

## Common Core Correlation for Levels A-D

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# Common Core State Standards Correlation

## Level B (correlated to Grade One Common Core State Standards)

### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer questions about key details in a text. (\*interpreted through an artwork)
3. Describe characters, settings, and major events in a story, using key details. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

1. Ask and answer questions about key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - c. Ask questions to clear up any confusion about the topics and texts under discussion. (N/A)
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

#### Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (N/A)
6. Produce complete sentences when appropriate to task and situation.

Discussions4Learning Theme 1: Things We See and Use

Week 1				Week 2				Week 3				Week 4				Week 5				Week 6			
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## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print all upper- and lowercase letters. (N/A)
  - b. Use common, proper, and possessive nouns.
  - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
  - d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
  - e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
  - f. Use frequently occurring adjectives.
  - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
  - h. Use determiners (e.g., articles, demonstratives).
  - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
  - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–e)\* (N/A)

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. (\*interpreted through an image)
  - b. Use frequently occurring affixes as a clue to the meaning of a word. (\*interpreted through an image)
  - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (\*interpreted through an image)
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
  - c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
  - d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibbles because she nibbles too much because she likes that*). (reading and being read to, responding to texts: N/A)



### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer questions about key details in a text. (\*interpreted through an artwork)
3. Describe characters, settings, and major events in a story, using key details. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

1. Ask and answer questions about key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (\*interpreted through a photo) (N/A)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - c. Ask questions to clear up any confusion about the topics and texts under discussion. (N/A)
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

#### Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (N/A)
6. Produce complete sentences when appropriate to task and situation.

Discussions4Learning Theme 2: Our Living World

Week 7				Week 8				Week 9				Week 10				Week 11				Week 12			
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## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print all upper- and lowercase letters. (N/A)
  - b. Use common, proper, and possessive nouns.
  - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). (N/A)
  - d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
  - e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
  - f. Use frequently occurring adjectives.
  - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
  - h. Use determiners (e.g., articles, demonstratives).
  - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
  - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–e)\* (N/A)

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. (\*interpreted through an image)
  - b. Use frequently occurring affixes as a clue to the meaning of a word. (\*interpreted through an image)
  - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (\*interpreted through an image)
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
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  - d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*). (reading and being read to, responding to texts: N/A)



### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer questions about key details in a text. (\*interpreted through an artwork)
3. Describe characters, settings, and major events in a story, using key details. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

1. Ask and answer questions about key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - c. Ask questions to clear up any confusion about the topics and texts under discussion. (N/A)
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

#### Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (N/A)
6. Produce complete sentences when appropriate to task and situation.

*Discussions4Learning* Theme 3: Places and Spaces

Week 13				Week 14				Week 15				Week 16				Week 17				Week 18			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print all upper- and lowercase letters. (N/A)
  - b. Use common, proper, and possessive nouns.
  - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*). (N/A)
  - d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
  - e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
  - f. Use frequently occurring adjectives.
  - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
  - h. Use determiners (e.g., articles, demonstratives).
  - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
  - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–e)\* (N/A)

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. (\*interpreted through an image)
  - b. Use frequently occurring affixes as a clue to the meaning of a word. (\*interpreted through an image)
  - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (\*interpreted through an image)
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
  - c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
  - d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*). (reading and being read to, responding to texts: N/A)

Discussions4Learning Theme 3: Places and Spaces

Week 13				Week 14				Week 15				Week 16				Week 17				Week 18			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer questions about key details in a text. (\*interpreted through an artwork)
3. Describe characters, settings, and major events in a story, using key details. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

1. Ask and answer questions about key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
  - a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  - b. Build on others' talk in conversations by responding to the comments of others through multiple exchanges.
  - c. Ask questions to clear up any confusion about the topics and texts under discussion. (N/A)
2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

#### Presentation of Knowledge and Ideas

4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. (N/A)
6. Produce complete sentences when appropriate to task and situation.

