**CAP**

**Grades 3-5**

**Common Core State Standards**



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**Table of Contents**

Abstract............................................................................................................................. 1

Rationale............................................................................................................................ 2

Unpacking the Common Core Standards in ELA................................................................ 3

Key Points in ELA............................................................................................................... 5

Key Terms & Phrases......................................................................................................... 7

Selecting Text Exemplars................................................................................................... 8

Text Complexity: What it Means and Why it is Important................................................ 9

Lexile Chart........................................................................................................................ 12

Common Core Standards:

Reading Strands.................................................................................................... 13

Writing Strands..................................................................................................... 14

Listening & Speaking Strands................................................................................ 15

Language Strands.................................................................................................. 16

Grade Specific Standards:

Grade 3.................................................................................................................. 17

Grade 4.................................................................................................................. 26

Grade 5.................................................................................................................. 35

Bibliography...................................................................................................................... 46

Abstract

This Curriculum Area Project is a result of New York State’s adoption of their Common Core State Standards (CCSS) in English Language Arts. This CAP provides an overview of the CCSS and explains key components of the initiative. Standards are provided in easy to reference tables for implementation.

According to New York State, “The CCSS establish a staircase of increasing complexity in what students must be able to read so that all students are ready for the demands of college and career level reading no later than the end of High School. The standards require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.” (Achieve)

1

**Rationale**

“The K–12 Common Core State Standards in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects are the result of a collaborative effort between state departments of education, teachers, experts in a wide array of fields, and professional organizations. The standards establish specific K-12 grade-by-grade standards (and grade spans in high school) in reading, writing, speaking and listening, and language with a steady progression of development leading to college and career readiness by the end of high school. The standards are grounded in evidence, including the best work of states and high-performing nations, frameworks developed for the National Assessment of Educational Progress (NAEP), academic research, curriculum surveys, assessment data on college- and career-ready performance, and input from educators at all levels and from a variety of subjects. High points include: Reading, Writing, Speaking and Listening, Language, Media and

Technology, Literacy Standards in History/Social Studies, Science and Technical Subjects” (Achieve).

In July 2010 New York State adopted the CCSS. Teachers statewide are expected to begin implementing the standard and therefore need to understand them.



2**Unpacking the Common Core Standards in ELA**

**Main Sections:**

1. Grades K-5
2. Grades 6-12 ELA
3. Grades 6-12 History/Social Studies, Science & Technical Subjects

**Each section is divided into strands**:

* Reading (Literature, Informational Texts & Foundational Skills)
* Writing
* Speaking & Listening
* Language\* (including Progressive Skills for Language Arts Conventions)
* Media & Technology\* (integrated grades K-5 and extracted for grades 6-12)

**Each strand is broken into College and Career**

**Readiness (CCR) Anchor Standards which are numbered.**

**For organizational purposes these are then divided into**

**categories.**

The CCR is an umbrella providing broad standards

broken down into grade specific standards which are

identified by their strand, grade, & number. These grade

level standards (previously referred to as performance

 indicators) are what each student should know & be able to

do by the end of each grade.

**Grade**

**5**

**Grade**

**2**

**College & Career Readiness Anchor Standards**

**Grade**

**4**

**Grade 1**

**Grade**

**3**

**Kindergarten**

3

|  |  |
| --- | --- |
| **STRAND:** | **CCR ANCHORS:** |
| **Reading Literature** | *K-5:*   * Key Ideas & Details * Craft & Structure * Integration of Knowledge & Ideas * Range of Reading & Level of Text Complexity * Responding to Literature |
| **Reading Informational Text** | *K-5:*   * Key Ideas & Details * Craft & Structure * Integration of Knowledge & Ideas * Range of Reading & Level of Text Complexity |
| **Reading Foundational Skills** | *K-1:*   * Print Concepts * Phonological Awareness   *K-5:*   * Phonics & Word Recognition * Fluency |
| **Writing** | *K-5:*   * Text Types & Purposes * Production & Distribution of Writing * Research to Build & Present Knowledge * Responding to Literature   *3-5:*   * Range of Writing |
| **Speaking & Listening** | *K-5:*   * Comprehension & Collaboration * Presentation of Knowledge & Ideas |
| **Language** | *K-5:*   * Conventions of Standard English * Vocabulary Acquisition & Use   *2-5:*   * Knowledge of Language |

4

**Key Points in English Language Arts**

Reading

* The standards establish a **“staircase” of increasing complexity** in what students must be able to read so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also require the progressive development of reading comprehension so that students advancing through the grades are able to gain more from whatever they read.
* Through reading a diverse array of classic and contemporary literature as well as challenging informational texts in a range of subjects, students are expected to build knowledge, gain insights, explore possibilities, and broaden their perspective. Because the standards are building blocks for successful classrooms, but recognize that teachers, school districts and states need to decide on appropriate curriculum, they intentionally do not offer a reading list. Instead**, they offer numerous sample texts** to help teachers prepare for the school year and allow parents and students to know what to expect at the beginning of the year.
* The standards **mandate certain critical types of content for all students**, including classic myths and stories from around the world, foundational U.S. documents, seminal works of American literature, and the writings of Shakespeare. The standards appropriately defer the many remaining decisions about what and how to teach to states, districts, and schools.

**Writing**

* The ability to write **logical arguments** based on substantive claims, sound reasoning, and relevant evidence is a cornerstone of the writing standards, with opinion writing—a basic form of argument—extending down into the earliest grades.
* **Research**—both short, focused projects (such as those commonly required in the workplace) and longer term in depth research —is emphasized throughout the standards but most prominently in the writing strand since a written analysis and presentation of findings is so often critical.
* Annotated samples of student writing accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory texts, and narratives in the various grades.

**Speaking and Listening**

* The standards require that students gain, evaluate, and present increasingly complex information, ideas, and evidence through listening and speaking as well as through media.
* An important focus of the speaking and listening standards is academic discussion in one-on-one, small-group, and whole-class settings. Formal presentations are one important way such talk occurs, but so is the more informal discussion that takes place as students collaborate to answer questions, build understanding, and solve problems.

5

**Language**

* The standards expect that **students will grow their vocabularies** through a mix of conversations, direct instruction, and reading. The standards will help students determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases.
* The standards help prepare students for real life experience at college and in 21st century careers. The standards recognize that students must be able to use formal English in their writing and speaking but that they must also be able to make informed, skillful choices among the many ways to express themselves through language.
* Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation but because their use extends across reading, writing, speaking, and listening.

**Media and Technology**

* Just as media and technology are integrated in school and life in the twenty-first century, skills related to media use (both critical analysis and production of media) are integrated throughout the standards.

6

Key Terms and Phrases Repeated in the

Elementary School Core Curriculum Standards

Literature

Informational text

Refer to key/text details

Describe characters

Explain

Determine the meaning of words and phrases

Make connections

C:\Users\user1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\OWIKCVK9\MC900300119[1].wmfQuestion

Analyze

Determine a theme

Demonstrate understanding

Distinguish point of view

Compare and contrast

Identify main topic

Know and use text features

Overall structure

Interpret

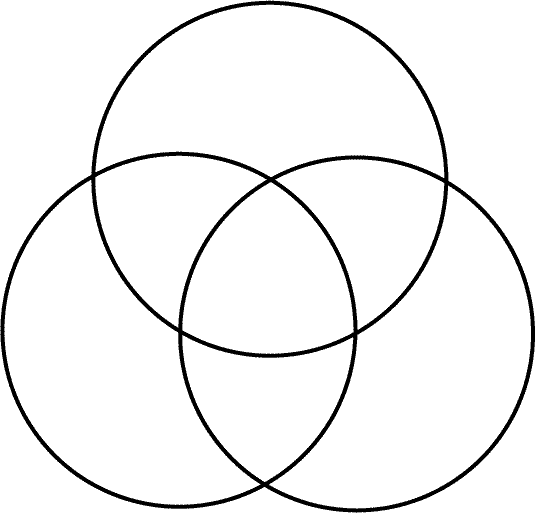
7

**Selecting Text Exemplars**

Text selection should be guided by the following criteria:

* Complexity🡪 See the detailed description of the three part model of measuring text complexity based on qualitative, quantitative and reader and task elements on pages 8 through 10.
* Quality🡪 Select classic or historically significant texts as well as contemporary works of comparable literary merit, cultural significance, and rich content.
* Range🡪 Ensure that collectively, the texts represent a broad range of sufficiently complex, high-quality texts, considering the factors of initial publication date, authorship, and subject matter.

