

# New Jersey Student Learning Standards: ELA

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Correlations for BrightFish Reading to NJSL Standards for English Language Arts, Grades 2-5



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New Jersey Student Learning Standards for ELA Grade 2

N/A = Not Applicable.

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
<b>Key Ideas and Details</b>		
RL.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	Grade 2 Fiction Stories (300L-540L): Ben the Magician, Drama in Oakhaven, Hiking Adventure, List, The Magical Lights, Mystery at the Museum, New Puppy, Oscar, A Place to Hang, Rained Out, Road Trip  Comprehension – Facts and Details 1, 2 and 3
RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message/theme, lesson, or moral.	Grade 2 Fiction Stories: Drama in Oakhaven, A Place to Hang Comprehension – Key ideas and meaning; central idea, t theme, and lessons.
RL.2.3	Describe how characters in a story respond to major events and challenges using key details.	All Grade 2 Fiction Stories (300L-540L)  Comprehension: Post Reading: Character development and story maps.
<b>Craft and Structure</b>		
RL.2.4.	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	Grade 2 Fiction Stories: Ben the Magician, Hiking Adventure, A Place to Hang, Rained Out  Small Group Activities: Story discussion – key words and phrases; rhyming.
RL.2.5.	Describe the overall structure of a story, including describing how the beginning introduces the story the middle provides major events and challenges, and the ending concludes the action.	All Grade 2 Fiction Stories (300L-540L)  Comprehension: Post Reading – Key ideas and meaning; sequencing graphic organizers.
RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	All Grade 2 Fiction Stories (300L-540L)  Small Group Activities: Read-aloud stories and discussion
<b>Integration of Knowledge and Ideas</b>		
RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	All Grade 2 Fiction Stories (300L-540L) Comprehension: Post Reading – Key Ideas and Meaning; characters, plot and setting; story mapping.

## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 2

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
RL.2.8	(Not applicable to literature)	
RL.2.9	Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
RL.2.10.	Read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	At the end of BrightFish Reading Grade 2 scope and sequence, students will have mastered reading a variety of fiction stories at the Grade 2 level, in the Lexile range of 300L-540L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 2 stories can move into Grade 3 to accelerate their skill development. Poetry is not addressed in Level 2 of BrightFish Reading.

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Key Ideas and Details</b>		
RI.2.1	Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	Grade 2 Nonfiction Stories (300L-540L) Chinese New Year, Eating Healthy, Howler Monkeys, Life on a Farm, Monster Trucks, Mount Rushmore, Speed Skating, The Cat’s Meow.  Comprehension Activities: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key ideas and meaning
RI.2.2	Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	All Grade 2 Nonfiction Stories Comprehension: During Reading – Facts and Details 1, 2 and 3 Post Reading – Key ideas and meaning
RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	Grade 2 Nonfiction: Chinese New Year, Eating Healthy, Howler Monkeys Comprehension: Post Reading – Key ideas and meaning Small Group Activities: Discussion of Chinese and American New Year traditions; Mini-lesson: Chart changes to the Howler Monkeys’ habitat over time.

## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 2

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Craft and Structure</b>		
RI.2.4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	All Grade 2 Nonfiction stories:  Vocabulary: Key words Comprehension: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key ideas and meaning
RI.2.5.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	All Grade 2 nonfiction stories.  Vocabulary and Comprehension: Online dictionary
RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	All Grade 2 nonfiction stories.  Comprehension Post Reading – Key ideas and meaning
<b>Integration of Knowledge and Ideas</b>		
RI.2.7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.	Grade 2 nonfiction stories: Eating Healthy, Life on a Farm  Comprehension Post Reading: graphic organizer – sorting with images.
RI.2.8.	Describe how reasons support specific points the author makes in a text.	All Grade 2 nonfiction stories.  Comprehension: During Reading – Facts and Details 1, 2 and 3 Post Reading – Key ideas and meaning
RI.2.9.	Compare and contrast the most important points presented by two texts on the same topic.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
RI.2.10.	Read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	At the end of BrightFish Reading Grade 2 scope and sequence, students will have mastered reading nonfiction stories at Grade 2 level, in the Lexile range of 300-540. Scaffolding instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 2 stories can move into Grade 3 to accelerate their skill development.

## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 2

STANDARD REFERENCE	READING: FOUNDATIONAL SKILLS	BRIGHTFISH READING
<b>Phonics and Word Recognition</b>		
RF.2.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ol style="list-style-type: none"> <li>a. Distinguish long and short vowels when reading regularly spelled one-syllable words.</li> <li>b. Know spelling-sound correspondences for additional common vowel teams.</li> <li>c. Decode regularly spelled two-syllable words with long vowels.</li> <li>d. Decode words with common prefixes and suffixes.</li> <li>e. Identify words with inconsistent but common spelling-sound correspondences.</li> </ol>	<p>Grade 2 Fiction and Nonfiction:</p> <p>Ben the Magician, Drama in Oakhaven, Hiking Adventure, List, The Magical Lights, Mystery at the Museum, New Puppy, Oscar, A Place to Hang, Rained Out, Road Trip; Chinese New Year, Eating Healthy, Howler Monkeys, Life on a Farm, Monster Trucks, Mount Rushmore, Speed Skating, The Cat's Meow.</p> <p>Pre-reading Text Automaticity: Word for Word (visual match), Sound for Word (auditory-visual match):</p> <p>Words: level 1, 2, 3, 4 and 5 Phrases: level 1, 2 and 3</p>
<b>Fluency</b>		
RF.2.4	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> <li>d. Read grade-appropriate irregularly spelled words.</li> </ol>	<p>All Grade 2 Fiction and Nonfiction:</p> <p>Pre-reading: Vocabulary word usage</p> <p>Comprehension: During Reading – Facts and Details 1, 2 and 3 Post Reading – Key ideas and meaning Small group activity: Oral reading of stories</p>

## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 2

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
<b>Text Types and Purposes</b>		
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 (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	Grade 2 Fiction and Nonfiction: Ben the Magician, Drama in Oakhaven, Hiking Adventure, List, The Magical Lights, Mystery at the Museum, New Puppy, Oscar, A Place to Hang, Rained Out, Road Trip; Chinese New Year, Eating Healthy, Howler Monkeys, Life on a Farm, Monster Trucks, Mount Rushmore, Speed Skating, The Cat's Meow.  Comprehension Worksheets: Post Reading – Key ideas and meaning short answer and essay.
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.	All Grade 2 Fiction and Nonfiction: Comprehension Worksheets: Post Reading – Key ideas and meaning short answer and essay.
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 words to signal event order, and provide a sense of closure.	All Grade 2 Fiction and Nonfiction: Comprehension Worksheets:  Post Reading: Short answer and essay responses.
<b>Production and Distribution of Writing</b>		
W.2.4	Begins in grade 3	N/A
W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	All Grade 2 Fiction and Nonfiction: Vocabulary and comprehension: open response with teacher feedback
W.2.6	With guidance and support from adults, use a variety of tools to produce and publish writing, including digital tools and collaboration with peers.	All Grade 2 Fiction and Nonfiction: Writing activities at level 1 and 2 are in printed/cursive format on worksheets using online content as references.
<b>Research to Build and Present Knowledge</b>		
W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	N/A
W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	Grade 2 Fiction and Nonfiction Stories: Ben the Magician, Chinese New Year, Hiking Adventure, Howler Monkeys, A Place to Hang, Rained Out Comprehension Post Reading – Key ideas & meaning

## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 2

STANDARD REFERENCE	SPEAKING AND LISTENING	BRIGHTFISH READING
<b>Comprehension and Collaboration</b>		
SL.2.1.	<p>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 (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).</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>Grade 2 Fiction and Nonfiction: Ben the Magician, Drama in Oakhaven, Hiking Adventure, List, The Magical Lights, Mystery at the Museum, New Puppy, Oscar, A Place to Hang, Rained Out, Road Trip; Chinese New Year, Eating Healthy, Howler Monkeys, Life on a Farm, Monster Trucks, Mount Rushmore, Speed Skating, The Cat's Meow.</p> <p>Small group activities: Story discussion</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>All Grade 2 Fiction and Nonfiction</p> <p>Small group: Story discussion</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>All Grade 2 Fiction and Nonfiction</p> <p>Small group: Story discussion</p>
<b>Presentation of Knowledge and Ideas</b>		
SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	<p>All Grade 2 Fiction and Nonfiction</p> <p>Small group: Story discussion</p>
SL.2.5	With guidance and support, 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>All Grade 2 Fiction and Nonfiction</p> <p>Worksheets: Graphic organizers – story maps and sequencing.</p>
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	<p>All Grade 2 Fiction and Nonfiction</p> <p>Small group: Story discussion</p>



## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 2

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
	<b>Conventions of Standard English</b>	
L.2.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Grade 2 Fiction and Nonfiction (300L to 540L): Ben the Magician, Drama in Oakhaven, Hiking Adventure, List, The Magical Lights, Mystery at the Museum, New Puppy, Oscar, A Place to Hang, Rained Out, Road Trip; Chinese New Year, Eating Healthy, Howler Monkeys, Life on a Farm, Monster Trucks, Mount Rushmore, Speed Skating, The Cat's Meow.  Vocabulary – Key words Comprehension Post Reading – Key ideas and meaning All written activities at level 1 and 2 are available as printable worksheets.
L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize holidays, product names, and geographic names.	All Grade 2 Fiction and Nonfiction:  Vocabulary – Key words, sentence writing; Comprehension Post Reading – Key ideas and meaning  All writing activities available as printable worksheets.
	b. Use commas in greetings and closings of letters.	N/A
	c. Use an apostrophe to form contractions and frequently occurring possessives.	All Stories
	d. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i> ).	All Stories
	e. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	All stories – vocabulary and comprehension, online dictionary
	<b>Knowledge of Language</b>	
L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Compare formal and informal uses of English.	N/A

## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 2

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
	<b>Vocabulary Acquisition and Use</b>	
L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 2 reading and content</i> , choosing flexibly from an array of strategies. <ul style="list-style-type: none"> <li>a. Use sentence-level context as a clue to the meaning of a word or phrase.</li> </ul>	All Grade 2 Fiction and Nonfiction  Pre-reading: vocabulary usage Comprehension Post Reading: Key ideas and meaning.
	<ul style="list-style-type: none"> <li>b. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy, tell/retell</i>).</li> </ul>	N/A
	<ul style="list-style-type: none"> <li>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition, additional</i>).</li> </ul>	N/A
	<ul style="list-style-type: none"> <li>d. Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark</i>).</li> </ul>	N/A
	<ul style="list-style-type: none"> <li>e. Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</li> </ul>	All Grade 2 Fiction and Nonfiction Pre-reading: vocabulary online dictionary
L.2.5	Demonstrate understanding of word relationships and nuances in word meanings. <ul style="list-style-type: none"> <li>a. Identify real-life connections between words and their use (e.g., describe foods that are <i>spicy</i> or <i>juicy</i>).</li> <li>b. Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</li> </ul>	All Grade 2 Fiction and Nonfiction:  Pre-reading: vocabulary usage; graphic organizers
L.2.6	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., <i>When other kids are happy that makes me happy</i> ).	N/A

**New Jersey Student Learning Standards for ELA Grade 3**

N/A = Not Applicable.

