skill/ Concept Focus	• Identifying problems and developing evidence-based solutions • Gathering information through research and observation • Building on peers' ideas during collaborative discussion • Presenting an invention or solution to an audience	• Developing a research question about an American innovator • Gathering information from primary and secondary sources • Paraphrasing and citing source information • Presenting research findings in a clear format
Assessment Outcomes	• Problem-and-solution notes • Invention design plan • Peer feedback notes • Written explanation of the invention or solution • Invention presentation to peers	• Innovator research notes • Source and citation organizer • Informational research paper on an American innovator • Presentation of research findings
Progress Report Indicator	• Acquires, assesses, and communicates information • Shares their thoughts with others by speaking and listening	

Curriculum Strand 4: Word Study for Reading			
Learning Goal: The student will be able to use syllable patterns and morphology to decode unfamiliar multisyllabic and content-area words and read complex text accurately, fluently, and with understanding.			
Meeting Proficiency	• Decoding a list of unfamiliar multisyllabic words using syllabication patterns and morphology • Reading an important word from content-area material, applying known syllable patterns or morphology. • Reading a grade-level passage aloud with accuracy and fluency for multiple purposes over a sustained period		
Approaching Proficiency	• Recognizing a known root, prefix, or suffix in an unfamiliar word • Reading a familiar multisyllabic word with support		**Vocabulary**: *syllable pattern, morphology, decode, fluency, accuracy, rate, expression, prefix, suffix, root*
CKLA Unit	Units 2, 6 & 8	Embedded across all units	Units 2, 4, 5, 6, 8 & 9
Unit Title	Morphology and Word Analysis	Fluency and Connected Reading	Content Vocabulary in Context
Skill/ Concept Focus	• Using prefixes, suffixes, and roots to determine word meaning • Applying morphology to domain vocabulary • Decoding multisyllabic words using syllable patterns • Reading content-area words accurately in context	• Reading literary and informational texts with accuracy • Reading poetry aloud with rate and expression • Applying word analysis during connected reading • Building sustained independent reading with texts	• Using context to determine word meaning • Applying domain vocabulary during reading and discussion • Explaining figurative language and idioms in context • Reading unfamiliar content-area words accurately
Assessment Outcomes	• Prefix, suffix, and root Activity Pages • Content vocabulary word-analysis tasks • Morphology word work using domain vocabulary • Anecdotal Reading Records	• Poetry oral recitation • Novel passage oral reading • Content-area passage oral reading • Anecdotal Reading Records • Discussion responses from texts	• Vocabulary-in-context Activity Pages • Figurative language and idiom tasks • Word meaning Exit Passes • Written responses using domain vocabulary
Progress Report Indicator	• Reads with understanding		

Curriculum Strand 5: Word Study for Writing

Learning Goal: The student will be able to use Greek and Latin roots, context, figurative language, sentence structure, and conventions to support word understanding and clear writing.

Meeting Proficiency	• Determining the meaning of an unfamiliar word using a Greek or Latin root and context • Explaining the meaning of figurative language in context • Writing a complete simple or compound sentence using correct capitalization and a comma before a coordinating conjunction		
Approaching Proficiency	• Explaining the meaning of familiar figurative language in context, with support • Writing a complete simple or compound sentence with developing capitalization or punctuation		**Vocabulary**: *simple sentence, compound sentence, declarative sentence, imperative sentence, exclamatory sentence, interrogative sentence, coordinating conjunction, comma, capitalization, figurative language, simile, metaphor, idiom, adage, hyperbole, Latin root, Greek root, prefix, suffix*
CKLA Unit	Units 1, 4, 5, 6 & 8	Units 1, 2, 4, 5, 6 & 8	Units 2, 3, 5, 6, 8 & 9
Unit Title	Sentence Structure and Conventions	Grammar in Writing	Vocabulary, Morphology, and Figurative Language in Writing
Skill/Concept Focus	• Producing and expanding complete sentences • Applying capitalization and punctuation • Using commas and quotation marks correctly • Editing writing for sentence structure and conventions	• Using parts of speech correctly in context • Applying subject-verb agreement and verb tense • Using prepositional phrases, modal auxiliary verbs, and relative pronouns • Revising writing for grammar and clarity	• Using roots, prefixes, and suffixes to understand and use new words • Applying domain vocabulary in written responses • Using context clues to determine word meaning • Using precise and figurative language in writing
Assessment Outcomes	• Sentence-combining tasks • One-sentence summary tasks • Comma and quotation mark tasks • Edited personal narrative, informational, or story draft	• Grammar Activity Pages • Prepositional phrase tasks • Subject-verb agreement and modal verb tasks • Relative pronoun writing tasks	• Root, prefix, and suffix Activity Pages • Figurative language Activity Pages • Vocabulary-in-context writing responses • Revised writing with precise domain vocabulary
Progress Report Indicator	• Communicates in writing for a variety of purposes and audiences		