**EVERY UNIT SHOULD INCORPORATE THREE TEXTS:**



8

**\*FULCRUM TEXT\***

This is the EXEMPLAR TEXT ☺

(Provides layers of meaning and complexity for the reader)

**Theme or Essential Question**

**CONTEXT TEXT**

~Motivational

~Brief

~May be media

**TEXTURE TEXT**

~Brief

~May contradict other text

~Illuminates another work

**Text Complexity: What It Means and Why It Is Important**

“One of the key requirements of the Common Core State Standards for Reading is that all students must be able to comprehend texts of steadily increasing complexity as they progress through school. By the time they complete the core, students must be able to read and comprehend independently and proficiently the kinds of complex texts commonly found in college and careers” ( National Governors Association Center for Best Practices and Council of Chief State School Officers 2). The Standards’ model of complexity consists of three parts that are equally important in determining the complexity of a text, as indicated by the graphic.

Text complexity combined with grade-specific standards will help to achieve the goal set forth by the CCSS that all students’ reading comprehension ability become more independent when navigating more complex texts. This approach is based on research indicating college students’ difficulties with the complex readings expected. In addition research indicates that not only college texts have greater complexity, but workforce reading, newspapers, and magazines also require much more sophisticated comprehension skills. Although complexity difficulty has remained steady for college texts etc., research shows that the complexity of school texts grades K-12 has had a steady decrease over time suggesting that students may be underprepared for college, careers, and life in general. ( National Governors Association Center for Best Practices and Council of Chief State School Officers 2-3)

9



**A Three Part Model for Measuring Text Complexity**

In the CCSS, no one part of the model captures all the elements that determine the readability of a text. Using the three parts of the model together will assist educators in making informed decisions when matching texts to readers.

1. The term **“Qualitative Measures”** refers to the levels of meaning or purpose, the structure, the language conventionality and clarity, and the knowledge demands of a particular text. This is a subjective measure made by a human reader. Following are some questions to consider when thinking about qualitative complexity of a text:

* Does the text have a single or multiple level of meaning?
* Is the structure simple or complex?
* Do the events occur in or out of chronological order?
* Is the text a common genre or a subgenre? (literary text)
* Does the text have traits specific to a particular discipline? (informational texts)
* Are the graphics simple or sophisticated and are they (un)necessary to the understanding of the text? (informational texts)
* Is the language literal... figurative...ironic?
* Is the language clear or purposefully misleading?
* Is the language contemporary and familiar or “old-fashioned” and unfamiliar?
* Does the text have a simple theme or a more complex theme?
* Are there multiple themes?
* Are the characters’ experiences everyday ones, fantasy related, or distinctly different from the readers’? (literary text)
* Whose perspective is the story told from? Is it a single or multiple perspective, like or unlike to the readers’?
* Is everyday common knowledge required for understanding?
* Does the reader need to have specific cultural and literary knowledge?
* Will the reader need to make connections to other texts for understanding?
* In regards to informational texts, what prior knowledge must the reader have in order to comprehend?
* Will the reader need to make connections and references to other texts?

Most authentic texts will not be either high or low in all measures and some are more appropriate for literary texts or informational texts. ( National Governors Association Center for Best Practices and Council of Chief State School Officers 5-6)

10

**2.** The term “**Quantitative Measures”**  refers to those aspects as word length and frequency, sentence length, and text cohesion. Typically quantitative measures are completed using computer software. The CCSS is moving toward the Lexile text measure. The Lexile measure is determined using a specified computer program called MetaMetrics. This program uses word frequency and sentence length in determining the Lexile measure of a text. The Lexile scale ranges from Beginning Reader (BR) to 2000L. The lower a text’s number, the easier it is to comprehend. (MetaMetrics, Inc) The grade bands and Lexile range set forth by the CCSS are illustrated in figure 1.

**Figure 1: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)**

|  |  |  |
| --- | --- | --- |
| **Text Complexity Grade Band in the Standards** | **Old Lexile Ranges** | **Lexile Ranges Aligned to CCR\* Expectations** |
| K-1 | N/A | N/A |
| 2-3 | 450-725 | 450-790 |
| 4-5 | 645-845 | 770-980 |
| 6-8 | 860-1010 | 955-1155 |
| 9-10 | 960-1115 | 1080-1305 |
| 11-CCR | 1070-1220 | 1215-1355 |

*\*CCR - College and Career Readiness. The Lexile ranges aligned to CCR expectations reflects the CCSS text complexity and is realigned through the grades to show that all students should be reading at the CCR level no later than the end of high school. ( National Governors Association Center for Best Practices and Council of Chief State School Officers 8)*