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
<b>Key Ideas and Details</b>		
RL.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Grade 3 Fiction (550L to 700L): A Skating Dream, A Challenge for Anansi, Big Blob Adventure, Breaking the News, Holiday Spectacular, Mystery at the Museum, List, Stage Stumble, Stone Soup, The Underdogs, Waiting; Challenge: Another Great Day (Poetry); Betsy Saves the Day  Comprehension: During Reading – Facts and Details 1, 2 and 3
RL.3.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	All Grade 3 Fiction Stories:  Comprehension Activities: During Reading – Facts and Details 1, 2 and 3 Post Reading – Key Ideas and Meaning
RL.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	All Grade 3 Fiction Stories:  Comprehension Activities: During Reading – Facts and Details 1, 2 and 3; Post Reading: Character maps; changes and impact on events.
<b>Craft and Structure</b>		
RL.3.4.	Determine the meaning of words and phrases both literal and non- literal language as they are used in the text.	All Grade 3 Fiction Stories:  Prereading: Vocabulary usage; Comprehension Post Reading: Key ideas and meaning.
RL.3.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Grade 3 Challenge: Another Great Day.  Post Reading Comprehension: multiple choice and open response essay answers.
RL.3.6.	Distinguish their own point of view from that of the narrator or those of the characters.	Grade 3 Fiction Stories: A Skating Dream, A Challenge for Anansi, Big Blob Adventure, Mystery at the Museum, List  Comprehension Activities: Post Reading: Key Ideas and Meaning

## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 3

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
<b>Integration of Knowledge and Ideas</b>		
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Challenge: Another Great Day (Poetry).  Comprehension Post-Reading
RL.3.8.	(Not applicable to literature)	N/A
RL.3.9.	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters	N/A
<b>Range of Reading and Level of Text Complexity</b>		
RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	At the end of BrightFish Reading Grade 3 scope and sequence, students will have mastered reading a variety of fiction stories and poetry selections at the Grade 3 level, in the Lexile range of 550L to 700L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 3 stories can move into Grade 4 to accelerate their skill development.

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Key Ideas and Details</b>		
RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Grade 3 Nonfiction (550L to 700L): Abandon Ship! Hold Your Horses, The Nile River; Challenge: How to Grow an Avocado Tree; Laura Ingalls Wilder (Biography)  Comprehension Activities: During Reading: Facts and Details 1, 2, 3
RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.	All Grade 3 Nonfiction Stories: Comprehension Activities: Post Reading: Key Ideas and Meaning
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.	Grade 3 Nonfiction Stories: The Nile River, Abandon Ship! Challenge: How to Grow an Avocado Tree  Comprehension Post Reading: Key Ideas and Meaning; Cause/Effect and sequencing graphic organizers, multiple choice and open response.

## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 3

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Craft and Structure</b>		
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.	All Grade 3 Nonfiction Stories: Vocabulary: Key words; Comprehension During Reading – Facts and Details 1, 2 and 3 Post Reading – Key Ideas and Meaning
RI.3.5.	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Grade 3 Challenge: How to Grow an Avocado Tree; Laura Ingalls Wilder (Biography)  Comprehension Post Reading: Headings and line number references.
RI.3.6.	Distinguish their own point of view from that of the author of a text.	Grade 3 Nonfiction Stories: Abandon Ship!, Laura Ingalls Wilder (Biography) Comprehension: Post Reading – Key Ideas and Meaning
<b>Integration of Knowledge and Ideas</b>		
RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Grade 3 Challenge: How to Grow an Avocado Tree; Laura Ingalls Wilder (Biography)  Comprehension Post Reading: sequencing and story mapping; graphic organizers
RI.3.8.	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	All Grade 3 Nonfiction Stories:  Comprehension: During Reading – Facts and Details 1, 2 and 3; Post Reading – Key Ideas and Meaning
RI.3.9.	Compare and contrast the most important points and key details presented in two texts on the same topic.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	At the end of BrightFish Reading Grade 3 scope and sequence, students will have mastered reading nonfiction stories at Grade 3 level, in the Lexile range of 550L-700L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 3 stories can move into Grade 4 to accelerate their development.

## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 3

STANDARD REFERENCE	READING: FOUNDATIONAL SKILLS	BRIGHTFISH READING
	<b>Phonics and Word Recognition</b>	
RF.3.3.	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ol style="list-style-type: none"> <li>a. Identify and know the meaning of the most common prefixes and derivational suffixes.</li> <li>b. Decode words with common Latin suffixes.</li> <li>c. Decode multisyllable words.</li> </ol>	<p>Grade 3 Fiction and Nonfiction (550L to 700L): A Skating Dream, A Challenge for Anansi, Big Blob Adventure, Breaking the News, Holiday Spectacular, Mystery at the Museum, List, Stage Stumble, Stone Soup, The Underdogs, Waiting; Challenge: Another Great Day (Poetry); Betsy Saves the Day Abandon Ship! Hold Your Horses, The Nile River; Challenge: How to Grow an Avocado Tree; Laura Ingalls Wilder (Biography)</p> <p>Pre-reading Text Automaticity: Word for Word (visual match), Sound for Word (auditory-visual match): Words: level 1 to 5;</p> <p>Phrases (visual and auditory-visual match): level 1 to 3</p>
	<b>Fluency</b>	
RF.3.4.	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <ol style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ol>	<p>All Grade 3 Fiction and Nonfiction</p> <ol style="list-style-type: none"> <li>a. Comprehension Activities: During Reading – Facts and Details, Post Reading – Key Ideas and Meaning</li> <li>b. Small Group Activity: Read Aloud</li> <li>c. Vocabulary usage; Comprehension During Reading – Facts and Details, Post Reading – Key Ideas and Meaning</li> </ol>

## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 3

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
<b>Text Types and Purposes</b>		
W.3.1.	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ol style="list-style-type: none"> <li>a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</li> <li>b) Provide reasons that support the opinion.</li> <li>c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</li> <li>d) Provide a conclusion.</li> </ol>	<p>Grade 3 Fiction and Nonfiction (550L to 700L): A Skating Dream, A Challenge for Anansi, Big Blob Adventure, Breaking the News, Holiday Spectacular, Stage Stumble, Stone Soup, The Underdogs, Waiting; Challenge: Another Great Day (Poetry); Betsy Saves the Day Abandon Ship! Hold Your Horses, The Nile River; Challenge: How to Grow an Avocado Tree; Laura Ingalls Wilder (Biography)</p> <p>Comprehension Post Reading: open response</p>
W.3.2.	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ol style="list-style-type: none"> <li>a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b) Develop the topic with facts, definitions, and details.</li> <li>c) Use linking words and phrases (e.g., also, and, more) to connect ideas within categories of information.</li> <li>d) Provide a conclusion.</li> </ol>	<p>All Grade 3 Fiction and Nonfiction:</p> <p>Comprehension Post Reading: open response</p>
W.3.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Grade 3 Fiction Stories: The Big Blob Adventure.</p> <p>Open response essay: Write a new ending for the story.</p>
<b>Production and Distribution of Writing</b>		
W.3.4.	<p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p>	<p>All Grade 3 Fiction and Nonfiction:</p> <p>Vocabulary sentences; Comprehension Post Reading: open response</p>
W.3.5.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)</p>	<p>All Grade 3 Fiction and Nonfiction:</p> <p>Comprehension Post Reading: open response Vocabulary and Comprehension Post Reading: open response with teacher feedback</p>
W.3.6.	<p>With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p>	<p>All Grade 3 Fiction and Nonfiction:</p> <p>Vocabulary and Comprehension Post Reading: open response with teacher feedback</p>

## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 3

Research to Build and Present Knowledge		
W.3.7.	Conduct short research projects that build knowledge about a topic.	Grade 3 Nonfiction Story: The Nile River Mini-lesson – research and create a history of The Nile River
W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Grade 3 Fiction and Nonfiction Stories: A Skating Dream, List  Mini-lesson – create a table based on A Skating Dream and Underdogs comparing your experiences with the characters in the stories.
W.3.9.	(W.3.9 begins in grade 4)	N/A

W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	All Grade 3 Fiction and Nonfiction:  BrightFish Reading provides numerous opportunities for writing sentences using a variety of target words from the text.
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STANDARD REFERENCE	SPEAKING AND LISTENING	BRIGHTFISH READING
<b>Comprehension and Collaboration</b>		
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.	Grade 3 Fiction and Nonfiction (550L to 700L): A Skating Dream, A Challenge for Anansi, Big Blob Adventure, Breaking the News, Holiday Spectacular, Stage Stumble, Stone Soup, The Underdogs, Waiting; Challenge: Another Great Day (Poetry); Betsy Saves the Day Abandon Ship! Hold Your Horses, The Nile River; Challenge: How to Grow an Avocado Tree; Laura Ingalls Wilder (Biography)  Small Group Activities: Story discussion
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.	All Grade 3 Fiction and Nonfiction  Comprehension Post Reading: Main ideas and supporting details;  Small Group: Story discussion, read aloud
SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	All Grade 3 Fiction and Nonfiction  Small Group Activities: Story discussion, read aloud



## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 3

Presentation of Knowledge and Ideas		
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 at an understandable pace.	All Grade 3 Fiction and Nonfiction  Small Group Activities: Story discussion
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.	N/A
SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	All Grade 3 Fiction and Nonfiction  Small Group Activities: Story discussion

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
	<b>Conventions of Standard English</b>	
L.3.1	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</p> <p>b. Form and use regular and irregular plural nouns.</p> <p>c. Use abstract nouns (e.g., <i>childhood</i>).</p> <p>d. Form and use regular and irregular verbs.</p> <p>e. Form and use the simple (e.g., <i>I walked</i>; <i>I walk</i>; <i>I will walk</i>) verb tenses.</p> <p>f. Ensure subject-verb and pronoun-antecedent agreement.</p> <p>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified</p> <p>h. Use coordinating and subordinating conjunctions.</p> <p>i. Produce simple, compound, and complex sentences.</p>	<p>Grade 3 Fiction and Nonfiction (550L to 700L): A Skating Dream, A Challenge for Anansi, Big Blob Adventure, Breaking the News, Holiday Spectacular, Mystery at the Museum, List, Stage Stumble, Stone Soup, The Underdogs, Waiting; Challenge: Another Great Day (Poetry); Betsy Saves the Day Abandon Ship! Hold Your Horses, The Nile River; Challenge: How to Grow an Avocado Tree; Laura Ingalls Wilder (Biography)</p> <p>a) Mini-lesson: explain functions of nouns, pronouns, adjectives, verbs and adverbs in Grade 3 Fiction and Nonfiction Stories</p> <p>b-i: Pre-reading vocabulary: sentence writing; Post Reading open response: short answer and essay.</p>

## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 3

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
L.3.2	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize appropriate words in titles.; b. Use commas in addresses. c. Use commas and quotation marks in dialogue.; d. Form and use possessives.; e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p>	<p>All Grade 3 Fiction and Nonfiction</p> <p>Pre-reading vocabulary: sentence writing; Post Reading open response: short answer and essay.</p> <p>Standard b is not covered.</p>
	<p>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</p>	<p>All Grade 3 Fiction and Nonfiction</p> <p>Vocabulary pre-reading: online dictionary</p>
<b>Knowledge of Language</b>		
L.3.3	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Choose words and phrases for effect.;</p> <p>b. Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>All Grade 3 Fiction and Nonfiction</p> <p>Pre-reading: Vocabulary During Reading: Facts and Details 1, 2,3</p> <p>Post Reading: Key</p>
<b>Vocabulary Acquisition and Use</b>		
L.3.4	<p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p>	<p>All Grade 3 Fiction and Nonfiction</p> <p>Pre-reading: Vocabulary During Reading: Facts and Details 1, 2,3</p> <p>Post Reading: Key Ideas and Meaning</p> <p>Online dictionary.</p>

## BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 3

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
L.3.5	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., <i>take steps</i> ).	All Grade 3 Fiction and Nonfiction  Pre-reading: Vocabulary During Reading: Facts and Details 1, 2,3 Post Reading: Key Ideas and Meaning
	b. Identify real-life connections between words and their use (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).	All Grade 3 Fiction and Nonfiction  Pre-reading: Vocabulary Small Group Activity: Word Lists
	c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).	All Grade 3 Fiction and Nonfiction  Pre-reading: Vocabulary Worksheets: Word lists and sentence writing.
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 (e.g., <i>After dinner that night we went looking for them</i> ).	All Grade 3 Fiction and Nonfiction  Pre-reading: Vocabulary usage.

