

## Grades 2-5 RLA Instruction and Assessment Alignment Map

### Alignment of CST, Literacy Periodic Assessments (LPAs), and Progress Monitoring Assessments (PMAs) to Treasures

Grade Level Content Standard	Content Standard Description	# Items on CST	# items on <i>EACH</i> LPA	Ready-Made Progress Monitoring Assessment Available*	Taught in Treasures Unit 1  LPA 1: Nov 14-18	Taught in Treasures Unit 2	Taught in Treasures Unit 3  LPA 2: JAN 30- FEB 3	Taught in Treasures Unit 4	Taught in Treasures Unit 5  LPA 3: APR 9-13	Other Treasures Instructional Resources
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<b>GRADE 2</b>										
GRADE 2	READING									
2RW1.0	<b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts.</b>	34%								
2RW1.1	Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading.	3	3	*	✓	✓	✓	✓	✓	
2RW1.2	Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/ per; vowel-consonant/consonant-vowel = sup/ per).	3	3	*	▲	▲		▲	✓	K-3 Phonics/Word Study TE (Section 9, all lessons)  <i>May be embedded in daily blending routine</i>
2RW1.3	Decode two-syllable nonsense words and regular multisyllable words.	3	3	*			✓	✓	✓	K-3 Phonics/Word Study TE (multiple)
2RW1.4	Recognize common abbreviations (e.g., Jan., Sun., Mr., St.).	1		*		✓	✓			
2RW1.5	Identify and correctly use regular plurals (e.g., -s, -es, -ies) and irregular plurals (e.g., fly/flies, wife/wives).	2	3			✓			▲	K-3 Writing and Grammar TE (Section 4, Lessons 31-33)  K-3 Phonics/Word Study Intervention TE (Section 5, Lesson 54; Section 7, Lesson 76)

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2RW1.6	Read aloud fluently and accurately and with appropriate intonation and expression.	0			✓	✓	✓	✓	✓	
2RW1.7	Understand and explain common antonyms and synonyms.	3	3				✓	✓	✓	K-3 Vocabulary TE (Section 10, Lessons 98-99)  May be taught during weekly vocabulary instruction
2RW1.8	Use knowledge of individual words in unknown compound words to predict their meaning.	2		*	▲				✓	K-3 Phonics/Word Study TE (Section 7, Lesson 74)  K-3 Vocabulary TE (Section 9, Lesson 84)
2RW1.9	Know the meaning of simple prefixes and suffixes (e.g., over-, un-, -ing, -ly).	2		*	✓	✓			✓	
2RW1.10	Identify simple multiple-meaning words.	3	3		✓	✓	✓	✓	✓	
2RC2.0	<b>Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.</b>	23%								
2RC2.1	Use titles, tables of contents, and chapter headings to locate information in expository text.	1		*	✓	✓	✓	▲	✓	
2RC2.2	State the purpose in reading (i.e., tell what information is sought).	0			✓	✓	✓	✓	✓	
2RC2.3	Use knowledge of the author's purpose( s) to comprehend informational text.	2		*	✓	✓	✓	✓	✓	

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2RC2.4	Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).	2	3		✓	✓	✓	✓	✓	
2RC2.5	Restate facts and details in the text to clarify and organize ideas.	3	3		✓	✓	✓	✓	✓	
2RC2.6	Recognize cause-and-effect relationships in a text.	3	3		▲	✓	✓	✓	▲	
2RC2.7	Interpret information from diagrams, charts, and graphs.	2		*	✓	✓	✓	✓	✓	
2RC2.8	Follow two-step written instructions.	2		*	✓	▲	▲	✓	✓	
<b>2RL3.0</b>	<b>Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.</b>	<b>9%</b>								
2RL3.1	Compare and contrast plots, settings, and characters presented by different authors.	2	3		✓	✓	✓	✓	✓	
2RL3.2	Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.	1			✓	▲	▲	▲	✓	
2RL3.3	Compare and contrast different versions of the same stories that reflect different cultures.	1				✓	✓	✓		
2RL3.4	Identify the use of rhythm, rhyme, and alliteration in poetry.	2		*	✓	✓	✓	✓		