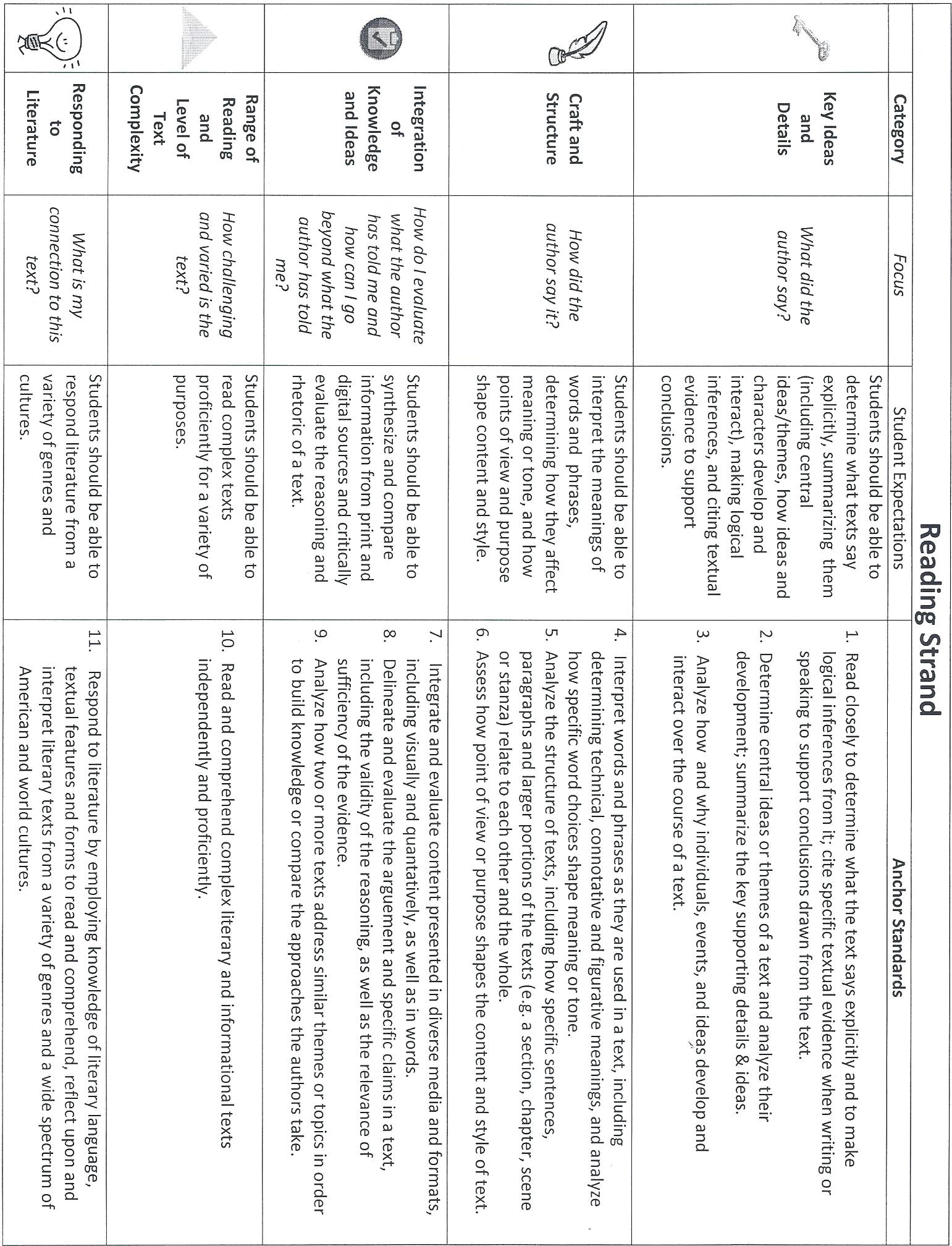
**3.** The term “**Reader and Task Considerations”** refers to the reader and the task at hand. When thinking about a text for a particular reader, the educator should think about the reader’s motivation, knowledge, and experiences. In addition, the actual task must be considered as well. What is the purpose of the task and how complex is it? Based on research completed by the RAND group, it is said that each reader brings with him or her various cognitive capabilities such as attention, memory, inferencing, etc to the act of reading. ( National Governors Association Center for Best Practices and Council of Chief State School Officers)

11

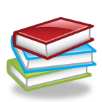
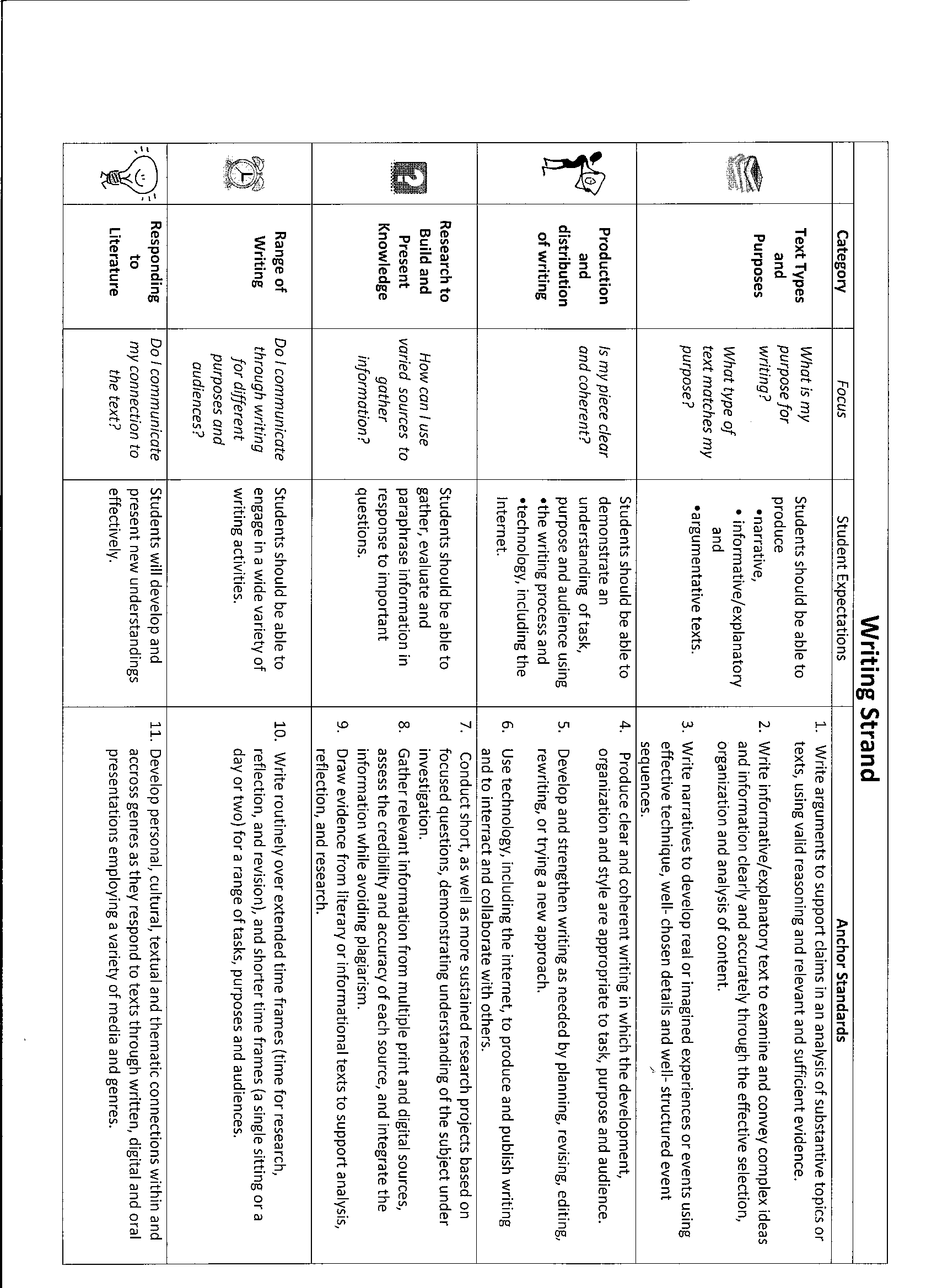
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| --- | --- | --- | --- |
| **Lexile Conversion Chart** | | | |
|  | | | |
| **Lexile** | **Grade level** | **Fountas & Pinnell** | **DRA** |
| 25 | 1.1 | A |  |
| 50, 75, 100 | 1.1, 1.2, 1.3 | B, C, D | 2, 3, 4 |
| 125, 150 | 1.3 | E | 6-8 |
| 175 | 1.4 | F | 10 |
| 200 | 1.5 | G | 12 |
| 225, 250 | 1.6 | H | 14 |
| 275 | 1.7 | I | 16 |
| 300 | 1.8 | J | 18 |
| 325 | 1.9 | J | 18 |
| 350 | 2.0 | K | 20 |
| 375 | 2.1 | K | 20 |
| 400 | 2.2 | L | 24 |
| 425 | 2.3 | L | 24 |
| 450 | 2.5 | M | 28 |
| 475 | 2.6 | M | 28 |
| 500 | 2.7 | N | 30 |
| 525 | 2.9 | N | 30 |
| 550 | 3.0 | N | 30 |
| 575 | 3.2 | N | 30 |
| 600 | 3.3 | O | 34 |
| 625 | 3.5 | O | 34 |
| 650 | 3.7 | P | 38 |
| 675 | 3.9 | P | 38 |
| 700, 725, 750 | 4.1, 4.5 | Q, R | 40 |
| 775 | 4.7 | R | 40 |
| 800 | 5.0 | S | 40 |
| 825 | 5.2 | S | 40 |
| 850 | 5.5 | T | 44 |
| 875 | 5.8 | T | 44 |
| 900 | 6.0 | U | 44 |
| 925 | 6.4 | U | 44 |
| 950 | 6.7 | V | 50 |
| 975 | 7.0 | V | 50 |
| 1000 | 7.4 | W | 60 |
| 1025 | 7.8 | W | 60 |
| 1050 | 8.2 | Y | 60 |
| 1075 | 8.6 | Y | 60 |
| 1100 | 9.0 | Z | 70 |
| 1125 | 9.5 | Z | 80 |
| 1150 | 10.0 |  |  |
| 1175 | 10.5 |  |  |
| 1200 | 11.0 |  |  |
| 1225 | 11.6 |  |  |
| 1250 | 12.2 |  |  |
| 1275 | 12.8 |  |  |
| 1300 | 13.5 |  |  |