## New Jersey Student Learning Standards for ELA Grade 4

N/A = Not Applicable.

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
<b>Key Ideas and Details</b>		
RL.4.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Grade 4 Fiction Stories: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, The Puzzler, Theft in the Garden, Waterlogged. Challenge: Heron and Hummingbird, Mai's Surprise  Comprehension Activities: During Reading – Facts and Details 1, 2 and 3
RL.4.2.	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	All Grade 4 Fiction Stories:  Comprehension Activities: Post Reading: Key Ideas and Meaning
RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	All Grade 4 Fiction Stories  Comprehension Post Reading: Character Traits and Changes; story maps.
<b>Craft and Structure</b>		
RL.4.4.	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	All Grade 4 Fiction Stories:  Pre-reading: Vocabulary; Comprehension Post Reading: Key Ideas and Meaning)
RL.4.5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	N/A Poetry is not covered in Grade 4 Fiction.
RL.4.6.	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	Grade 4 Fiction Stories: The Haunted House; Waterlogged  Comprehension Post Reading: Key Ideas and Meaning.  Mini-lesson: compare the use of first person and third person in the two stories.

STANDARD REFERENCE	READING: LITERATURE	
<b>Integration of Knowledge and Ideas</b>		
RL.4.7.	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	N/A
RL.4.8.	(Not applicable to literature)	N/A
RL.4.9.	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Grade 4 Challenge: Heron and Hummingbird  Mini-lesson: Compare patterns in the Heron and Hummingbird with The Butterfly: A Chinese Tale.
<b>Range of Reading and Level of Text Complexity</b>		
RL.4.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	At the end of BrightFish Reading Grade 4 scope and sequence, students will have mastered reading a variety of fiction stories at the Grade 4 level, in the Lexile range of 690L to 810L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 4 stories can move into Grade 5 to accelerate their skill development.  Poetry is not addressed in level 4.

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Key Ideas and Details</b>		
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.	Grade 4 Nonfiction Stories: Alexander's Horse, Creatures of the Ice Age, Mars. Challenge: Earth's Changing Seasons, Newtown's New Library (Letter to the Editor)  Comprehension During Reading: Facts and Details 1, 2 and 3.
RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	All Grade 4 Nonfiction Stories:  Comprehension Post Reading: Key Ideas and Meaning; main idea and supporting details.
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.	All Grade 4 Nonfiction Stories: Comprehension Activities: Post Reading: Key Ideas and Meaning

BRIGHTFISH READING: NEW JERSEY SLS FOR ELA GRADE 4

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Craft and Structure</b>		
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	All Grade 4 Nonfiction Stories:  Vocabulary: usage & categorization  Comprehension During Reading – Facts and Details 1, 2 and 3 Post Reading – Key Ideas and Meaning
RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	Grade 4 Nonfiction Stories: Creatures of the Ice Age, Mars, Earth’s Changing Seasons.  Comprehension: Post Reading – Key Ideas and Meaning; cause/effect and sequencing graphic organizers.
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.	N/A
<b>Integration of Knowledge and Ideas</b>		
RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	Grade 4 Challenge: Earth’s Changing Seasons graphic.  Comprehension Post-Reading: Key Ideas and Meaning.
RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.	All Grade 4 Nonfiction Stories:  Comprehension Post Reading – Key Ideas and Meaning: Conclusions/ Evidence graphic organizers, main ideas and supporting details.
RI.4.9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	At the end of BrightFish Reading Grade 4 scope and sequence, students will have mastered reading nonfiction stories at Grade 3 level, in the Lexile range of 690L to 810L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 4 stories can move into Grade 5 to accelerate their skill development.

STANDARD REFERENCE	READING: FOUNDATIONAL SKILLS	BRIGHTFISH READING
<b>Phonics and Word Recognition</b>		
RF.4.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <ul style="list-style-type: none"> <li>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</li> </ul>	<p>Grade 4 Fiction and Nonfiction Stories: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, The Puzzler, Theft in the Garden, Waterlogged. Challenge: Heron and Hummingbird, Mai's Surprise Alexander's Horse, Creatures of the Ice Age, Mars. Challenge: Earth's Changing Seasons, Newtown's New Library (Letter to the Editor)</p> <p>Pre-reading Text Automaticity: Word for Word (visual match), Sound for Word (auditory-visual match): Words: level 1, 2, 3, 4 and 5; Phrases: level 1, 2 and 3</p>
<b>Fluency</b>		
RF.4.4	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <ul style="list-style-type: none"> <li>a. Read on-level text with purpose and understanding.</li> <li>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</li> <li>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</li> </ul>	<p>All Grade 4 Fiction and Nonfiction:</p> <ul style="list-style-type: none"> <li>a. Comprehension Activities: During Reading – Facts and Details, Post Reading – Key Ideas and Meaning</li> <li>b. Small Group Activity: Read Aloud</li> <li>c. Comprehension Activities: During Reading – Facts and Details, Post Reading – Key Ideas and Meaning</li> </ul>