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					<b>LPA 1:</b> Nov 14-18		<b>LPA 2:</b> JAN 30- FEB 3		<b>LPA 3:</b> APR 9-13	

GRADE 2	WRITING									
<b>2WS1.0</b>	<b>Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.</b>	<b>12%</b>								
2WS1.1	Group related ideas and maintain a consistent focus.	3	3 + All CRs		✓	✓	✓	✓	✓	
2WS1.2	Create readable documents with legible handwriting.	0	All CRs		✓	✓	✓	✓	✓	
2WS1.3	Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).	2		*	✓	✓	✓	✓	✓	
2WS1.4	Revise original drafts to improve sequence and provide more descriptive detail.	3	3 + All CRs		✓	✓	✓	✓	✓	
<b>WA2.0</b>	<b>Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</b>	<b>0%</b>								
2WA2.1a	Write brief narratives based on their experiences: Move through a logical sequence of events.	0	CR 1		✓	✓	✓	✓	✓	

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2WA2.1b	Write brief narratives based on their experiences: Describe the setting, characters, objects, and events in detail.	0	CR 1		✓	✓	✓	✓	✓	
2WA2.2	Write a friendly letter complete with the date, salutation, body, closing, and signature.	0	CR 2		✓	✓	✓	✓	✓	
"Bridge" from Grades 1-3	<i>Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.</i>		CR 3							
<b>GRADE 2</b>	<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>									
2WC1.0	<b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	22%								
2WC1.1	Distinguish between complete and incomplete sentences.	2	3 + All CRs		✓			▲		K-3 Writing and Grammar TE (Section 2, Lessons 18-21)
2WC1.2	Recognize and use the correct word order in written sentences.	0	All CRs		✓	▲				
2WC1.3	Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.	2	3 + All CRs		✓	✓	✓	✓	✓	
2WC1.4	Use commas in the greeting and closure of a letter and with dates and items in a series.	2	All CRs	*	✓	✓	✓	✓		
2WC1.5	Use quotation marks correctly.	2	All CRs	*	✓			✓	✓	

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2WC1.6	Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.	2	All CRs	*	✓	✓	✓	✓	✓	
2WC1.7	Spell frequently used, irregular words correctly (e.g., was, were, says, said, who, what, why).	2	3 + All CRs	*	✓	✓	▲			
2WC1.8	Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.	2	3 + All CRs	*	✓	✓	✓	✓	✓	

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	GRADE 3									
GRADE 3	<b>READING</b>									
3RW1.0	<b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts.</b>	31%								
3RW1.1	Know and use complex word families when reading (e.g., - ight) to decode unfamiliar words.	2		*	✓	✓	✓	✓		
3RW1.2	Decode regular multisyllabic words.	2			✓	✓	✓	✓	✓	
3RW1.3	Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression.	0			✓	✓	✓	✓	✓	
3RW1.4	Use knowledge of antonyms, synonyms, homophones, and homographs to determine the meanings of words.	4	3	*	✓	✓	✓	✓	✓	
3RW1.5	Demonstrate knowledge of levels of specificity among grade-appropriate words and explain the importance of these relations (e.g., dog/ mammal/ animal/ living things).	2		*	✓	✓	✓	✓		
3RW1.6	Use sentence and word context to find the meaning of unknown words.	4	3	*	✓	✓	✓	▲	✓	