5th Grade — ELA Instructional Framework

5th Grade Curriculum Document

Curriculum Strand 1: Exploring Story and Theme					
Learning Goal: The student will be able to explain how a character's role, relationships, and conflicts develop a story's theme and write a narrative, poem, or opinion that develops or analyzes those elements.					
Meeting Proficiency	• Comparing a character's role, relationships, and conflicts across two different plots • Writing an explanation of a story's theme, conflict, and resolution, describing how the narrator's point of view shapes the reader's understanding • Writing an opinion about a literary element, supporting the claim with evidence from the text • Writing a narrative or poem that develops a character, conflict, and theme				
Approaching Proficiency	• Naming a character's role in a story, with prompting • Identifying a story's theme or conflict, with a word bank • Drafting a narrative that establishes a character and conflict without yet developing theme or the narrator's point of view			**Vocabulary**: *theme, conflict, resolution, character role, point of view, narrator, figurative language, tone, poetic devices, drama, poem, narrative, prose*	
CKLA Unit	Unit 1	Unit 3	Unit 4	Unit 7	Unit 8
Unit Title	In My Own Words: Personal Narratives	Visions in Verse: Poetry	A Knight's Tale: Don Quixote	Novel Study: The Science of Breakable Things	Through the Forest: A Midsummer Night's Dream
Skill/ Concept Focus	• Identifying elements of personal narrative • Analyzing conflict, theme, and point of view in first-person texts • Using dialogue, sensory details, figurative language, and sequence • Developing personal narrative writing through precise details	• Interpreting tone, theme, figurative language, and structure in poetry • Comparing poems across cultural traditions and time periods • Reading poems aloud with phrasing and expression • Writing original poems in different forms	• Tracing plot and character development across a longer work • Analyzing how narrator point of view shapes interpretation • Distinguishing fact from opinion in narrative text • Developing an opinion with text evidence	• Analyzing narrator point of view • Comparing character traits and perspectives using evidence • Tracing relationships, conflicts, and theme across a novel • Developing first-person point of view, dialogue, sensory details, and transitions	• Analyzing character actions and motivations in drama • Interpreting Shakespearean language through reading and performance • Examining how dramatic structure shapes meaning • Writing in character voice and perspective

Assessment Outcomes	• Think as You Read Activity Pages • Personification and dialogue writing tasks • Personal narrative draft and final piece • Peer feedback checklist for narrative writing	• Poetry analysis Activity Pages • Poetic device writing tasks • Original villanelle or list poem • Poetry oral reading	• Plot and character response Activity Pages • Fact and opinion tasks • Opinion planning and draft • Four-paragraph opinion essay on Don Quixote	• Character perspective Activity Pages • Conflict and relationship organizer • Narrative plan and draft • Alternative ending narrative with dialogue, sensory details, and transitions	• Character perspective writing prompt • Narrative paragraphs from a character or production artist perspective • Dear Course Smoother advice column in character voice • Performance discussion checklist or notes
Progress Report Indicator	• Analyzes what they read • Shares their thoughts with others by speaking and listening				

