Touc	Touchpebbles Volume B http://www.corestandards.org/ELA-Literacy/RL/introduction-for-k-5/				
Lesson	Lesson Title				
2	About Revenge	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	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.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		ideas or themes of a text and analyze their development; summarize the key supporting	fables, folktales, and myths from	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	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.
		individuals, events, and ideas develop and interact over the course of a text.	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	in a text, including figurative language such as metaphors and similes.
			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	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.	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.

	Reading: 6. Assess how point of	RL.3.6. Distinguish their own point	RL.4.6. Compare and contrast the	RL.5.6 Describe how a narrator's
	_	of view from that of the narrator or	-	or speaker's point of view
	and style of a text.	those of the characters.	stories are narrated, including the	influences how events are
			difference between first- and third-	described.
			person narrations.	
	Reading: 7. Integrate and evaluate	RL.3.10. By the end of the year,	RL.4.10. By the end of the year,	RL.5.10. By the end of the year,
	content presented in diverse media		read and comprehend literature,	read and comprehend literature,
	and formats, including visually and	including stories, dramas, and	including stories, dramas, and	including stories, dramas, and
	quantitatively, as well as in words.	poetry, at the high end of the	poetry, in the grades 4–5 text	poetry, at the high end of the
		grades 2-3 text complexity band	complexity band proficiently, with	grades 4–5 text complexity band
		independently and proficiently		independently and proficiently.
			end of the range.	
	Reading: 8. Delineate and evaluate			RF.5.3. Know and apply grade-
	the argument and specific claims in			level phonics and word analysis
	a text, including the validity of the	_	skills in decoding words.	skills in decoding words.
	reasoning as well as the relevance	Identify and know the meaning	Use combined knowledge of all	Use combined knowledge of all
	and sufficiency of the evidence.	of the most common prefixes and	-	letter-sound correspondences,
		derivational suffixes.	syllabication patterns, and	syllabication patterns, and
		Decode words with common	morphology (e.g., roots and	morphology (e.g., roots and
		Latin suffixes.	affixes) to read accurately	affixes) to read accurately
		Decode multisyllable words.	unfamiliar multisyllabic words in	unfamiliar multisyllabic words in
		Read grade-appropriate	context and out of context.	context and out of context.
		irregularly spelled words.		

Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.	accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Speaking and Listening: 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.	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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and	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. Follow agreed-upon rules for	5 topics and texts, building on others' ideas and expressing their own clearlyFollow agreed-upon rules for discussions and carry out assigned rolesPose and respond to specific questions by making comments

	_	about information from a speaker,	text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	speech to a variety of contexts and communicative tasks,	tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. SL.3.6. Speak in complete	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 nace. SL.4.6. Differentiate between	
		L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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.	effect.*Recognize and observe differences between the conventions of spoken and written standard English.	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Language: 4. 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.	meaning of unknown and multiple- meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategiesUse sentence-level context as a clue to the meaning of a word or phraseUse glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L.4.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 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.	L.5.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.

	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
	academic and domain-specific words and phrases sufficient for reading, writing, speaking, and	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., After dinner that night we went looking for them).	academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g.,	L.5.6. 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).
	relationships and nuances in word	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	relationships, and nuances in word meanings.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.