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3RW1.7	Use a dictionary to learn the meaning and other features of unknown words.	2		*	✓	✓	✓	▲	▲	
3RW1.8	Use knowledge of prefixes (e.g., un-, re-, pre-, bi-, mis-, dis-) and suffixes (e.g., -er, -est, -ful) to determine the meaning of words.	4	3	*	✓	✓	✓	✓	✓	
<b>3RC2.0</b>	<b>Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.</b>	<b>23%</b>								
3RC2.1	Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text.	2	3		✓	✓	✓		✓	
3RC2.2	Ask questions and support answers by connecting prior knowledge with literal information found in, and inferred from, the text.	2	3		✓	✓	✓	✓	▲	
3RC2.3	Demonstrate comprehension by identifying answers in the text.	2		*	✓	✓	✓	▲	✓	
3RC2.4	Recall major points in the text and make and modify predictions about forthcoming information.	2	3		✓	✓	✓	✓	✓	
3RC2.5	Distinguish the main idea and supporting details in expository text.	2	3	*	✓	✓	✓	✓	✓	
3RC2.6	Extract appropriate and significant information from the text, including problems and solutions.	3	3		✓	▲	✓	✓	✓	
3RC2.7	Follow simple multiple-step written instructions (e.g., how to assemble a product or play a board game).	2		*			✓	▲	✓	K-3 Comprehension TE (Section 9, Lesson 87)

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<b>3RL3.0</b>	<b>Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.</b>	<b>12%</b>								
3RL3.1	Distinguish common forms of literature (e.g., poetry, drama, fiction, nonfiction).	1			✓	✓	✓	✓	✓	
3RL3.2	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	2	3		✓			✓	✓	
3RL3.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	2		*	✓	✓	✓	✓	✓	
3RL3.4	Determine the underlying theme or author's message in fiction and nonfiction text.	1			✓	✓	✓	✓	✓	
3RL3.5	Recognize the similarities of sounds in words and rhythmic patterns (e.g., alliteration, onomatopoeia) in a selection.	1		*	✓	✓	✓	✓	✓	
3RL3.6	Identify the speaker or narrator in a selection.	1		*		✓	✓	✓	✓	

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GRADE 3	WRITING									
<b>3WS1.0</b>	<b>Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.</b>	<b>14%</b>								
3WS1.1a	Create a single paragraph: Develop a topic sentence.	1	3 + All CRs		✓	✓	✓	✓	✓	
3WS1.1b	Create a single paragraph: Include simple supporting facts and details.	2	3 + All CRs		✓	✓	✓	✓	✓	
3WS1.2	Write legibly in cursive or joined italic, allowing margins and correct spacing between letters in a word and words in a sentence.	0	All CRs		✓	▲	✓	✓	▲	
3WS1.3	Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).	3	3	*	✓	✓	✓	✓	▲	
3WS1.4	Revise drafts to improve the coherence and logical progression of ideas by using an established rubric.	3	3 + All CRs	*	✓	✓	✓	✓	✓	

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<b>3WA2.0</b>	<b>Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</b>	<b>0%</b>								
3WA2.1a	Write narratives: Provide a context within which an action takes place.	0	CR 1		✓		▲	✓	✓	
3WA2.1b	Write narratives: Include well-chosen details to develop the plot.	0	CR 1		✓		▲	✓	✓	
3WA2.1c	Write narratives: Provide insight into why the selected incident is memorable.	0	CR 1		✓		▲	✓	✓	
3WA2.2	Write descriptions that use concrete sensory details to present and support unified impressions of people, places, things, or experiences.	0	CR 3		✓	✓	✓	✓	✓	
3WA2.3a	Write personal and formal letters, thank-you notes, and invitations. Show awareness of the knowledge and interests of the audience and establish a purpose and context.	0	CR 2		▲	▲	✓	▲	▲	
3WA2.3b	Write personal and formal letters, thank-you notes, and invitations: Include the date, proper salutation, body, closing, and signature.	0	CR 2		▲	▲	✓	▲	▲	