12

(Klund)



13



**across**

**interact**

**interact**

**14**

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| --- | --- | --- | --- | --- |
| **Listening / Speaking Strand** | | | | |
|  | **Category** | *Focus* | Student Expectations | **Anchor Standards** |
|  | **Comprehension and Collaboration** | *Am I a careful and thoughtful listener and/or speaker?* | Students will be able to make meaning through the give and go of effective conversation. | 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively and orally. 3. Evaluate a speaker’s point of view, reasoning, and use of rhetoric. |
|  | **Presentation of Knowledge and Ideas** | *Are my presentations interesting and clear?* | Students will be able to present information in an organized, engaging way, using proper conventions of English. | 1. Present information, findings and supporting evidence such that listeners can follow the line of reasoning and that the organization, development and style are appropriate to task, purpose and audience. 2. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. 3. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. |

15

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| --- | --- | --- | --- | --- |
| **Language Strand** | | | | |
|  | **Category** | *Focus* | Student Expectations | **Anchor Standards** |
|  | **Conventions**  **of**  **Standard English** | *Do I follow the conventions of standard English grammar and usage?* | Student will demonstrate the conventions of standard English when they write and speak. | 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking 2. Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing. |
|  | **Knowledge of Language** | *Do I understand the appropriateness of language in different situations?* | Students will understand the nuances of appropriate language in different contexts. | 1. Apply knowledge of language to understand how language functions in different contexts to make effective choices for meaning or style, and to comprehend more fully when reading or listening |
|  | **Vocabulary/**  **Acquisition and Use** | *Do I learn new vocabulary and use it appropriately?* | Students will develop independence in the use a variety of strategies for vocabulary acquisition and usage. | 1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.   **16**   1. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 2. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |

**Grade 3**

**Common Core State Standards**

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**17**

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| **Reading Strand Grade 3** | | | | |
|  | **Category** | **Grade Specific Standards**  **Literature** | **Grade Specific Standards**  **Informational Text** | **Exemplar Texts/Activity Ideas** |
| MC900433903[1] | **Key Ideas**  **and**  **Details** | **1.** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  **2.** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain.  **3.** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. | **1.** Ask and answer questions to demonstrate understanding of  a text, referring explicitly to the text as the basis for the answers.  **2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.  **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. | * Students ask and answer questions regarding the plot of Patricia MacLachlan’s Sarah, Plain and Tall, explicitly referring to the book to form the basis for their answers. [RL.3.1]   • Students explain how the main idea that Lincoln had “many faces” in Russell Freedman’s Lincoln: A Photobiography is supported by key details in the text. [RI.3.2]  • Students read Robert Coles’s retelling of a series of historical events in The Story of Ruby Bridges. Using their knowledge of how cause and effect gives order to events, they use specific language to describe the sequence of events that leads to Ruby desegregating her school. [RI.3.3] |
| MC900391166[1] | **Craft**  **and**  **Structure** | **4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.  **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.  **6.** Distinguish their own point of view from that of the narrator or those of the characters. | **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*.  **5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a  given topic efficiently.  **6.** Distinguish the reader’s own point of view from that of the author of a text.  **18** | * Students read Paul Fleischman’s poem “Fireflies,” determining the meaning of words and phrases in the poem, particularly focusing on identifying his use of nonliteral language (e.g., “light is the ink we use”) and talking about how it suggests meaning. [RL.3.4]   • Students use text features, such as the table of contents and headers, found in Aliki’s text Ah, Music! to identify relevant sections and locate information relevant to a given topic (e.g., rhythm, instruments, harmony) quickly and efficiently. [RI.3.5]  Continued next pg.  • When discussing E. B. White’s book Charlotte’s Web, students distinguish their own point of view regarding Wilbur the Pig from that of Fern Arable as well as from that of the narrator. [RL.3.6] |
| **Reading Strand Grade 3** | | | | |
|  | **Category** | **Grade Specific Standards**  **Literature** | **Grade Specific Standards**  **Informational** | **Activity Ideas** |
| MC900441426[1] | **Integration**  **of**  **Knowledge**  **and Ideas** | **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).  **8.** (Not applicable to literature)  **9.** Compare and contrast the themes, settings, and plots of  stories written by the same author about the same or similar characters (e.g., in books from a series). | **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).  **8.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).  **9.** Compare and contrast the most important points and key  details presented in two texts on the same topic. | • Students explain how Mark Teague’s illustrations contribute to what is conveyed in Cynthia Rylant’s Poppleton in Winter to create the mood and emphasize aspects of characters and setting in the story. [RL.3.7]   * Students describe how Joyce Milton uses reasons and evidence in her book Bats: Creatures of the Night to support the point that bats are nocturnal. [RI.3.8] |
|  | **Range of**  **Reading**  **and**  **Level of Complexity** | **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. | **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. |  |
|  | **Responding**  **to**  **Literature**  MC900334364[1] | **11**. Recognize and make connections in narratives, poetry, and drama to other texts, ideas, cultural perspectives, personal events, and situations. Self-select text based upon personal preferences. | (Not applicable to informational text)  **19** |  |

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| --- | --- | --- | --- |
| **Reading Standards: Foundational Skills Grade 3** | | | |
|  | **Category** | **Grade Specific Standards** | **Teacher Notes** |
|  |  | |  | | --- | | * 1. Print Concepts – Grades K-1 only | | * 1. Phonological Awareness – Grades K-1 only | |  |
| C:\Users\user1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Z3GU7LKU\MP900439523[1].jpg | **Phonics and Word Recognition** | **3. Know and apply grade-level phonics and word analysis skills in decoding words.**   1. Identify and know the meaning of the most common prefixes and derivational suffixes. 2. Decode words with common Latin suffixes. 3. Decode multi-syllable words. 4. Read grade-appropriate irregularly spelled words. |  |
| C:\Users\user1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IT9EXM4W\MM900286801[1].gif | **Fluency** | **4. Read with sufficient accuracy and fluency to support comprehension.**   1. Read grade-level text with purpose and understanding 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   **20** |  |