Curriculum Strand 2: Building Knowledge and Argument		
Learning Goal: The student will be able to evaluate an author's purpose and reasoning using evidence from multiple texts and use that evidence to develop a supported opinion or explanation.		
Meeting Proficiency	• Using multiple text features and graphics across a source to locate information and gain an overview • Evaluating whether an author achieved their purpose, citing evidence from at least two texts on the same topic • Writing an opinion or informative piece that argues a claim or explains a topic using evidence from more than one text, with an introduction, organized body, conclusion, and accurate source citation	
Approaching Proficiency	• Naming one piece of textual evidence from a single text • Identifying whether an author achieved their purpose, with prompting • Writing a claim supported by evidence from a single text without yet integrating multiple sources or organizing body paragraphs	**Vocabulary**: *evidence, author's purpose, reasoning, claim, inference, conclusion, paraphrase, pattern of organization, chronology, text structure, opinion, argument, informational, complex sentence, introductory clause, transitional words and phrases*
CKLA Unit	Unit 2	Unit 6
Unit Title	Early Americas: Maya, Aztec, and Inca	Cultures and Histories: Native Americans
Skill/ Concept Focus	• Comparing and contrasting civilizations using text evidence • Paraphrasing information from informational and literary texts • Using linking words to compare groups and ideas • Writing an informative comparison using evidence	• Evaluating whether an author achieved their purpose • Making inferences and citing evidence from informational text • Analyzing how images contribute to meaning and tone • Writing an opinion letter for a specific audience
Assessment Outcomes	• Maya, Aztec, and Inca comparison notes • Paraphrased note-taking organizer • Codex Project informative comparison • Cause-and-effect and compare/contrast sentence tasks	• Author's purpose and evidence organizer • Image analysis response • Museum exhibit image rationale • Opinion letter to a museum director
Progress Report Indicator	• Analyzes what they read • Communicates in writing for a variety of purposes and audiences • Acquires, assesses, and communicates information	

Curriculum Strand 3: Research, Discussion, and Presentation		
Learning Goal: The student will be able to build background knowledge about a topic by selecting relevant sources, paraphrasing and summarizing key ideas, and using evidence to develop and discuss an informative response.		
Meeting Proficiency	• Developing a research question, selecting relevant sources, and gathering information from more than one source • Differentiating between paraphrasing and plagiarism when using information from a source. • Citing sources appropriately. • Using notes to produce a written informational piece or visual display, going through the full writing process, citing sources accurately • Presenting findings to an audience in a written or oral format • Summarizing a speaker's main points during a discussion, based on evidence	
Approaching Proficiency	• Forming a research question and identifying a possible source, with prompting • Gathering information from a source and recording notes, with support • Explaining the difference between paraphrasing and copying, with prompting • Restating a speaker's main point during a discussion, with prompting	**Vocabulary**: *source, relevant, evidence, paraphrase, plagiarism, summarize, integrate, claim, discussion, research plan*
CKLA Unit	Unit 5	Unit 9
Unit Title	The Deep Blue World: Oceans	Building Up the World: Global Architecture
Skill/ Concept Focus	• Analyzing multiple informational sources on ocean ecosystems • Identifying main ideas, supporting details, and scientific claims • Using quotations and paraphrased details from sources • Writing informational text about ecosystem relationships	• Generating a research question about an architect and structure • Gathering information from multiple relevant sources • Paraphrasing, citing sources, and organizing research notes • Presenting findings with a visual component and peer feedback
Assessment Outcomes	• Food web writing Activity Page • Two-source ocean ecosystem paragraph • Marine biology accomplishments paragraph • Local ecosystem informational text • Peer presentation or discussion rubric notes	• Research question and source notes • Citation organizer • Informational research text about an architect and structure • Visual infographic • Architecture Fair presentation with peer feedback
Progress Report Indicator	• Acquires, assesses, and communicates information • Shares their thoughts with others by speaking and listening	

Curriculum Strand 4: Word Study for Reading

Learning Goal: The student will be able to apply syllable patterns and morphology to decode unfamiliar words and read complex literary and informational texts accurately, fluently, independently, and with understanding.