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GRADE 3	WRITTEN & ORAL ENGLISH LANGUAGE CONVENTIONS									
<b>3WC1.0</b>	<b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	<b>20%</b>								
3WC1.1	Understand and be able to use complete and correct declarative, interrogative, imperative, and exclamatory sentences in writing and speaking.	1	CR 1	*	✓	✓	✓	▲		
3WC1.2	Identify subjects and verbs that are in agreement and identify and use pronouns, adjectives, compound words, and articles correctly in writing and speaking.	1	CR 1 and CR 3			✓	✓	▲	✓	
3WC1.3	Identify and use past, present, and future verb tenses properly in writing and speaking.	1	CR 1 and CR 2			▲	✓	✓	✓	
3WC1.4	Identify and use subjects and verbs correctly in speaking and writing simple sentences.	2	3 + CR 1 and CR 3		✓	✓	✓	✓	✓	
3WC1.5	Punctuate dates, city and state, and titles of books correctly.	2	3 + All CRs			✓	✓			K-3 Writing and Grammar TE (Section 7, Lessons 62-63)  <i>May be reinforced during weekly writing instruction (e.g., friendly letters)</i>
3WC1.6	Use commas in dates, locations, and addresses and for items in a series.	1	CR 1 and CR 3	*			✓			

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Grade Level Content Standard	Content Standard Description	# Items on CST	# items on <b>EACH</b> LPA	Ready-Made Progress Monitoring Assessment Available*	Taught in Treasures Unit 1  <b>LPA 1:</b> Nov 14-18	Taught in Treasures Unit 2	Taught in Treasures Unit 3  <b>LPA 2:</b> JAN 30-FEB 3	Taught in Treasures Unit 4	Taught in Treasures Unit 5  <b>LPA 3:</b> APR 9-13	Other Treasures Instructional Resources
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3WC1.7	Capitalize geographical names, holidays, historical periods, and special events correctly.	2	3 + All CRs			▲	✓			K-3 Writing and Grammar TE (Section 7, Lessons 62-63)  <i>May be reinforced during weekly writing instruction</i>
3WC1.8	Spell correctly one-syllable words that have blends, contractions, compounds, orthographic patterns (e.g., qu, consonant doubling, changing the ending of a word from -y to -ies when forming the plural), and common homophones (e.g., hair-hare).	2	3 + All CRs	*	✓	✓	✓	✓	✓	
3WC1.9	Arrange words in alphabetic order.	1			✓	✓	▲	▲		

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GRADE 4										
GRADE 4	READING									
4RW1.0	<b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts.</b>	24%								
4RW1.1	Read narrative and expository text aloud with grade-appropriate fluency and accuracy and with appropriate pacing, intonation, and expression.	0			✓	✓	✓	✓	✓	
4RW1.2	Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases.	8	3		✓	✓	✓	✓	✓	
4RW1.3	Use knowledge of root words to determine the meaning of unknown words within a passage.	3	3		▲	▲	✓	✓	✓	
4RW1.4	Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., international).	1		*	✓	✓	✓	✓	✓	
4RW1.5	Use a thesaurus to determine related words and concepts.	1			✓	▲	✓	✓	✓	
4RW1.6	Distinguish and interpret words with multiple meanings.	5	4	*	▲	▲		✓	▲	Grades 3-6 Tier 2 Intervention Vocabulary TE (Section 14, all lessons; Section 15, Lesson 156)

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<b>4RC2.0</b>	<b>Reading Comprehension: Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed.</b>	20%								
4RC2.1	Identify structural patterns found in informational text (e.g., compare and contrast, cause and effect, sequential or chronological order, proposition and support) to strengthen comprehension.	1		*	✓	✓		✓	✓	
4RC2.2	Use appropriate strategies when reading for different purposes (e.g., full comprehension, location of information, personal enjoyment).	0			✓	✓	✓	✓	✓	
4RC2.3	Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, and foreshadowing clues.	2		*	✓	▲	✓	▲	✓	
4RC2.4	Evaluate new information and hypotheses by testing them against known information and ideas.	3	3	*	✓	▲	✓	✓	✓	
4RC2.5	Compare and contrast information on the same topic after reading several passages or articles.	3	3	*	✓	✓	✓	✓	✓	
4RC2.6	Distinguish between cause and effect and between fact and opinion in expository text.	3	3	*		✓	✓	✓	▲	
4RC2.7	Follow multiple-step instructions in a basic technical manual (e.g., how to use computer commands or video games).	3		*			✓	✓	▲	
<b>4RL3.0</b>	<b>Literary Response and Analysis: Students read and respond to a wide variety of significant works of children's literature.</b>	12%								
4RL3.1	Describe the structural differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	1		*	✓	✓	▲	✓	✓	