|  |  |  |  |
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| **Writing Strand Grade 3** | | | |
|  | **Category** | **Grade Specific Standards** | **Exemplar Texts** |
| MC900434810[1] | **Text Types**  **and**  **Purposes** | **1. Write opinion pieces on topics or texts, supporting a point of view with reasons.**  a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.  b. Provide reasons that support the opinion.  c. Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.  d. Provide a concluding statement or section.  **2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**  a. Introduce a topic and group related information  together; include illustrations when useful to aiding  comprehension.  b. Develop the topic with facts, definitions, and details.  c. Use linking words and phrases (e.g., *also*, *another*,  *and*, *more*, *but*) to connect ideas within categories of  information.  d. Provide a concluding statement or section.  **3. Write narratives to develop real or imagined experiences**  **or events using effective technique, descriptive details, and**  **clear event sequences.**  a. Establish a situation and introduce a narrator and/or  characters; organize an event sequence that unfolds naturally.  b. Use dialogue and descriptions of actions, thoughts,  and feelings to develop experiences and events or  show the response of characters to situations.  c. Use temporal words and phrases to signal event order.  d. Provide a sense of closure.  **21** | **Stories**  Gannett, Ruth Stiles. *My Father’s Dragon*  Averill, Esther. *The Fire Cat*  Steig, William. *Amos & Boris*  Shulevitz, Uri. *The Treasure*  Cameron, Ann. *The Stories Julian Tells*  MacLachlan, Patricia. *Sarah, Plain and Tall*  Rylant, Cynthia. *Henry and Mudge: The First Book of Their Adventures*  Stevens, Janet. *Tops and Bottoms*  LaMarche, Jim. *The Raft*  Rylant, Cynthia. *Poppleton in Winter*  Rylant, Cynthia. *The Lighthouse Family: The Storm*  Osborne, Mary Pope. *The One-Eyed Giant (Book One of Tales from the Odyssey)*  Silverman, Erica. *Cowgirl Kate and Cocoa*  **Poetry**  Dickinson, Emily. “Autumn.”  Rossetti, Christina. “Who Has Seen the Wind?”  Millay, Edna St. Vincent. “Afternoon on a Hill.”  Frost, Robert. “Stopping by Woods on a Snowy Evening.”  Field, Rachel. “Something Told the Wild Geese.”  Hughes, Langston. “Grandpa’s Stories.”  Jarrell, Randall. “A Bat Is Born.”  Giovanni, Nikki. “Knoxville, Tennessee.”  Merriam, Eve. “Weather.”  Soto, Gary. “Eating While Reading.”  **Informational Texts**  Aliki. A Medieval Feast  Gibbons, Gail. From Seed to Plant  Milton, Joyce. Bats: Creatures of the Night  Beeler, Selby. Throw Your Tooth on the Roof: Tooth Traditions Around the World  Leonard, Heather. Art Around the World  Ruffin, Frances E. Martin Luther King and the March on Washington  St. George, Judith. So You Want to Be President?  Einspruch, Andrew. Crittercam  Kudlinski, Kathleen V. Boy, Were We Wrong About Dinosaurs  Davies, Nicola. Bat Loves the Night  Floca, Brian. Moonshot: The Flight of Apollo 11  Thomson, Sarah L. Where Do Polar Bears Live? |
| **Writing Strand Grade 3** | | | |
|  | **Category** | **Grade Specific Standards** | **Teacher Notes** |
| MC900078732[1] | **Production**  **and**  **Distribution**  **of Writing** | **4.** With guidance and support from adults, produce writing in  which the development and organization are appropriate to  task and purpose.  *(Grade-specific expectations for writing types are defined in Standards 1–3 above.)*  **5.** 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.)*  6. 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. |  |
| MC910216407[1]MC900432602[1] | **Research to**  **Build and**  **Present Knowledge** | **7.** Conduct short research projects that build knowledge  about a topic.  **8.** Recall information from experiences or gather information  from print and digital sources; take brief notes on sources  and sort evidence into provided categories.  **9*.*** *(Begins in grade 4)* |  |
|  | **Range of**  **Writing** | **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. |  |
| MC900334364[2] | **Responding**  **to**  **Literature** | **11.** Create and present a poem, narrative, play, art work, or  personal response to a particular author or theme studied  in class. | **22** |

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| **Listening / Speaking Strand Grade 3** | | | |
|  | **Category** | **Grade Specific Standards** | **Teacher Notes** |
|  | **Comprehension and Collaboration** | **1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.**  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).  c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  d. Explain their own ideas and understanding in light of the discussion.  e. Seek to understand and communicate with individuals from different cultural backgrounds.  2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |  |
|  | **Presentation of Knowledge and Ideas** | 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.   1. 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.   6. Speak in complete sentences when appropriate to task and situation in  order to provide requested detail or clarification.  *(See grade 3 Language standards 1 and 3 for specifics)*  **23** |  |

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| **Language Strand Grade 3** | | | |
|  | **Category** | **Grade Specific Standards** | **Activity Ideas** |
|  | **Conventions**  **of**  **Standard English** | **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.  b. Form and use regular and irregular plural nouns.  c. Use abstract nouns (e.g., childhood).  d. Form and use regular and irregular verbs.  e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.  f. Ensure subject-verb and pronoun-antecedent agreement.\*  g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.  h. Use coordinating and subordinating conjunctions.  i. Produce simple, compound, and complex sentences.  **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**  a. 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., sitting, smiled, cries, happiness).  f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.  g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.  **24** | * Brainstorm and sort lists of specific parts of speech. * Highlight various nouns, verbs, adjectives and adverbs in text and identify their function. * Use color-coded sticky notes to classify each part of speech (e.g., yellow for nouns, blue for verbs, etc...). * Use a three column chart to classify verbs according to past, present and future. * Edit incorrectly worded sentences both in print and electronically. * Locate simple, compound and complex sentences within text. * Record dialogue using quotation marks where appropriate. * Use addresses from the telephone book to place commas appropriately. * Identify which words from the word wall contain base-words and suffixes. |
| **Language Strand Grade 3** | | | |
|  | **Category** | **Grade Specific Standards** | **Activity Ideas** |
|  | **Knowledge of Language** | **3. Use knowledge of language and its conventions when**  **writing, speaking, reading, or listening.**  a. Choose words and phrases for effect.\*  b. Recognize and observe differences between the  conventions of spoken and written standard English. | * Chart list of “tired” words and brainstorm synonyms for them. * Recognize dialect from read alouds and restate the message in standard English. |
|  | **Vocabulary/**  **Acquisition and Use** | **4. Determine 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.**  a. Use sentence-level context as a clue to the meaning of a word or phrase.  b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/careless)  c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company,  companion).  d. Use glossaries or beginning dictionaries, both print  and digital, to determine or clarify the precise  meaning of key words and phrases  **5. Demonstrate understanding of word relationships and nuances in word meanings.**  a. Distinguish the literal and nonliteral meanings of  words and phrases in context (e.g., take steps).  b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).  c. Distinguish shades of meaning among related words  that describe states of mind or degrees of certainty  (e.g., knew, believed, suspected, heard, wondered).  **6. Acquire and use accurately grade-appropriate**  **conversational, general academic, and domain-specific**  **words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).**  **25** | * Skip unknown words when reading and use surrounding words to determine their meaning. * Add prefixes and suffixes to known words to create new words. * Predict the meaning of words based on common roots then use electronic sources to check definitions. * Discuss the multiple meanings of words and phrases in context. * Make real-life connections to new vocabulary by recording, illustrating and using it in sentences. * Create personal word banks to reference when writing. |