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
<b>Text Types and Purposes</b>		
W.4.1.	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p> <p>d. Provide a conclusion related to the opinion presented.</p>	<p>Grade 4 Fiction and Nonfiction Stories: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, The Puzzler, Theft in the Garden, Waterlogged.</p> <p>Challenge: Heron and Hummingbird, Mai’s Surprise Alexander’s Horse, Creatures of the Ice Age, Mars. Challenge: Earth’s Changing Seasons, Newtown’s New Library (Letter to the Editor)</p> <p>Comprehension Post Reading: open response</p>
W.4.2.	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within categories of information using words and phrases</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a conclusion related to the information or explanation presented.</p>	<p>All Grade 4 Fiction and Nonfiction:</p> <p>Comprehension Post Reading: open response</p>
W.4.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Grade 4 Fiction Stories: The Haunted House and The Longest 15 Minutes</p> <p>Comprehension Post Reading: Write alternative endings..</p>
<b>Production and Distribution of Writing</b>		
W.4.4.	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p>	<p>All Grade 4 Fiction and Nonfiction:</p> <p>Comprehension Post Reading: open response</p>
W.4.5.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>	<p>All Grade 4 Fiction and Nonfiction:</p> <p>Comprehension Post Reading: open response with teacher feedback</p>



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W.4.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	All Grade 4 Fiction and Nonfiction:  Comprehension Post Reading: Open Response Essays.
<b>Research to Build and Present Knowledge</b>		
W.4.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	Grade 4 Nonfiction Mars, Earth's Changing Seasons.  Mini-lesson: Find and document five facts about the topics not presented in the articles.
W.4.8.	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.	N/A
W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply grade 4 Reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").	Grade 4 Fiction Stories: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, The Puzzler, Theft in the Garden, Waterlogged. Challenge: Heron and Hummingbird, Mai's Surprise  Post Reading: Key Ideas and Meaning: story maps and character traits/changes.
	b. Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").	Grade 4 Nonfiction Stories: Alexander's Horse, Creatures of the Ice Age, Mars. Challenge: Earth's Changing Seasons, Newtown's New Library (Letter to the Editor)  Post Reading: Key Ideas and Meaning: conclusions/evidence – graphic organizers and open response essays.
<b>Range of Writing</b>		
W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	All Grade 4 Fiction and Nonfiction:  BrightFish Reading provides numerous opportunities for writing sentences, short answers and longer essays in each story unit.

STANDARD REFERENCE	SPEAKING AND LISTENING	BRIGHTFISH READING
<b>Comprehension and Collaboration</b>		
SL.4.1.	<p>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>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.</p> <p>b. Follow agreed-upon rules for discussions and carry out roles.</p> <p>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p>	<p>Grade 4 Fiction and Nonfiction Stories: The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, The Puzzler, Theft in the Garden, Waterlogged. Challenge: Heron and Hummingbird, Mai's Surprise Alexander's Horse, Creatures of the Ice Age, Mars. Challenge: Earth's Changing Seasons, Newtown's New Library (Letter to the Editor)</p> <p>Small Group Activities: Story 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>All Grade 4 Fiction and Nonfiction:</p> <p>Small Group Activities: Story discussion</p>
SL.4.3.	Identify the reasons and evidence a speaker provides to support particular points.	<p>Grade 4 Nonfiction: Newtown's New Library</p> <p>Small Group: Story Discussion; reasons and evidence.</p>
<b>Presentation of Knowledge and Ideas</b>		
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; speak clearly at an understandable pace.	<p>All Grade 4 Fiction and Nonfiction:</p> <p>Small Group Activities: Story discussion</p>
SL.4.5.	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	N/A
SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.	N/A

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
<b>Conventions of Standard English</b>		
L.4.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).</li> <li>b. Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.</li> <li>c. Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.</li> <li>d. Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).</li> <li>e. Form and use prepositional phrases.</li> <li>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*</li> <li>g. Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).*</li> </ul>	<p>Grade 4 Fiction and Nonfiction Stories: <i>The Butterfly: A Chinese Tale, Enough Bullying, The Haunted House, The Longest 15 Minutes, The Puzzler, Theft in the Garden, Waterlogged. Challenge: Heron and Hummingbird, Mai’s Surprise; Alexander’s Horse, Creatures of the Ice Age, Mars. Challenge: Earth’s Changing Seasons, Newtown’s New Library (Letter to the Editor)</i></p> <p>Vocabulary – Key words Comprehension Activities: Post Reading – Key ideas and meaning</p> <p>Small Group Activities: Story discussion, Read aloud</p> <p>BrightFish Reading provides numerous opportunities for writing sentences using a variety of target words from the text.</p>
L.4.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Use correct capitalization.</li> <li>b. Use commas and quotation marks to mark direct speech and quotations from a text.</li> <li>c. Use a comma before a coordinating conjunction in a compound sentence.</li> <li>d. Spell grade-appropriate words correctly, consulting references as needed.</li> </ul>	<p>All Grade 4 Fiction and Nonfiction</p> <p>Vocabulary pre-reading: Sentence writing</p> <p>Comprehension Post Reading: constructed response questions.</p> <p>Online dictionary.</p>

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
<b>Knowledge of Language</b>		
L.4.3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none"> <li>a. Choose words and phrases to convey ideas precisely.*</li> <li>b. Choose punctuation for effect.*</li> <li>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</li> </ul>	<p>All Grade 4 Fiction and Nonfiction</p> <p>Vocabulary – Key words Comprehension Activities: Post Reading – Key ideas and meaning.</p>
<b>Vocabulary Acquisition and Use</b>		
L.4.4.	<p>Determine 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.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.; b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i>, <i>photograph</i>, <i>autograph</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>All Grade 4 Fiction and Nonfiction</p> <p>Pre-reading: Vocabulary Comprehension Activities: During Reading: Facts and Details 1, 2,3 Post Reading: Key Ideas and Meaning</p> <p>Online dictionary.</p>
L.4.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.</li> </ul>	<p>All Grade 4 Fiction and Nonfiction</p> <p>Pre-reading: Vocabulary Comprehension Activities: During Reading: Facts and Details 1, 2,3 Post Reading: Key Ideas and Meaning</p> <p>Online dictionary.</p> <p>Grade 4 Fiction: The Butterfly: A Chinese Tale, The Haunted House, The Longest 15 Minutes, The Puzzler, Waterlogged. Challenge: Heron and Hummingbird. Comprehension: Post Reading Key Ideas and Meaning.</p>

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	<p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p>	<p>Grade 4 Fiction The Puzzler, Waterlogged. Challenge: Heron and Hummingbird.</p> <p>Comprehension: Post Reading Key Ideas and Meaning.</p>
	<p>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>	<p>All Grade 4 Fiction and Nonfiction:</p> <p>Vocabulary pre-reading: Synonym/antonym graphic organizers.</p>
L.4.6.	<p>Acquire and use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>All Grade 4 Fiction and Nonfiction</p> <p>Pre-reading: Vocabulary usage; Comprehension Activities: During Reading: Facts and Details 1, 2,3 Post Reading: Key Ideas and Meaning</p> <p>Online dictionary.</p>

## New Jersey Student Learning Standards for ELA Grade 5

N/A = Not Applicable.

