

Standard Course of Study Alignment

English (2017)



EXPLORE

Legend

•	The standard is clearly addressed by program activities.
-	This standard potentially could be addressed as part of FIRST® LEGO® League Discover either by actions that the coach or teacher takes when working with the students or by conditions established by the program.

Grade 2

Cluster	Indicator Statement	Addressed
Reading Standards for Informational Text	<i>Key Ideas and Evidence</i>	
	RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	
	RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	-
	RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	
	<i>Craft and Structure</i>	
	RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	
	RI.2.5 Know and use various text features to locate key facts or information in a text efficiently.	-
	RI.2.6 Identify the author's main purpose of a text, including what the author wants to answer, explain, or describe.	
	<i>Integration of Ideas and Analysis</i>	
	RI.2.7 Explain how specific images contribute to and clarify a text.	
RI.2.8 Identify the reasons an author gives to support ideas in a text.	-	
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.		
<i>Range of Reading and Level of Complexity</i>		
RI.2.10 By the end of grade 2, read and understand informational texts within the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	-	
Reading Standards for Foundational Skills	<i>Handwriting</i>	
	RF.2.2 Print all upper- and lowercase letters legibly and proportionally.	-
	<i>Phonics and Word Recognition</i>	
RF.2.4 Know and apply grade-level phonics and word analysis skills in decoding words.		
a. Distinguish long and short vowels when reading regularly spelled one-syllable words.		
b. Know spelling-sound correspondences for additional common vowel teams.		
c. Decode regularly spelled two-syllable words with long vowels.	-	
d. Decode words with common prefixes and suffixes.		
e. Identify words with inconsistent but common spelling-sound correspondences.		
f. Recognize and read grade-appropriate irregularly spelled words.		
<i>Fluency</i>		
RF.2.5 Read with sufficient accuracy and fluency to support comprehension.		
a. Read on-level text with purpose and understanding.		
b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	-	

	<p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	
<p>Writing Standards</p>	<p><i>Text Types, Purposes, and Publishing</i></p> <p>W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.2 Write informative /explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal transition words to signal event order, and provide a sense of closure.</p> <p>a. With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.</p> <p>b. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p> <p>W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.</p>	-
	<p><i>Research</i></p> <p>W.2.5 Participate in shared research and writing projects.</p> <p>W.2.6 Recall information from experiences or gather information from provided sources to answer a question.</p>	•
<p>Speaking and Listening Standards</p>	<p><i>Collaboration and Communication</i></p> <p>SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions.</p> <p>b. Build on others’ talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p> <p>SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.</p> <p>SL.2.3 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.</p>	•
	<p><i>Presentation of Knowledge and Ideas</i></p> <p>SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent and complete sentences.</p> <p>SL.2.5 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.</p>	•
<p>Language Standards</p>	<p><i>Conventions of Standard English</i></p> <p>L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. (See Language Standards – Grammar Continuum page 7.)</p>	-

	L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum. (See Language Standards – Conventions Continuum page 10.)	
	<i>Knowledge of Language</i> L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	-
	<i>Vocabulary Acquisition and Use</i> L.2.4 Determine and/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: context clues, word parts, word relationships, and reference materials. L.2.5 Demonstrate understanding of nuances in word meanings. a. Distinguish shades of meaning among closely related verbs and closely related adjectives. L.2.6 Use words and phrases learned through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.	-

Grade 3

Cluster	Indicator Statement	Addressed
Reading Standards for Informational Text	<i>Key Ideas and Evidence</i> RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	-
	<i>Craft and Structure</i> RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. RI.3.5 Use text features and search tools to locate information relevant to a given topic efficiently. RI.3.6 Distinguish their own point of view from that of the author of a text.	-
	<i>Integration of Ideas and Analysis</i> RI.3.7 Use information gained from illustrations and the words in a text to demonstrate understanding of the text. RI.3.8 Describe how the author connects ideas between sentences and paragraphs to support specific points in a text. RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.	-
	<i>Range of Reading and Level of Complexity</i> RI.3.10 By the end of grade 3, read and understand informational texts at the high end of the 2-3 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	-
	<i>Handwriting</i> RF.3.2 Create readable documents with legible handwriting (manuscript and cursive).	-
	<i>Phonics and Word Recognition</i> RF.3.4 Know and apply grade-level phonics and word analysis skills in decoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllabic words.	-