**Grade 4**

**Common Core State Standards**

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| **Reading Strand Grade 4** | | | | |
|  | **Category** | **Grade Specific Standards**  **Literature** | **Grade Specific Standards**  **Informational Text** | **Activity Ideas** | |
| MC900433903[1] | **Key Ideas**  **and**  **Details** | 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  2.Determine a theme of a story, drama, or poem from details in the text; summarize the text.  3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., character’s thoughts, words, or actions). | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   **2.** Determine the main idea of a text and explain how it is supported by key details; summarize the text.  **3.** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific text information . | * Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett’s The Secret Garden by explicitly referring to details and examples from the text. [RL.4.1] * Students read Natalie Babbitt’s Tuck Everlasting and describe in depth the idyllic setting of the story, drawing on specific details in the text, from the color of the sky to the sounds of the pond, to describe the scene. [RL.4.3} | |
| MC900391166[1] | **Craft**  **and**  **Structure** | 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., H*erculean*).  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.  6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. | **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*.  **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.  **6.** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.  **27** | * Students determine the meaning of domain-specific words or phrases such as crust, mantle, magma and lava, and important general academic words and phrases that appear in Seymour Simon’s Volcanoes. [RI.4.4] * Students refer to the structural elements (e.g. verse, rhythm, meter) of Ernest Lawrence Thayer’s “Casey at the Bat” when analyzing the poem and contrasting the impact and differences of those elements to a prose summary of the poem. [RL.4.5] | |
| **Reading Strand Grade 4** | | | | | |
|  | **Category** | **Grade Specific Standards**  **Literature** | **Grade Specific Standards**  **Informational** | **Activity Ideas** | |
| MC900441426[1] | **Integration**  **of**  **Knowledge**  **and Ideas** | **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.  **8.** (Not applicable to literature)  **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. | **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.  **8.** Explain how an author uses reasons and evidence to support particular points in a text.  **9.** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. | * Students make connections between the visual presentation of John Tenniel’s illustration in Lewis Carroll’s Alice’s Adventures in Wonderland and the text of the story to identify how the pictures of Alice reflect specific descriptions of her in the text. [RL.4.7] * Students explain how Melvin Berger uses reasons and evidence in his book Discovering Mars: The Amazing Story of the Red Planet to support particular points regarding the topography of the planet. [RI.4.8] | |
|  | **Range of**  **Reading**  **and**  **Level of Complexity** | **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. | **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. |  | |
|  | **Responding**  **to**  **Literature**  MC900334364[1] | **11.** Recognize, interpret and make connections in narratives, poetry, and drama, to other texts, ideas,  cultural perspectives, personal events and situations and self-select text based upon personal preferences. | (Not applicable to informational)  **28** |  | |

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| **Reading Standards: Foundational Skills Grade 4** | | | |
|  | **Category** | **Grade Specific Standards** | **Teacher Notes** |
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| C:\Users\user1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Z3GU7LKU\MP900439523[1].jpg | **Phonics and Word Recognition** | **3. Know and apply grade-level phonics and word analysis skills in decoding words.**   1. 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. |  |
| C:\Users\user1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IT9EXM4W\MM900286801[1].gif | **Fluency** | **4. Read with sufficient accuracy and fluency to support comprehension.**   1. Read grade-level text with purpose and understanding 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   **29** |  |

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| **Writing Strand Grade 4** | | | |
|  | **Category** | **Grade Specific Standards** | **Exemplar Texts** |
| MC900434810[1] | **Text Types**  **and**  **Purposes** | **1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**  **30**  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.  b. Provide reasons that are supported by facts and details.  c. Link opinion and reasons using words and phrases  d. Provide a concluding statement or section related to the opinion.  **2. Write informative/explanatory texts to examine a topic**  **and convey ideas and information clearly.**  a. Introduce a topic clearly and group related information  in paragraphs and sections; include formatting (e.g., headings),  illustrations, and multimedia when useful to comprehension.  b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  c. Link ideas within categories of information using words  and phrases (e.g., another, for example, also, because).  d. Use precise language and domain-specific vocabulary to  inform about or explain the topic.  e. Provide a concluding statement or section related to the  information or explanation presented.  **3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences**.  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize event sequence that unfolds naturally.  b. Use dialogue and description to develop experiences  and events or show the responses of characters to situations.  c. Use a variety of transitional words and phrases to manage sequence  d. Use concrete words and phrases and sensory details to  convey experiences and events precisely.  e. Provide a conclusion that follows from the narrated  experiences or events. | **Stories**  Carroll, Lewis. Alice’s Adventures in Wonderland  Burnett, Frances Hodgson. The Secret Garden  Saint-Exupéry, Antoine de. The Little Prince  Babbitt, Natalie. Tuck Everlasting; Farley, Walter. The Black Stallion  Singer, Isaac Bashevis. “Zlateh the Goat.”  Hamilton, Virginia. M. C. Higgins, the Great  Erdrich, Louise. The Birchbark House  Curtis, Christopher Paul. Bud, Not Buddy  Lin, Grace. Where the Mountain Meets the Moon  **Poetry**  Blake, William. “The Echoing Green.”  Lazarus, Emma. “The New Colossus.”  Thayer, Ernest Lawrence. “Casey at the Bat.”  Dickinson, Emily. “A Bird Came Down the Walk.”  Frost, Robert. “Dust of Snow.”  Dahl, Roald. “Little Red Riding Hood and the Wolf.”  Nichols, Grace. “They Were My People.”  Mora, Pat. “Words Free As Confetti.” ; Sandburg, Carl. “Fog.”  **Informational Texts**  Berger, M.n. Discovering Mars: The Amazing Story of the Red Planet  Carlisle, Madelyn W. Let’s Investigate Marvelously Meaningful Maps  Lauber, Patricia. Hurricanes: Earth’s Mightiest Storms  Otfinoski, Steve. The Kid’s Guide to Money: Earning It, Saving It, Spending It, Growing It, Sharing It  Wulffson, Don. Toys!: Amazing Stories Behind Some Great Inventions  Schleichert, Elizabeth. “Good Pet, Bad Pet.”  Kavash, E. Barrie. “Ancient Mound Builders.”  Koscielniak, Bruce. About Time: A First Look at Time and Clocks  Banting, Erinn. England the Land  Hakim, Joy. A History of US  Ruurs, Margriet. My Librarian Is a Camel: How Books Are Brought to Children Around the World  Simon, Seymour. Horses  Montgomery, Sy. Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea  Simon, Seymour. Volcanoes  Nelson, Kadir. We Are the Ship: The Story of Negro League Baseball  Cutler, Nellie Gonzalez. “Kenya’s Long Dry Season.”  Hall, Leslie. “Seeing Eye to Eye.”  Ronan, Colin A. “Telescopes.”  Buckmaster, Henrietta. “Underground Railroad.” |
| **Writing Strand Grade 4** | | | |
|  | **Category** | **Grade Specific Standards** | **Teacher Notes** |
| MC900078732[1] | **Production**  **and**  **Distribution**  **of Writing** | 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.  *(Grade-specific expectations for writing types are defined in*  *Standards 1–3 above.)*  5. 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 Stand. 1–3.)*  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. |  |
| MC910216407[1] | **Research to**  **Build and**  **Present Knowledge** | 7. Conduct short research projects that build knowledge  through investigation of different aspects of a topic.  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. |
| MC900432602[1] | **Range of**  **Writing** | 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].”).  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”).  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. |
| MC900334364[2] | **Responding**  **to**  **Literature** | **31**  11. Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class. |

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| **Listening / Speaking Strand Grade 4** | | | |
|  | **Category** | **Grade Specific Standards** | **Teacher Notes** |
|  | **Comprehension and Collaboration** | **1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.**  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  b. Follow agreed-upon rules for discussions and carry out roles.  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.  d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  e. Seek to understand and communicate with individuals  from different perspectives and cultural backgrounds.  2. Paraphrase portions of a text read aloud or information  presented in diverse media and formats, including visually,  quantitatively, and orally.  3. Identify the reasons and evidence a speaker provides to  support particular points. |  |
|  | **Presentation of Knowledge and Ideas** | 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.  5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.  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.  (See grade 4 Language standards 1 and 3 for specifics)  **32** |  |