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4RL3.2	Identify the main events of the plot, their causes, and the influence of each event on future actions.	2	3	*	✓	✓	✓	▲	▲	
4RL3.3	Use knowledge of the situation and setting and of a character's traits and motivations to determine the causes for that character's actions.	1			✓	✓	✓	✓	▲	
4RL3.4	Compare and contrast tales from different cultures by tracing the exploits of one character type and develop theories to account for similar tales in diverse cultures (e.g., trickster tales).	2		*	▲	▲	✓	✓	✓	
4RL3.5	Define figurative language (e.g., simile, metaphor, hyperbole, personification) and identify its use in literary works.	3	3	*	✓	✓	▲	✓	✓	
<b>GRADE 4</b>	<b>WRITING</b>									
<b>4WS1.0</b>	<b>Writing Strategies: Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process.</b>	<b>20%</b>								
4WS1.1	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements.	2	3 + All CRs		✓	✓	✓	✓	✓	
4WS1.2a	Create multiple-paragraph compositions: Provide an introductory paragraph.	0	All CRs		✓	✓	✓		✓	
4WS1.2b	Create multiple-paragraph compositions: Establish and support a central idea with a topic sentence at or near the beginning of the first paragraph.	1	3 + All CRs		✓	✓	✓		✓	

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4WS1.2c	Create multiple-paragraph compositions: Include supporting paragraphs with simple facts, details, and explanations.	1	3 + All CRs		✓	✓	✓		✓	
4WS1.2d	Create multiple-paragraph compositions: Conclude with a paragraph that summarizes the points.	1	3 + All CRs		✓	✓	✓		✓	
4WS1.2e	Create multiple-paragraph compositions: Use correct indentation.	0	All CRs		✓	✓	✓		✓	
4WS1.3	Use traditional structures for conveying information (e.g., chronological order, cause and effect, similarity and difference, and posing and answering a question).	2	CR 1 and CR 3		▲	▲		✓	✓	Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Sections 6-11 as needed)  <i>May be reinforced through weekly writing instruction</i>
4WS1.4	Write fluidly and legibly in cursive or joined italic.	0	All CRs		✓		✓	✓	✓	
4WS1.5	Quote or paraphrase information sources, citing them appropriately.	1			▲	✓	✓		✓	
4WS1.6	Locate information in reference texts by using organizational features (e.g., prefaces, appendixes).	1		*	✓	✓	✓	✓	✓	
4WS1.7	Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing.	1			✓	✓			✓	
4WS1.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	2			✓	▲		▲	✓	
4WS1.9	Demonstrate basic keyboarding skills and familiarity with computer terminology (e.g., cursor, software, memory, disk drive, hard drive).	0			✓	✓	✓	✓	▲	

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4WS1.10	Edit and revise selected drafts to improve coherence and progression by adding, deleting, consolidating, and rearranging text.	3	3 + All CRs		✓	✓	✓	✓	✓	
4WA2.0	<b>Writing Applications: Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</b>	0%								
4WA2.1a	Write narratives: Relate ideas, observations, or recollections of an event or experience.	0	CR 1		✓	▲	▲	▲	✓	
4WA2.1b	Write narratives: Provide a context to enable the reader to imagine the world of the event or experience.	0	CR 1		✓	▲	▲	▲	✓	
4WA2.1c	Write narratives: Use concrete sensory details.	0	CR 1		✓	▲	▲	▲	✓	
4WA2.1d	Write narratives: Provide insight into why the selected event or experience is memorable.	0	CR 1		✓	▲	▲	▲	✓	
4WA2.2a	Write responses to literature: Demonstrate an understanding of the literary work.	0	CR 2		✓	✓	✓	▲	▲	
4WA2.2b	Write responses to literature: Support judgments through references to both the text and prior knowledge.	0	CR 2		✓	✓	✓	▲	▲	
4WA2.3a	Write information reports: Frame a central question about an issue or situation.	0				✓		▲	✓	
4WA2.3b	Write information reports: Include facts and details for focus.	0				✓		▲	✓	