Discussions4Learning Theme 4: Our Changing World

Week 19				Week 20				Week 21				Week 22				Week 23				Week 24			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Print all upper- and lowercase letters. (N/A)
  - b. Use common, proper, and possessive nouns.
  - c. Use singular and plural nouns with matching verbs in basic sentences (e.g., *He hops; We hop*).
  - d. Use personal, possessive, and indefinite pronouns (e.g., *I, me, my; they, them, their, anyone, everything*).
  - e. Use verbs to convey a sense of past, present, and future (e.g., *Yesterday I walked home; Today I walk home; Tomorrow I will walk home*).
  - f. Use frequently occurring adjectives.
  - g. Use frequently occurring conjunctions (e.g., *and, but, or, so, because*).
  - h. Use determiners (e.g., articles, demonstratives).
  - i. Use frequently occurring prepositions (e.g., *during, beyond, toward*).
  - j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–e)\* (N/A)

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. (\*interpreted through an image)
  - b. Use frequently occurring affixes as a clue to the meaning of a word. (\*interpreted through an image)
  - c. Identify frequently occurring root words (e.g., *look*) and their inflectional forms (e.g., *looks, looked, looking*). (\*interpreted through an image)
5. With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.
  - a. Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
  - b. Define words by category and by one or more key attributes (e.g., a *duck* is a bird that swims; a *tiger* is a large cat with stripes).
  - c. Identify real-life connections between words and their use (e.g., note places at home that are *cozy*).
  - d. Distinguish shades of meaning among verbs differing in manner (e.g., *look, peek, glance, stare, glare, scowl*) and adjectives differing in intensity (e.g., *large, gigantic*) by defining or choosing them or by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., *I named my hamster Nibblet because she nibbles too much because she likes that*). (reading and being read to, responding to texts: N/A)



## Level C

(correlated to Grade Two Common Core State Standards)

### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through an artwork)
3. Describe how characters in a story respond to major events and challenges. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Compare and contrast the most important points presented by two texts on the same topic. (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - 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 topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (N/A)
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. 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.

#### Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. 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. (N/A)
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

Discussions4Learning Theme 1: Things We See and Use

Week 1				Week 2				Week 3				Week 4				Week 5				Week 6			
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## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., *group*).
  - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - c. Use reflexive pronouns (e.g., *myself, ourselves*).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - 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., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (N/A)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–f)\* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a)\* (N/A)

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. (\*interpreted through an image)
  - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (\*interpreted through an image)
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (\*interpreted through an image)
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (\*interpreted through an image)
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (\*interpreted through an image) (N/A)
5. Demonstrate understanding of 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*). (N/A)
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (reading and being read to, responding to texts: N/A)

Discussions4Learning Theme 1: Things We See and Use

Week 1				Week 2				Week 3				Week 4				Week 5				Week 6			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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## Level C

(correlated to Grade Two Common Core State Standards)

### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through an artwork)
3. Describe how characters in a story respond to major events and challenges. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Compare and contrast the most important points presented by two texts on the same topic. (\*interpreted through a photo) (N/A)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - 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 topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (N/A)
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. 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.

#### Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. 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. (N/A)
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

Discussions4Learning Theme 2: Our Living World

Week 7				Week 8				Week 9				Week 10				Week 11				Week 12			
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## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., *group*).
  - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - c. Use reflexive pronouns (e.g., *myself, ourselves*).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - 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., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (N/A)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–f)\* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a)\* (N/A)

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. (\*interpreted through an image)
  - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (\*interpreted through an image)
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (\*interpreted through an image)
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (\*interpreted through an image)
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (\*interpreted through an image) (N/A)
5. Demonstrate understanding of 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*). (N/A)
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (reading and being read to, responding to texts: N/A)

Discussions4Learning Theme 2: Our Living World

Week 7				Week 8				Week 9				Week 10				Week 11				Week 12			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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## Level C

(correlated to Grade Two Common Core State Standards)

### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through an artwork)
3. Describe how characters in a story respond to major events and challenges. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Compare and contrast the most important points presented by two texts on the same topic. (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - 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 topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (N/A)
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. 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.

#### Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. 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. (N/A)
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)



## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., *group*).
  - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - c. Use reflexive pronouns (e.g., *myself, ourselves*).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - 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., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (N/A)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–f)\* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a)\* (N/A)

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. (\*interpreted through an image)
  - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (\*interpreted through an image)
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (\*interpreted through an image)
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (\*interpreted through an image)
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (\*interpreted through an image) (N/A)
5. Demonstrate understanding of 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*). (N/A)
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (reading and being read to, responding to texts: N/A)

Discussions4Learning Theme 3: Places and Spaces

Week 13				Week 14				Week 15				Week 16				Week 17				Week 18			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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## Level C

(correlated to Grade Two Common Core State Standards)

### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through an artwork)
3. Describe how characters in a story respond to major events and challenges. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (\*interpreted through a photo)

#### Craft and Structure

4. Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Compare and contrast the most important points presented by two texts on the same topic. (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
  - 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 topics and texts under discussion).
  - b. Build on others' talk in conversations by linking their comments to the remarks of others.
  - c. Ask for clarification and further explanation as needed about the topics and texts under discussion. (N/A)
2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
3. 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.

#### Presentation of Knowledge and Ideas

4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
5. 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. (N/A)
6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 on pages 26 and 27 for specific expectations.)

Discussions4Learning Theme 4: Our Changing World

Week 19				Week 20				Week 21				Week 22				Week 23				Week 24			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Use collective nouns (e.g., *group*).
  - b. Form and use frequently occurring irregular plural nouns (e.g., *feet, children, teeth, mice, fish*).
  - c. Use reflexive pronouns (e.g., *myself, ourselves*).
  - d. Form and use the past tense of frequently occurring irregular verbs (e.g., *sat, hid, told*).
  - 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., *The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy*). (N/A)
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a–f)\* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. (a)\* (N/A)

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. (\*interpreted through an image)
  - b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy, tell/retell*). (\*interpreted through an image)
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*). (\*interpreted through an image)
  - d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*). (\*interpreted through an image)
  - e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. (\*interpreted through an image) (N/A)
5. Demonstrate understanding of 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*). (N/A)
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*). (reading and being read to, responding to texts: N/A)

Discussions4Learning Theme 4: Our Changing World

Week 19				Week 20				Week 21				Week 22				Week 23				Week 24				
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
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### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (\*interpreted through an artwork)
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (\*interpreted through an artwork)

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (\*interpreted through a photo)

#### Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Compare and contrast the most important points and key details presented in two texts on the same topic. (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, 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. (N/A)
  - 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).
  - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d. Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### Presentation of Knowledge and Ideas

4. 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.
5. 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. (N/A)
6. 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 on pages 28 and 29 for specific expectations.)

# Discussions4Learning Theme 1: Things We See and Use

Week 1				Week 2				Week 3				Week 4				Week 5				Week 6			
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## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (N/A)
  - b. Form and use regular and irregular plural nouns.
  - c. Use abstract nouns (e.g., *childhood*).
  - d. Form and use regular and irregular verbs.
  - e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
  - f. Ensure subject-verb and pronoun-antecedent agreement.\*
  - g. Form and use comparative and superlative adjectives and adverbs (and choose between them depending on what is to be modified.)\* (N/A)
  - h. Use coordinating and subordinating conjunctions. (N/A)
  - i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a-g)\* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose words and phrases for effect.
  - b. Recognize and observe differences between the conventions of spoken and written standard English. (N/A)

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. (\*interpreted through an image)
  - b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). (\*interpreted through an image)
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). (\*interpreted through an image)
  - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (N/A)
5. 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., *take steps*).
  - b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
  - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*).
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships. (e.g., *After dinner that night we went looking for them.*)



### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (\*interpreted through an artwork)
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (\*interpreted through an artwork)

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (\*interpreted through a photo)

#### Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Compare and contrast the most important points and key details presented in two texts on the same topic. (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, 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. (N/A)
  - 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).
  - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d. Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### Presentation of Knowledge and Ideas

4. 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.
5. 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. (N/A)
6. 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 on pages 28 and 29 for specific expectations.)



## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (N/A)
  - > . Form and use regular and irregular plural nouns.
  - c. Use abstract nouns (e.g., *childhood*).
  - d. Form and use regular and irregular verbs.
  - e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
  - f. Ensure subject-verb and pronoun-antecedent agreement.\*
  - g. Form and use comparative and superlative adjectives and adverbs, (and choose between them depending on what is to be modified.)\* (N/A)
  - h. Use coordinating and subordinating conjunctions.
  - i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a-g)\* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose words and phrases for effect.\*
  - > . Recognize and observe differences between the conventions of spoken and written standard English. (N/A)

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. (\*interpreted through an image)
  - > . Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). (\*interpreted through an image)
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). (\*interpreted through an image)
  - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (N/A)
5. 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., *take steps*).
  - > . Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
  - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). (N/A)
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships. (e.g., *After dinner that night we went looking for them.*)

Discussions4Learning Theme 2: Our Living World

Week 7				Week 8				Week 9				Week 10				Week 11				Week 12			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (\*interpreted through an artwork)
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (\*interpreted through an artwork)

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (\*interpreted through a photo)

#### Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Compare and contrast the most important points and key details presented in two texts on the same topic. (\*interpreted through a photo)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, 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. (N/A)
  - 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).
  - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d. Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### Presentation of Knowledge and Ideas

4. 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.
5. 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. (N/A)
6. 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 on pages 28 and 29 for specific expectations.)



## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (N/A)
  - > . Form and use regular and irregular plural nouns.
  - c. Use abstract nouns (e.g., *childhood*).
  - d. Form and use regular and irregular verbs.
  - e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
  - f. Ensure subject-verb and pronoun-antecedent agreement.\*
  - g. Form and use comparative and superlative adjectives and adverbs, (and choose between them depending on what is to be modified.)\* (N/A)
  - h. Use coordinating and subordinating conjunctions.
  - i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a-g)\* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose words and phrases for effect.\*
  - > . Recognize and observe differences between the conventions of spoken and written standard English. (N/A)

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. (\*interpreted through an image)
  - > . Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). (\*interpreted through an image)
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). (\*interpreted through an image)
  - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (N/A)
5. 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., *take steps*).
  - > . Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
  - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). (N/A)
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships. (e.g., *After dinner that night we went looking for them.*)

Discussions4Learning Theme 3: Places and Spaces

Week 13				Week 14				Week 15				Week 16				Week 17				Week 18			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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### Select Reading Standards for Literature

#### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (\*interpreted through an artwork)
3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (\*interpreted through an artwork)

#### Craft and Structure

4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. (\*interpreted through an artwork)

### Select Reading Standards for Informational Text

#### Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (\*interpreted through a photo)

#### Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (\*interpreted through a photo)

#### Integration of Knowledge and Ideas

9. Compare and contrast the most important points and key details presented in two texts on the same topic. (\*interpreted through a photo) (N/A)

### Speaking and Listening Standards

#### Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, 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. (N/A)
  - 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).
  - c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  - d. Explain their own ideas and understanding in light of the discussion.
2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

#### Presentation of Knowledge and Ideas

4. 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.
5. 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. (N/A)
6. 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 on pages 28 and 29 for specific expectations.)



## Language Standards

## Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. (N/A)
  - > . Form and use regular and irregular plural nouns.
  - c. Use abstract nouns (e.g., *childhood*).
  - d. Form and use regular and irregular verbs.
  - e. Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.
  - f. Ensure subject-verb and pronoun-antecedent agreement.\*
  - g. Form and use comparative and superlative adjectives and adverbs, (and choose between them depending on what is to be modified.)\* (N/A)
  - h. Use coordinating and subordinating conjunctions.
  - i. Produce simple, compound, and complex sentences.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (a-g)\* (N/A)
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  - a. Choose words and phrases for effect.\*
  - > . Recognize and observe differences between the conventions of spoken and written standard English. (N/A)

## Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
  - a. Use sentence-level context as a clue to the meaning of a word or phrase. (\*interpreted through an image)
  - > . Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable*, *comfortable/uncomfortable*, *care/careless*, *heat/preheat*). (\*interpreted through an image)
  - c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company*, *companion*). (\*interpreted through an image)
  - d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (N/A)
5. 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., *take steps*).
  - > . Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).
  - c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew*, *believed*, *suspected*, *heard*, *wondered*). (N/A)
6. Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships. (e.g., *After dinner that night we went looking for them.*)

Discussions4Learning Theme 4: Our Changing World

Week 19				Week 20				Week 21				Week 22				Week 23				Week 24			
1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
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