STANDARD REFERENCE	READING: LITERATURE	BRIGHTFISH READING
	<b>Key Ideas and Details</b>	
RL.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Grade 5 Fiction Stories: Colossal Coaster, Medieval Legend, Paused, Summer Hoops, 6.5 Million, Zoo Day; Challenge: Around the World in 80 Days (Excerpt) Comprehension Activities: During Reading – Facts and Details 1, 2 and 3
RL.5.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	All Grade 5 Fiction Stories:  Comprehension Activities: Post Reading: Key Ideas and Meaning; character traits and change; summarizing.
RL.5.3.	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Grade 5 Fiction Stories: Zoo Day; Around the World in 80 Days.  Comprehension Post Reading: Compare characters and traits; impact of setting on plot.
	<b>Craft and Structure</b>	
RL.5.4.	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Grade 5 Fiction Stories: Colossal Coaster, Medieval Legend, Paused, Summer Hoops, 6.5 Million, Zoo Day; Challenge: Around the World in 80 Days (Excerpt)  Pre-reading: Vocabulary Comprehension Activities: During Reading – Key Facts and Details
RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	N/A
RL.5.6.	Describe how a narrator's or speaker's point of view influences how events are described.	Grade 5 Fiction Stories: Colossal Coaster, Paused, Summer Hoops, 6.5 Million, Zoo Day  Comprehension Post Reading: 1 <sup>st</sup> person narration – impact on theme and point of view.

<b>Integration of Knowledge and Ideas</b>		
RL.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.	N/A
RL.5.9.	Compare, contrast and reflect on the treatment of similar themes and topics and patterns of events in stories, myths, and traditional literature from different cultures.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.	At the end of BrightFish Reading Grade 5 scope and sequence, students will have mastered reading a variety of fiction stories at the Grade 5 level, in the Lexile range of 820L-910L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 5 stories can move into Grade 6 to accelerate their skill development.  Poetry and drama are not addressed in level 5 stories.

<b>STANDARD REFERENCE</b>	<b>READING: INFORMATIONAL TEXT</b>	<b>BRIGHTFISH READING</b>
<b>Key Ideas and Details</b>		
RI.5.1.	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Grade 5 Nonfiction Stories: Brainy Bio, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls; Challenge: Abigail Adams: A life in Letters, Benefits of the Hoover Dam  Comprehension Activities: During Reading – Facts and Details
RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	All Grade 5 Nonfiction Stories: Comprehension Activities: Post Reading: main ideas/supporting details, story maps and summarizing.
RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Grade 5 Nonfiction Stories: Brainy Bio, Medieval Legend, Goliath Frogs, Niagara Falls, Benefits of the Hoover Dam Comprehension Activities: Post Reading: Key Ideas and Meaning

STANDARD REFERENCE	READING: INFORMATIONAL TEXT	BRIGHTFISH READING
<b>Craft and Structure</b>		
RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	All Grade 5 Nonfiction Stories:  Vocabulary: Key words  Comprehension Activities: During Reading – Facts and Details 1, 2 and 3 Post Reading – Key Ideas and Meaning
RI.5.5.	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Grade 5 Nonfiction Stories: Brainy Bio, Goliath Frogs  Small Group Activities: Story discussion – compare structure in two passages.
RI.5.6.	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Grade 5 Nonfiction Stories: Fossil Clues  Video question: compare information from text to video presentation on the topic.
<b>Integration of Knowledge and Ideas</b>		
RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Grade 5 Nonfiction: Fossil Clues  Comprehension Post Reading: Video question:
RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Grade 5 Nonfiction Stories: Charlie and the Chocolate Factory, Goliath Frogs  Comprehension Activities: Post Reading – Key Ideas and Meaning Conclusion/evidence.
RI.5.9.	Integrate and reflect on information from several texts on the same topic in order to write or speak about the subject knowledgeably.	N/A
<b>Range of Reading and Level of Text Complexity</b>		
RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	At the end of BrightFish Reading Grade 5 scope and sequence, students will have mastered reading nonfiction stories at the Grade 5 level, in the Lexile range of 820L-910L. Scaffolded instruction and structured practice provide support as students build fluency, vocabulary and comprehension skills. Students who complete Grade 5 stories can move into Grade 6 to accelerate their skill development.



STANDARD REFERENCE	READING: FOUNDATIONAL SKILLS	BRIGHTFISH READING
<b>Phonics and Word Recognition</b>		
RF.5.3	<p>Know and apply grade-level phonics and word analysis skills in decoding words:</p> <p>a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>Grade 5 Fiction and Nonfiction Stories: Colossal Coaster, Medieval Legend, Paused, Summer Hoops, 6.5 Million, Zoo Day; Challenge: Around the World in 80 Days (Excerpt)</p> <p>Brainy Bio, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls; Challenge: Abigail Adams: A life in Letters, Benefits of the Hoover Dam</p> <p>Pre-reading Text Automaticity: Word for Word (visual match), Sound for Word (auditory-visual match): Words: level 1, 2, 3, 4 and 5; Phrases: level 1, 2 and 3</p>
<b>Fluency</b>		
RF.5.4	<p>Read with sufficient accuracy and fluency to support comprehension:</p> <p>a. Read on-level text with purpose and understanding.</p> <p>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>All Grade 5 Fiction and Nonfiction:</p> <p>a. Comprehension Activities: During Reading – Facts and Details, Post Reading – Key Ideas and Meaning</p> <p>b. Small Group Activity: Read Aloud (poetry not covered in scope and sequence)</p> <p>c. Comprehension Activities: During Reading – Facts and Details, Post Reading – Key Ideas and Meaning</p>