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| **Language Strand Grade 4** | | | |
|  | **Category** | **Grade Specific Standards** | **Activity Ideas** |
|  | **Conventions**  **of**  **Standard English** | **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**  a. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).  b. Form and use the progressive (e.g., I was walking; I am  walking; I will be walking) verb tenses.  c. Use modal auxiliaries (e.g., can, may, must) to convey  various conditions.  d. Order adjectives within sentences according to  conventional patterns (e.g., a small red bag rather than  a red small bag).  e. Form and use prepositional phrases.  f. Produce complete sentences, recognizing and  correcting inappropriate fragments and run-ons.\*  g. Correctly use frequently confused words (e.g., to, too,  two; there, their).\*  **2. Demonstrate command of the conventions of standard**  **English capitalization, punctuation, and spelling when**  **writing.**  a. Use correct capitalization.  b. Use commas and quotation marks to mark direct  speech and quotations from a text.  c. Use a comma before a coordinating conjunction in a  compound sentence.  d. Spell grade-appropriate words correctly, consulting  references as needed.  **33** | * Highlight pronouns and adverbs in text using two different colors. Then underline the nouns/phrases to which they refer. * Sort verb tenses using index cards under columns headed with past, present, future. * Group adjectives according to conventional patters (e.g., size, shape, color, age, noun, determiner). * Analyze and label prepositional phrases in sentences. * Classify sentences in three-columns labeled *complete sentences, fragments,* and *run-ons.* * Use a writing checklist listing rules for capitalization when editing writing. * Expand on personal spelling using digital or print resources. |
| **Language Strand Grade 4** | | | |
|  | **Category** | **Grade Specific Standards** | **Activity Ideas** |
|  | **Knowledge of Language** | **3. Use knowledge of language and its conventions when**  **writing, speaking, reading, or listening.**  a. Choose words and phrases to convey ideas precisely.\*  b. Choose punctuation for effect.\*  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). | •Edit writing pieces to enrich word choices.   * Insert punctuation into various texts to enhance reader interest and improve communication. |
|  | **Vocabulary/**  **Acquisition and Use** | **4. 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.**  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., telegraph, photograph, autograph).  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.  **5. Demonstrate understanding of figurative language, word**  **relationships, and nuances in word meanings.**  a. Explain the meaning of simple similes and metaphors  (e.g., as pretty as a picture) in context.  b. Recognize and explain the meaning of common  idioms, adages, and proverbs.  c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)  6.Acquire and use accurately grade-appropriate general  academic and domain-specific words and phrases, including those that signal precise actions, emotions, of states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation)  **34** | * Use context clues to construct meaning. * Create lists of various meanings or synonyms of specific words using print and digital sources. * Play charades to act out similes and metaphors. * Rewrite paragraphs replacing certain words with synonyms. * Use webs to organize topics and content related information. * Use webs to organize words and related phrases. |

**Grade 5**

**Common Core State Standards**

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| **Reading Strand Grade 5** | | | | |
|  | **Category** | **Grade Specific Standards**  **Literature** | **Grade Specific Standards**  **Informational Text** | **Exemplar Texts /**  **Activity Ideas** |
| MC900433903[1] | **Key Ideas**  **and**  **Details** | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  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.  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). | 1.Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  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. | * Students summarize the plot of Saint Exupery’s The Little Prince and then reflect on the challenges facing characters in the story while employing those and other details in the text to discuss the value of inquisitiveness and exploration as a theme of the story. RL5.2] * Students explain relationship between time and clocks using specific information drawn from Koscielniak’s About Time: A First Look at Time and Clocks. [RI.5.3] |
| MC900391166[1] | **Craft**  **and**  **Structure** | 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  6. Describe how a narrator’s or speaker’s point of view influences how events are described.  a. Recognize and describe how an  author’s background and culture  affect his or her perspective. | 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.  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.  6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  **36** | * Students determine the meaning of the metaphor of a cat in Sandburg’s poem “Fog” and contrast that figurative language to the meaning of the simile in Blake’s “The Echoing Green.” [RL.5.4 * Students describe how the narrator’s point of view in Walter Farley’s The Black Stallion influences how the events are described and how the reader perceives the character of Alexander Ramsay Jr. [RL.5.6] |
| **Reading Strand Grade 5** | | | | |
|  | **Category** | **Grade Specific Standards**  **Literature** | **Grade Specific Standards**  **Informational** | **Activity Ideas** |
| MC900441426[1] | **Integration**  **of**  **Knowledge**  **and Ideas** | 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  8. (Not applicable to literature)  9. Compare and contrast stories in the same genre (e.g., mysteries, adventures) on their approaches to similar themes and topics. | 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.  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).  9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | * Students compare and contrast coming-of-age stories by Christopher Paul Curtis (Bud, Not Buddy) and Louise Erdrich (The Birchbark House) by identifying similar themes and examining the stories’ approaches to the topic of growing up. [RL.5.9] |
|  | **Range of**  **Reading**  **and**  **Level of Complexity** | 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. | 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. |  |
|  | **Responding**  **to**  **Literature**  MC900334364[1] | 11. Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.   1. Self-select text to develop personal preferences regarding favorite authors. 2. Use established criteria to categorize, select texts and assess to make informed   judgments about the quality of the pieces. | (Not applicable to informational)  **37** |  |

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| **Reading Standards: Foundational Skills Grade 5** | | | |
|  | **Category** | **Grade Specific Standards** | **Teacher Notes** |
|  |  | * 1. Print Concepts – Grades K-1 only |  |
|  |  | * 1. Phonological Awareness – Grades K-1 only |  |
| C:\Users\user1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\Z3GU7LKU\MP900439523[1].jpg | **Phonics and Word Recognition** | * 1. **Know and apply grade-level phonics and word analysis skills in decoding words.**  1. 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. |  |
| C:\Users\user1\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.IE5\IT9EXM4W\MM900286801[1].gif | **Fluency** | * 1. **Read with sufficient accuracy and fluency to support comprehension.**  1. Read grade-level text with purpose and understanding 2. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. 3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   **38** |  |

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| **Reading Strand Grade 5** | | | | |
|  | **Category** | **Grade Specific Standards**  **Literature** | **Grade Specific Standards**  **Informational Text** | **Exemplar Texts /**  **Activity Ideas** |
| MC900433903[1] | **Key Ideas**  **and**  **Details** | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  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.  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). | 1.Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  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. | * Students summarize the plot of Saint Exupery’s The Little Prince and then reflect on the challenges facing characters in the story while employing those and other details in the text to discuss the value of inquisitiveness and exploration as a theme of the story. RL5.2] * Students explain relationship between time and clocks using specific information drawn from Koscielniak’s About Time: A First Look at Time and Clocks. [RI.5.3] |
| MC900391166[1] | **Craft**  **and**  **Structure** | 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.  5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  6. Describe how a narrator’s or speaker’s point of view influences how events are described.  a. Recognize and describe how an  author’s background and culture  affect his or her perspective. | 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.  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.  6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  **39** | * Students determine the meaning of the metaphor of a cat in Sandburg’s poem “Fog” and contrast that figurative language to the meaning of the simile in Blake’s “The Echoing Green.” [RL.5.4 * Students describe how the narrator’s point of view in Walter Farley’s The Black Stallion influences how the events are described and how the reader perceives the character of Alexander Ramsay Jr. [RL.5.6] |
| **Reading Strand Grade 5** | | | | |
|  | **Category** | **Grade Specific Standards**  **Literature** | **Grade Specific Standards**  **Informational** | **Activity Ideas** |
| MC900441426[1] | **Integration**  **of**  **Knowledge**  **and Ideas** | 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).  8. (Not applicable to literature)  9. Compare and contrast stories in the same genre (e.g., mysteries, adventures) on their approaches to similar themes and topics. | 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.  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).  9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. | * Students compare and contrast coming-of-age stories by Christopher Paul Curtis (Bud, Not Buddy) and Louise Erdrich (The Birchbark House) by identifying similar themes and examining the stories’ approaches to the topic of growing up. [RL.5.9] |
|  | **Range of**  **Reading**  **and**  **Level of Complexity** | 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. | 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. |  |
|  | **Responding**  **to**  **Literature**  MC900334364[1] | 11. Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations.   1. Self-select text to develop personal preferences regarding favorite authors. 2. Use established criteria to categorize, select texts and assess to make informed   judgments about the quality of the pieces. | (Not applicable to informational)  **40** |  |