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4WA2.3c	Write information reports: Draw from more than one source of information (e.g., speakers, books, newspapers, other media sources).	0				✓		▲	✓	
4WA2.4	Write summaries that contain the main ideas of the reading selection and the most significant details.	0	CR 3		✓	▲	▲	✓	✓	
<b>GRADE 4</b>	<b>WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS</b>									
<b>4WC1.0</b>	<b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	<b>24%</b>								
4WC1.1	Use simple and compound sentences in writing and speaking.	3	3 + All CRs		✓	▲	▲		▲	Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Section 5, all lessons)  <i>May be reinforced through weekly writing instruction</i>
4WC1.2	Combine short, related sentences with appositives, participial phrases, adjectives, adverbs, and prepositional phrases.	2		*	▲	▲			✓	Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Section 5, Lessons 45, 46, & 48)  <i>May be reinforced through weekly writing instruction</i>
4WC1.3	Identify and use regular and irregular verbs, adverbs, prepositions, and coordinating conjunctions in writing and speaking.	4	4 + All CRs		✓	▲	▲		✓	Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Section 3 and Section 4: any lesson as needed)  <i>May be reinforced through weekly writing instruction</i>
4WC1.4	Use parentheses, commas in direct quotations, and apostrophes in the possessive case of nouns and in contractions.	2	All CRs	*		✓	✓	✓	✓	
4WC1.5	Use underlining, quotation marks, or italics to identify titles of documents.	1		*		✓		▲	✓	

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4WC1.6	Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations when appropriate.	2	All CRs	*		✓	✓	✓	▲	
4WC1.7	Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions.	4	4 + All CRs	*	✓	✓	✓	✓	✓	

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<b>GRADE 5</b>										
GRADE 5	<b>READING</b>									
5RW1.0	<b>Word Analysis, Fluency, and Systematic Vocabulary Development: Students use their knowledge of word origins and word relationships</b>	19%								
5RW1.1	Read aloud narrative and expository text fluently and accurately, and with appropriate pacing, intonation, and expression.	0			✓	✓	✓	✓	✓	
5RW1.2	Use word origins to determine the meaning of unknown words.	2		*	✓	✓	▲		▲	
5RW1.3	Understand and explain frequently used synonyms, antonyms, and homographs.	5	3		✓	✓	✓	✓	▲	
5RW1.4	Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., controversial).	3	3	*	✓	▲	▲	✓	✓	Grades 3-6 Tier 2 Intervention Phonics/Word Study TE (Section 8, Lessons 65-68)  Grades 3-6 Tier 2 Intervention Vocabulary TE (Section 13, Lesson 144)
5RW1.5	Understand and explain the figurative and metaphorical use of words in context.	4	3	*	✓	✓	✓	▲	▲	

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<b>5RC2.0</b>	<b>Reading Comprehension (Focus on Informational Materials): Students read and understand grade-level-appropriate material.</b>	<b>21%</b>								
5RC2.1	Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable.	2		*	✓	✓	✓	✓	▲	
5RC2.2	Analyze text that is organized in sequential or chronological order.	4	3	*	✓		✓	▲	✓	
5RC2.3	Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.	3	3	*	✓	✓		✓	✓	
5RC2.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.	5	3	*	✓	✓	▲	✓	✓	
5RC2.5	Distinguish facts, supported inferences, and opinions in text.	2	3	*		✓		✓	✓	
<b>5RL3.0</b>	<b>Literary Response and Analysis: Students read and respond to historically or culturally significant works of literature. They begin to find ways to clarify the ideas and make connections between literary works.</b>	<b>16%</b>								
5RL3.1	Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.	1			✓	✓	✓	✓	✓	
5RL3.2	Identify the main problem or conflict of the plot and explain how it is resolved.	2	3	*	✓	✓		✓		