	<p>d. Read grade-appropriate irregularly spelled words.</p> <p><i>Fluency</i> RF.3.5 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	-
<p>Writing Standards</p>	<p><i>Text Types, Purposes, and Publishing</i> W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. c. Provide reasons that support the opinion. d. Use linking words and phrases to connect opinion and reasons. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. W.3.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. c. Develop the topic with facts, definitions, and details. d. Use linking words and phrases to connect ideas within categories of information. e. Provide a concluding statement or section. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Organize information and ideas around a topic to plan and prepare to write. b. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. c. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. d. Use temporal transition words and phrases to signal event order. e. Provide a sense of closure. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task and purpose. W.3.4 With guidance and support from adults, use digital tools and resources to produce and publish writing (using word processing skills) as well as to interact and collaborate with others.</p>	-
	<p><i>Research</i> W.3.5 Conduct short research projects that build knowledge about a topic. W.3.6 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>	●

Speaking and Listening Standards	<p><i>Collaboration and Communication</i></p> <p>SL.3.1 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.</p> <ol style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions. 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. <p>SL.3.2 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.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	•
	<p><i>Presentation of Knowledge and Ideas</i></p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly in complete sentences at an understandable pace.</p> <p>SL.3.5 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.</p>	•
Language Standards	<p><i>Conventions of Standard English</i></p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 2-3 grammar continuum. (See Language Standards – Grammar Continuum page 8.)</p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 2-3 conventions continuum. (See Language Standards – Conventions Continuum page 11.)</p>	-
	<p><i>Knowledge of Language</i></p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> a. Choose words and phrases for effect. b. Recognize and observe differences between the conventions of spoken and written standard English. 	-
	<p><i>Vocabulary Acquisition and Use</i></p> <p>L.3.4 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.3.5 Demonstrate understanding of nuances in word meanings.</p> <ol style="list-style-type: none"> a. Distinguish the literal and nonliteral meanings of words and phrases in context. b. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty. <p>L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p>	-

Grade 4

Cluster	Indicator Statement	Addressed
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Reading Standards for Informational Text	Key Ideas and Evidence RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text. RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	-
	Craft and Structure RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. RI.4.5 Describe the overall structure of events, ideas, concepts, or information in a text or part of a text. RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	-
	Integration of Ideas and Analysis RI.4.7 Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text. RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	-
	Range of Reading and Level of Complexity RI.4.10 By the end of grade 4, read and understand informational texts within the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.	-
Reading Standards for Foundational Skills	Handwriting RF.4.2 Create readable documents through legible handwriting (cursive).	-
	Phonics and Word Recognition RF.4.4 Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words in context and out of context.	-
	Fluency RF.4.5 Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	-
Writing Standards	Text Types, Purposes, and Publishing W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Organize information and ideas around a topic to plan and prepare to write. b. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. c. Provide reasons that are supported by facts and details. d. Link opinion and reasons using words and phrases. e. Provide a concluding statement or section related to the opinion presented. f. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and	-

	<p>audience.</p> <p>W.4.2 Write informative /explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Introduce a topic clearly and group related information in paragraphs and sections; include formatting, illustrations, and multimedia when useful to aiding comprehension. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Link ideas within categories of information using words and phrases. Use precise language and domain-specific vocabulary to inform about or explain the topic. Provide a concluding statement or section related to the information or explanation presented. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. <p>W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ol style="list-style-type: none"> Organize information and ideas around a topic to plan and prepare to write. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. Use dialogue and description to develop experiences and events or show the responses of characters to situations. Use a variety of transitional words and phrases to manage the sequence of events. Use concrete words and phrases and sensory details to convey experiences and events precisely. Provide a conclusion that follows from the narrated experiences or events. With guidance and support from peers and adults, develop and strengthen writing as needed by revising and editing, with consideration to task, purpose, and audience. <p>W.4.4 With some guidance and support from adults, use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of word processing skills.</p>	
	<p>Research</p> <p>W.4.1 Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.2 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.</p>	<p>•</p>
<p>Speaking and Listening Standards</p>	<p>Collaboration and Communication</p> <p>SL.4.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <p>SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>•</p>

	<p>SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	
	<p>Presentation of Knowledge and Ideas</p> <p>SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; adjust speech as appropriate to formal and informal discourse.</p> <p>SL.4.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p>	<p>•</p>
Language Standards	<p>Conventions of Standard English</p> <p>L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 4-5 grammar continuum. (See Language Standards – Grammar Continuum page 8.)</p> <p>L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 4-5 conventions continuum. (See Language Standards – Conventions Continuum page 11.)</p>	-
	<p>Knowledge of Language</p> <p>L.4.1 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p style="margin-left: 20px;">a. Choose words and phrases to convey ideas precisely.</p> <p style="margin-left: 20px;">b. Choose punctuation for effect.</p> <p style="margin-left: 20px;">c. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</p>	-
	<p>Vocabulary Acquisition and Use</p> <p>L.4.1 Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.</p> <p>L.4.2 Demonstrate understanding of figurative language and nuances in word meanings.</p> <p style="margin-left: 20px;">a. Explain the meaning of simple similes and metaphors in context.</p> <p style="margin-left: 20px;">b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>L.4.3 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.</p>	-