Meeting Proficiency	• Decoding a list of unfamiliar multisyllabic words using syllabication patterns and morphology, including a known prefix presented out of context • Reading a grade-level passage aloud with accuracy and fluency for multiple purposes over a sustained period		
Approaching Proficiency	• Decoding a familiar multisyllabic word with support • Recognizing a known root or prefix in a word out of context		Vocabulary: morphology, syllable pattern, decode, fluency, accuracy, rate, expression, prefix, suffix, root
CKLA Unit	Units 2, 4, 8 & 9	Embedded across all units	Units 2, 5, 6 & 9
Unit Title	Morphology and Word Analysis	Fluency and Connected Reading	Content Vocabulary in Context
Skill/ Concept Focus	• Using roots, prefixes, and suffixes to determine word meaning • Applying morphology to domain vocabulary • Decoding unfamiliar multisyllabic words in context • Using context to confirm word meaning	• Reading complex literary and informational texts with accuracy • Reading poetry and drama with expression and phrasing • Applying word analysis during connected reading • Building independent reading stamina across unit texts	• Determining academic and domain-specific word meaning from context • Applying precise vocabulary while reading and discussing texts • Using word relationships to support comprehension • Reading unfamiliar content-area words accurately
Assessment Outcomes	• Root, prefix, and suffix Activity Pages • Context clue responses • Word meaning Exit Passes • Morphology word work using domain vocabulary	• Poetry oral reading • Drama performance reading • Novel passage oral reading • Content-area passage oral reading	• Vocabulary-in-context Activity Pages • Text-based vocabulary responses • Word Work responses • Exit Pass vocabulary checks
Progress Report Indicator	• Reads with understanding		

Curriculum Strand 5: Word Study for Writing

Learning Goal: The student will be able to use Greek and Latin roots, context, figurative language, complex sentence structure, and conventions to make writing clear and precise

Meeting Proficiency	• Determining a word's meaning from a Latin or Greek root through context • Explaining the meaning of figurative language in context and using it appropriately in a sentence or written response • Writing a complex sentence that applies standard English grammar through correct use of parts of speech and a comma after an introductory clause • Writing a sentence that uses an apostrophe correctly to show possession in a singular or plural noun		
Approaching Proficiency	• Identifying a root in a word using context, with prompting • Naming a part of speech, with a word bank • Identifying the meaning of a familiar idiom, simile, or metaphor in context, with support		Vocabulary: eight parts of speech, verb tense (past, present, future perfect), conjunction (coordinating, subordinating), preposition, prepositional phrase, interjection, complex sentence, introductory clause, comma, apostrophe (singular and plural possessive), figurative language, simile, metaphor, idiom, adage, hyperbole, Latin root, Greek root, prefix, suffix
CKLA Unit	Units 1, 2, 4, 6, 8 & 9	Units 1, 2, 4, 6, 8 & 9	Units 1, 2, 4, 8 & 9
Unit Title	Sentence Structure and Conventions	Grammar in Writing	Vocabulary, Figurative Language, and Morphology in Writing
Skill/Concept Focus	• Producing complex sentences with correct punctuation • Using commas to separate introductory elements and items in a series • Correcting run-on sentences • Editing writing for capitalization, punctuation, and clarity	• Using verbs, adjectives, conjunctions, prepositions, and pronouns correctly • Distinguishing action verbs and linking verbs • Applying perfect verb tenses and agreement in sentences • Using apostrophes to show possession	• Using roots and affixes to understand and use new words • Applying figurative language in narrative and poetic writing • Using context to determine the meaning of unfamiliar words • Using precise vocabulary in informational and research writing
Assessment Outcomes	• Sentence elaboration tasks • Run-on correction tasks • Comma and conjunction Activity Pages • Edited personal narrative, opinion, or informational draft	• Grammar Activity Pages • Subject-predicate and verb tasks • Conjunction and preposition tasks • Apostrophe and possession writing tasks	• Root, prefix, and suffix Activity Pages • Figurative language writing tasks • Vocabulary-in-context writing responses • Informational research text using domain vocabulary and cited sources
Progress Report Indicator	• Communicates in writing for a variety of purposes and audiences		