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5RL3.3	Contrast the actions, motives (e.g., loyalty, selfishness, conscientiousness), and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.	2	3	*	✓		✓	▲		
5RL3.4	Understand that theme refers to the meaning or moral of a selection and recognize themes (whether implied or stated directly) in sample works.	2	3	*	✓		✓			
5RL3.5	Describe the function and effect of common literary devices (e.g., imagery, metaphor, symbolism).	2	3	*	✓	✓	✓	✓	✓	
5RL3.6	Evaluate the meaning of archetypal patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.	1			✓	✓	✓	✓		
5RL3.7	Evaluate the author's use of various techniques (e.g., appeal of characters in a picture book, logic and credibility of plots and settings, use of figurative language) to influence readers' perspectives.	2	3		▲	✓	✓	✓	▲	
<b>GRADE 5</b>	<b>WRITING</b>									
<b>5WS1.0</b>	<b>Writing Strategies: Students write clear, coherent, and focused essays. The writing exhibits the students' awareness of the audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions.</b>	<b>21%</b>								
5WS1.1a	Create multiple-paragraph narrative compositions: Establish and develop a situation or plot.	1	CR 1		✓		▲	▲	▲	
5WS1.1b	Create multiple-paragraph narrative compositions: Describe the setting.	1	CR 1		✓		▲	▲	▲	
5WS1.1c	Create multiple-paragraph narrative compositions: Present an ending.	1	CR 1		✓		▲	▲	▲	

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5WS1.2a	Create multiple-paragraph expository compositions: Establish a topic, important ideas, or events in sequence or chronological order.	2	CR 2 & CR 3		✓	✓	✓	✓	✓	
5WS1.2b	Create multiple-paragraph expository compositions: Provide details and transitional expressions that link one paragraph to another in a clear line of thought.	2	3 + CR 2 & CR 3		✓	✓	✓	✓	✓	
5WS1.2c	Create multiple-paragraph expository compositions: Offer a concluding paragraph that summarizes important ideas and details.	2	3 + CR 2 & CR 3		✓	✓	✓	✓	✓	
5WS1.3	Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.	1	3 + CR 2 & CR 3		✓	✓	✓	✓	✓	
5WS1.4	Create simple documents by using electronic media and employing organizational features (e.g., passwords, entry and pull-down menus, word searches, a thesaurus, spell checks).	0			✓	✓	✓	✓	✓	
5WS1.5	Use a thesaurus to identify alternative word choices and meanings.	1			✓	✓	▲	▲	▲	
5WS1.6	Edit and revise manuscripts to improve the meaning and focus of writing by adding, deleting, consolidating, clarifying, and rearranging words and sentences.	5	3 + All CRs	*	✓	✓	✓	✓	✓	

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## Grades 2-5 RLA Instruction and Assessment Alignment Map

### Alignment of CST, Literacy Periodic Assessments (LPAs), and Progress Monitoring Assessments (PMAs) to Treasures

Grade Level Content Standard	Content Standard Description	# Items on CST	# items on EACH LPA	Ready-Made Progress Monitoring Assessment Available*	Taught in Treasures Unit 1  LPA 1: Nov 14-18	Taught in Treasures Unit 2	Taught in Treasures Unit 3  LPA 2: JAN 30- FEB 3	Taught in Treasures Unit 4	Taught in Treasures Unit 5  LPA 3: APR 9-13	Other Treasures Instructional Resources
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<b>5WA2.0</b>	<b>Writing Applications (Genres and Their Characteristics): Students write narrative, expository, persuasive, and descriptive texts of at least 500 to 700 words in each genre. Student writing demonstrates a command of Standard American English and the research, organizational, and drafting strategies outlined in Writing Standard 1.0.</b>	<b>0%</b>								
5WA2.1a	Write narratives: Establish a plot, point of view, setting, and conflict.	0	CR 1		✓	▲	▲	▲		
5WA2.1b	Write narratives: Show, rather than tell, the events of the story	0	CR 1		✓	▲	▲	▲		
5WA2.2a	Write responses to literature: Demonstrate an understanding of a literary work	0	CR 2		▲	▲	✓	▲	▲	
5WA2.2b	Write responses to literature: Support judgments through references to the text and to prior knowledge.	0	CR 2		▲	▲	✓	▲	▲	
5WA2.2c	Write responses to literature: Develop interpretations that exhibit careful reading and understanding.	0	CR 2		▲	▲	✓	▲	▲	
5WA2.3a	Write research reports about important ideas, issues, or events by using the following guidelines: Frame questions that direct the investigation.	0			✓	✓	✓	✓	✓	
5WA2.3b	Write research reports about important ideas, issues, or events by using the following guidelines: Establish a controlling idea or topic.	0			✓	✓	✓	✓	✓	
5WA2.3c	Write research reports about important ideas, issues, or events by using the following guidelines: Develop the topic with simple facts, details, examples, and explanations.	0			✓	✓	✓	✓	✓	