STANDARD REFERENCE	WRITING	BRIGHTFISH READING
<b>Text Types and Purposes</b>		
W.5.1.	<p>Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically).</p> <p>d. Provide a conclusion related to the opinion presented.</p>	<p>Grade 5 Fiction and Nonfiction Stories: Colossal Coaster, Medieval Legend, Paused, Summer Hoops, 6.5 Million, Zoo Day; Challenge: Around the World in 80 Days (Excerpt) Brainy Bio, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls; Challenge: Abigail Adams: A life in Letters, Benefits of the Hoover Dam</p> <p>Comprehension Post Reading: open response</p>
W.5.2.	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a conclusion related to the information or explanation presented.</p>	<p>All Grade 5 Fiction and Nonfiction:</p> <p>Comprehension Post Reading: Main idea and key details; open response</p>
W.5.3.	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>Grade 5 Fiction Stories: Paused.</p> <p>Comprehension Post Reading: Write alternative cliff-hanger endings for the story.</p>

<b>Production and Distribution of Writing</b>		
W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	All Grade 5 Fiction and Nonfiction: Comprehension Post Reading: open response
W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	All Grade 5 Fiction and Nonfiction: Comprehension Post Reading: open response with teacher feedback
W.5.6.	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	All Grade 5 Fiction and Nonfiction:  Comprehension Post Reading: Open Response Essays.
<b>Research to Build and Present Knowledge</b>		
W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Grade 5 Nonfiction: Goliath Frogs, Benefits of the Hoover Dam. Mini-lesson: Find and document five facts about the topics not presented in the articles.
W.5.8.	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.	N/A
W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).	Grade 5 Fiction Stories: Colossal Coaster, Medieval Legend, Paused, Summer Hoops, 6.5 Million, Zoo Day; Challenge: Around the World in 80 Days (Excerpt) Post Reading: Key Ideas and Meaning: story maps and character traits/changes.
	b. Apply grade 5 Reading standards to informational texts (e.g., Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence supports which point[s].)	Grade 5 Nonfiction Stories: Brainy Bio, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls; Challenge: Abigail Adams: A life in Letters, Benefits of the Hoover Dam  Post Reading: Key Ideas and Meaning: conclusions/evidence – graphic organizers and open response essays.
<b>Range of Writing</b>		
W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	All Grade 5 Fiction and Nonfiction: BrightFish Reading provides numerous opportunities for writing sentences using a variety of target words from the text.

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
<b>Conventions of Standard English</b>		
L.5.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>b. Form and use the perfect (e.g., <i>I had walked; I have walked; I will have walked</i>) verb tenses.</p> <p>c. Use verb tense to convey various times, sequences, states, and conditions.</p> <p>d. Recognize and correct inappropriate shifts in verb tense.*</p> <p>e. Use correlative conjunctions (e.g., <i>either/or, neither/nor</i>)</p>	<p>Grade 5 Fiction and Nonfiction Stories: Colossal Coaster, Medieval Legend, Paused, Summer Hoops, 6.5 Million, Zoo Day; Challenge: Around the World in 80 Days (Excerpt) Brainy Bio, Charlie and the Chocolate Factory, Fossil Clues, Goliath Frogs, Niagara Falls, Skater Girls; Challenge: Abigail Adams: A life in Letters, Benefits of the Hoover Dam</p> <p>Vocabulary – Key words; Comprehension – Post Reading: Key ideas and meaning</p> <p>BrightFish Reading provides numerous opportunities for writing sentences using a variety of target words from the text.</p>
L.5.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing..</p>	<p>All Grade 5 Fiction and Nonfiction</p> <p>Vocabulary – sentences</p> <p>Comprehension – Post Reading: Key ideas and meaning open response essays.</p> <p>Online dictionary.</p>
<b>Knowledge of Language</b>		
L.5.3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>b. Compare and contrast the varieties of English (e.g., <i>dialects, registers</i>) used in stories, dramas, or poems.</p>	<p>All Grade 5 Fiction and Nonfiction</p> <p>Vocabulary – Key words Comprehension Activities: Post Reading – Key ideas and meaning</p> <p>Small Group Activities: Story discussion, Read aloud</p>

STANDARD REFERENCE	LANGUAGE	BRIGHTFISH READING
<b>Vocabulary Acquisition and Use</b>		
L.5.4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none"> <li>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</li> <li>c. Consult reference materials (e.g., dictionaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ul>	<p>All Grade 5 Fiction and Nonfiction Stories:</p> <p>Pre-reading: Vocabulary</p> <p>Comprehension Activities: During Reading: Facts and Details 1, 2,3 Post Reading: Key Ideas and Meaning</p> <p>Online dictionary</p>
L.5.5.	<p>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ul>	<p>All Grade 5 Fiction and Nonfiction Stories: Pre-reading: Vocabulary Comprehension Activities: During Reading: Facts and Details; Post Reading: Key Ideas and Meaning</p> <p>Grade 5 Fiction Stories: Medieval Legend, Paused, Around the World in 80 Days. Comprehension Activities: During Reading: Facts and Details</p> <p>Grade 5 Fiction: Medieval Legend. Pre-reading: Vocabulary; Comprehension – During Reading: Facts and Details</p> <p>All Grade 5 Fiction and Nonfiction: Pre-reading: Vocabulary</p>
L.5.6.	<p>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p>	<p>All Grade 5 Fiction and Nonfiction:</p> <p>Pre-reading: Vocabulary Comprehension – During Reading: Facts and Details</p>