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| **Writing Strand Grade 5** | | | |
|  | **Category** | **Grade Specific Standards** | **Activity Ideas** |
| MC900434810[1] | **Text Types**  **and**  **Purposes** | **1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.**  a. Introduce a topic or text clearly, state an opinion, and create an  organizational structure in which ideas are logically grouped to  support the writer’s purpose.  b. Provide logically ordered reasons that are supported by facts and details.  c. Link opinion and reasons using words, phrases, and clauses (e.g.,  consequently, specifically).  d. Provide a concluding statement or section related to the opinion  presented.  **2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**  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.  b. Develop the topic with facts, definitions, concrete details,  quotations, or other information and examples related to the topic.  c. Link ideas within and across categories of information using  words, phrases, and clauses (e.g., in contrast, especially).  d. Use precise language and domain-specific vocabulary to inform about or explain the topic.  e. Provide a concluding statement or section related to the information or explanation presented  **3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.**  a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.  c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.  d. Use concrete words and phrases and sensory details to convey experiences and events precisely.  e. Provide a conclusion that follows from the narrated experiences or events.  **41** |  |
| **Writing Strand Grade 5** | | | |
|  | **Category** | **Grade Specific Standards** | **Activity Ideas** |
| MC900078732[1] | **Production**  **and**  **Distribution**  **of Writing** | **4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience***. (Grade-specific expectations for writing types as defined in standards 1–3 above.)*  a. Produce text (print or non-print) that explores a variety of cultures and perspectives.  5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting,  or trying a new approach***.*** *(Editing for conventions should demonstrate*  *command of Language standards 1–3.)*  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 |  |
| MC910216407[1] | **Research to**  **Build and**  **Present Knowledge** | 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  **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 drama, drawing on specific details in the text [e.g., how characters interact]”).  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 support which point[s]”). |  |
| MC900432602[1] | **Range of**  **Writing** | 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. |  |
| MC900334364[2] | **Responding**  **to**  **Literature** | **11. Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class**. . Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.  **42** |  |

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| **Listening / Speaking Strand Grade 5** | | | |
|  | **Category** | **Grade Specific Standards** | **Teacher Notes** |
|  | **Comprehension and Collaboration** | **1. Engage effectively in a range of collaborative discussions (one- on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.**  a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas discussed.  b. Follow agreed-upon rules for discussions and carry out assigned roles.  c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.  e. Seek to understand and communicate with individuals  from different perspectives and cultural backgrounds.  f. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.  **2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**  **3. Summarize the points a speaker makes and explain how**  **each claim is supported by reasons and evidence.** |  |
|  | **Presentation of Knowledge and Ideas** | **4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.**  **5. Include multimedia components (e.g., graphics, sound) and**  **visual displays in presentations when appropriate to enhance**  **the development of main ideas or themes.**   1. **Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.** (*See grade 5 Language standards 1 and 3 for specific expectations.)* |  |

**43**

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| **Language Strand Grade 5** | | | |
|  | **Category** | **Grade Specific Standards** | **Activity Ideas** |
|  | **Conventions**  **of**  **Standard English** | **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**.  a. Explain the function of conjunctions, prepositions, and  interjections in general and their function in particular  sentences.  b. Form and use the perfect (e.g., I had walked; I have  walked; I will have walked) verb tenses.  c. Use verb tense to convey various times, sequences,  states, and conditions.  d. Recognize and correct inappropriate shifts in verb tense.\*  e. Use correlative conjunctions (e.g., either/or,  neither/nor)  **2. Demonstrate command of the conventions of standard**  **English capitalization, punctuation, and spelling when writing**.  a. Use punctuation to separate items in a series.\*  b. Use a comma to separate an introductory element from  the rest of the sentence.  c. Use a comma to set off the words yes and no (e.g., Yes,  thank you), to set off a tag question from the rest of the  sentence (e.g., It’s true, isn’t it?), and to indicate direct  address (e.g., Is that you, Steve?).  d. Use underlining, quotation marks, or italics to indicate  titles of works.  e. Spell grade-appropriate words correctly, consulting  references as needed.  **44** | * Identify, from given passages, parts of speech, circling conjunctions, highlighting prepositions and underlining interjections. Explain the roles of the words in sentences. * Use lists of verbs to complete three-column charts with the headings *past perfect, present perfect, future perfect*. Create sentences containing verbs from the charts. * Identify incorrectly used verbs in given pieces and replace with the correct usage. * Compose sentences from a list of correlative conjunctions (either/or, neither/nor, both/and, not only/but also...) * Place commas where needed in a given piece with commas omitted. * Arrange sentence strip pieces to build sentences that start with introductory clauses. * Use resources to spell correctly (digital sources, print sources, word walls, word banks). |
| **Language Strand Grade 5** | | | |
|  | **Category** | **Grade Specific Standards** | **Activity Ideas** |
|  | **Knowledge of Language** | 1. **Use knowledge of language and its conventions when**   **writing, speaking, reading, or listening.**   1. Expand, combine, and reduce sentences for meaning,   reader/listener interest, and style.  b. Compare and contrast the varieties of English (e.g.,  dialects, registers) used in stories, dramas, or poems. | * Record one dependent and one independent clause from a common text (read-aloud). Seek classmates whose clauses form compound and complex sentences when combined. Collaborate to expand and reduce the new sentences. |
|  | **Vocabulary/**  **Acquisition and Use** | **4. 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.**  a. Use context (e.g., cause/effect relationships and comparisons  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., photograph, photosynthesis).  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.  **5. Demonstrate understanding of figurative language, word**  **relationships, and nuances in word meanings.**  a. Explain the meaning of simple similes and metaphors  (e.g., as pretty as a picture) in context.  b. Recognize and explain the meaning of common  idioms, adages, and proverbs.  c. Demonstrate understanding of words by relating  them to their opposites (antonyms) and to words  with similar but not identical meanings (synonyms)  6. 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., however, although, nevertheless, similarly,  moreover, in addition). | * Recognize and use cue words to signal meaning (cause/effect🡪 because, so, since, therefore, then, consequently; contrast🡪not, instead, however, though; sequence🡪 next, when, during, while, finally, soon...) * List roots, prefixes and suffixes on index cards. Join cards with classmates to create words and define them. * Use digital and print reference materials to find the pronunciation of and meaning of key words. * Identify examples of figurative language in given texts and discuss meanings. * Select from a list of idioms or proverbs the expressions that connect to given scenarios. (e.g. Mary is nervous before the big game; she has butterflies in her stomach) * Complete graphic organizers for vocabulary words; write target words in the center and list synonyms, antonyms and analogies surrounding. * Use spoken and written word to create sentences with logical relationships, when given domain-specific words and phrases. |

**45**

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**46**