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## Grades 2-5 RLA Instruction and Assessment Alignment Map

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5WA2.4a	Write persuasive letters or compositions: State a clear position in support of a proposal.	0	CR 3		▲	▲	▲	✓	▲	
5WA2.4b	Write persuasive letters or compositions: Support a position with relevant evidence.	0	CR 3		▲	▲	▲	✓	▲	
5WA2.4c	Write persuasive letters or compositions: Follow a simple organizational pattern.	0	CR 3		▲	▲	▲	✓	▲	
5WA2.4d	Write persuasive letters or compositions: Address reader concerns.	0	CR 3		▲	▲	▲	✓	▲	
<b>GRADE 5</b>	<b>WRITTEN &amp; ORAL ENGLISH LANGUAGE CONVENTIONS</b>									
<b>5WC1.0</b>	<b>Written and Oral English Language Conventions: Students write and speak with a command of standard English conventions appropriate to this grade level.</b>	<b>23%</b>								
5WC1.1	Identify and correctly use prepositional phrases, appositives, and independent and dependent clauses; use transitions and conjunctions to connect ideas.	4	3 + All CRs	*	✓	✓	▲	✓	✓	
5WC1.2	Identify and correctly use verbs that are often misused (e.g., lie/ lay, sit/ set, rise/ raise), modifiers, and pronouns.	3	3 + CR 1 and CR 2	*		▲	✓	✓	✓	Grades 3-6 Tier 2 Intervention Writing and Grammar TE (Section 2, Lesson 15)  Grades 3-6 Tier 2 Intervention Phonics/Word Study TE (Section 8, Lesson 72)  Grades 3-6 Tier 2 Intervention Vocabulary TE (Section 14, Lesson 150)  Triumphs Unit 3, Language Arts Suggested Plan p. 204

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Highlighted standards indicate additional instruction is needed    ✓ indicates Treasures *directly* addresses the standard    ▲ indicates Treasures *indirectly* addresses the standard    CR = Constructed Response / Writing Prompt

## Grades 2-5 RLA Instruction and Assessment Alignment Map

### Alignment of CST, Literacy Periodic Assessments (LPAs), and Progress Monitoring Assessments (PMAs) to Treasures

Grade Level Content Standard	Content Standard Description	# Items on CST	# items on <b>EACH</b> LPA	Ready-Made Progress Monitoring Assessment Available*	Taught in Treasures Unit 1  LPA 1: Nov 14-18	Taught in Treasures Unit 2	Taught in Treasures Unit 3  LPA 2: JAN 30- FEB 3	Taught in Treasures Unit 4	Taught in Treasures Unit 5  LPA 3: APR 9-13	Other Treasures Instructional Resources
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										Triumphs Unit 4, Language Arts Suggested Plan p. 274
5WC1.3	Use a colon to separate hours and minutes and to introduce a list; use quotation marks around the exact words of a speaker and titles of poems, songs, short stories, and so forth.	3	3 + All CRs		✓	✓	✓	▲	✓	
5WC1.4	Use correct capitalization.	3	All CRs	*	✓	✓	✓	✓		
5WC1.5	Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly.	4	3 + All CRs	*	✓	✓	✓	✓	✓	

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