range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and	(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. Follow agreed-upon rules for	5 topics and texts, building on others' ideas and expressing their own clearlyFollow agreed-upon rules for discussions and carry out assigned rolesPose and respond to specific questions by making comments
presented in diverse media and formats, including visually, quantitatively, and orally.	and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3. Ask and answer questions about information from a speaker,	text read aloud or information	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	Speaking and Listening: 4. Present	SL.3.4. Report on a topic or text,	SL.4.4. Report on a topic or text,	SL.5.4. Report on a topic or text or
	information, findings, and	tell a story, or recount an	tell a story, or recount an	present an opinion, sequencing
	supporting evidence such that	experience with appropriate facts	experience in an organized	ideas logically and using
	listeners can follow the line of	and relevant, descriptive details,	manner, using appropriate facts	appropriate facts and relevant,
	reasoning and the organization,	speaking clearly at an	and relevant, descriptive details to	descriptive details to support main
	development, and style are	understandable pace.	support main ideas or themes;	ideas or themes; speak clearly at an
	appropriate to task, purpose, and		speak clearly at an understandable	understandable pace.
	audience.		nace.	
	Speaking and Listening: 5. Make	SL.3.6. Speak in complete	SL.4.6. Differentiate between	SL.5.6. Adapt speech to a variety
	strategic use of digital media and	11 1		of contexts and tasks, using formal
	visual displays of data to express	and situation in order to provide	English (e.g., presenting ideas) and	
	information and enhance	requested detail or clarification.	situations where informal discourse	and situation.
	understanding of presentations.		is appropriate (e.g., small-group	
			discussion); use formal English	
			when appropriate to task and	
			situation.	
	Speaking and Listening: 6. Adapt	L.3.1. Demonstrate command of	L.4.1. Demonstrate command of	L.5.1. Demonstrate command of
	speech to a variety of contexts and	the conventions of standard	the conventions of standard	the conventions of standard
	communicative tasks,	English grammar and usage when	English grammar and usage when	English grammar and usage when
	demonstrating command of formal	writing or speaking.	writing or speaking.	writing or speaking.
	English when indicated or			
	appropriate.			
	Language: 1. Demonstrate	L.3.2. Demonstrate command of		L.5.2. Demonstrate command of
				the conventions of standard
	standard English grammar and		English capitalization, punctuation,	
	usage when writing or speaking.	and spelling when writing.	and spelling when writing.	and spelling when writing.
		Consult reference materials,	Use correct capitalization.	Spell grade-appropriate words
		including beginning dictionaries,		correctly, consulting references as
		as needed to check and correct	correctly, consulting references as	needed.
		spellings.	needed.	

command of the conventions of standard English capitalization, punctuation, and spelling when writing.	and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
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.	meaning of unknown and multiple- meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategiesUse sentence-level context as a clue to the meaning of a word or phraseUse glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and	meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise

		Language: 6. 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	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.
			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., After dinner that night we went looking for them).	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	L.5.6. 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).
4	Two Women and a Baby	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
			1	examples in a text when explaining what the text says explicitly and	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

	Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	fables, folktales, and myths from		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.
	Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence	details in the text (e.g., a character's thoughts, words, or actions).	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).
	Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used	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.
	Reading: 6. Assess how point of	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	between poems, drama, and prose,	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.
	•		point of view from which different	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

	Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.	level phonics and word analysis skills in decoding wordsIdentify and know the meaning of the most common prefixes and derivational suffixes.	text, identifying where each version reflects specific	RL.5.7. 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).
	Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	accuracy and fluency to support comprehensionRead grade-level text with purpose and understandingRead grade-level prose and	treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g.,	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

	coherent writing in which the development, organization, and style are appropriate to task,	events using effective technique, descriptive details, and clear event	level phonics and word analysis skills in decoding wordsUse combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding words. 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.
	literary or informational texts to support analysis, reflection, and research.	from adults, produce writing in which the development and organization are appropriate to task and purpose.	purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	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 tasks, purposes, and audiences.	research, reflection, and revision) and shorter time frames (a single	real or imagined experiences or events using effective technique,	W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	Speaking and Listening: 1. Prepare	SL.3.1. Engage effectively in a	W.4.4. Produce clear and coherent	W.5.4. Produce clear and coherent
	for and participate effectively in a	range of collaborative discussions	writing in which the development	writing in which the development
	range of conversations and	(one-on-one, in groups, and teacher-	and organization are appropriate to	and organization are appropriate to
	collaborations with diverse	led) with diverse partners on grade	task, purpose, and audience.	task, purpose, and audience.
	partners, building on others' ideas	3 topics and texts, building on		
	and expressing their own clearly	others' ideas and expressing their		
	and persuasively.	own clearly.		
		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).		
		Ask questions to check		
		understanding of information		
		presented, stay on topic, and link		
		their comments to the remarks of		
		others.		
		Explain their own ideas and		
		understanding in light of the		
		discussion.		
		discussion.		

Integrate and evaluate information presented in diverse media and formats, including visually,	read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	to literature (e.g., "Describe in	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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,
Evaluate a speaker's point of view, reasoning, and use of evidence and	about information from a speaker, offering appropriate elaboration and detail.	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.	identifying which reasons and evidence support which point[s]"). 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.

Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.	(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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	and situation in order to provide	SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Language: 1. Demonstrate	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
	Language: 3. 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.	and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the		
	Language: 4. 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.	L.3.4. Determine or clarify the meaning of unknown and multiplemeaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

_	8 8 8	the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate	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	speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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			L.5.4. Determine or clarify the
		meaning of unknown and multiple-	-
			meaning words and phrases based
		on grade 4 reading and content,	on grade 5 reading and content,
		· ·	choosing flexibly from a range of
		strategies.	strategies.
		Use context (e.g., definitions,	Use context (e.g., cause/effect
		examples, or restatements in text)	relationships and comparisons in
		as a clue to the meaning of a word	text) as a clue to the meaning of a
		or phrase.	word or phrase.
		Consult reference materials (e.g.,	Consult reference materials (e.g.,
		dictionaries, glossaries,	dictionaries, glossaries,
		thesauruses), both print and digital,	thesauruses), both print and digital,
		to find the pronunciation and	to find the pronunciation and
		-	determine or clarify the precise
		meaning of key words and phrases.	
		•	
		L.4.5. Demonstrate understanding	L.5.5. Demonstrate understanding
		of figurative language, word	of figurative language, word
		÷	relationships, and nuances in word
		meanings.	meanings.
			Interpret figurative language,
			including similes and metaphors, in
			context.
		L.4.6. Acquire and use accurately	L.5.6. Acquire and use accurately
		grade-appropriate general	grade-appropriate general
		academic and domain-specific	academic and domain-specific
		-	words and phrases, including those
		that signal precise actions,	that signal contrast, addition, and
		emotions, or states of being (e.g.,	other logical relationships (e.g.,
			however, although, nevertheless,
		-	similarly, moreover, in addition).
		<u> </u>	similarly, moreover, in addition).
		(e.g., wildlife, conservation, and	
		endangered when discussing	
		animal preservation).	

5	A Case Study in Medical Ethics	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
	Etmes	determine what the text says explicitly and to make logical	1	examples in a text when explaining what the text says explicitly and	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	fables, folktales, and myths from	story, drama, or poem from details in the text; summarize the text.	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.
		individuals, events, and ideas develop and interact over the	story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence	character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a	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).
		phrases as they are used in a text, including determining technical,	words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used	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.
		Reading: 5. Analyze the structure of texts, including how specific		point of view from which different	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

Reading: 6. Assess how point of view or purpose shapes the content and style of a text. Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently RF.3.3. Know and apply grade-	read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with	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. RF.5.3. Know and apply gradelevel phonics and word analysis skills in decoding words. 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.
Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.	RF.3.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

	support claims in an analysis of	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. (A-D)	W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	informative/explanatory texts to examine and convey complex ideas	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	- · ·	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (B-E)
	coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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.	support analysis, reflection, and research. 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]."). 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").	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]").

	Writing: 9. Draw evidence from	SL.3.1. Engage effectively in a	W.4.10. Write routinely over	W.5.10. Write routinely over
	literary or informational texts to	range of collaborative discussions	extended time frames (time for	extended time frames (time for
	support analysis, reflection, and	(one-on-one, in groups, and teacher-	research, reflection, and revision)	research, reflection, and revision)
	research.	led) with diverse partners on grade	and shorter time frames (a single	and shorter time frames (a single
		3 topics and texts, building on	sitting or a day or two) for a range	sitting or a day or two) for a range
		others' ideas and expressing their	of discipline-specific tasks,	of discipline-specific tasks,
		own clearly.	purposes, and audiences.	purposes, and audiences.
		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).		
		Ask questions to check		
		understanding of information		
		presented, stay on topic, and link		
		their comments to the remarks of		
		others.		
		Explain their own ideas and		
		understanding in light of the		
		discussion.		

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 tasks, purposes, and audiences.	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.	(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. Follow agreed-upon rules for discussions and carry out assigned rolesPose 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 othersReview the key ideas expressed and explain their own ideas and	5 topics and texts, building on others' ideas and expressing their own clearlyFollow agreed-upon rules for discussions and carry out assigned rolesPose and respond to specific questions by making comments
Speaking and Listening: 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.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	12	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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.	
		L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials, including beginning dictionaries, as needed to check and correct spellings.	the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.		L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.

	command of the conventions of standard English capitalization, punctuation, and spelling when writing.	meaning of unknown and multiple- meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategiesUse sentence-level context as a clue to the meaning of a word or phraseUse glossaries or beginning	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
		of figurative language, word relationships and nuances in word meanings.	or phraseConsult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and	meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise

		Language: 4. Determine or clarify the meaning of unknown and multiple-meaning words and	L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word
		phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	meanings.	meaningsInterpret figurative language, including similes and metaphors, in context.
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.		that signal precise actions, emotions, or states of being (e.g.,	L.5.6. 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).
		Language: 6. 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			
6	A Paradox of Motion	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards

Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	to demonstrate understanding of a	examples in a text when explaining what the text says explicitly and	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	a text; recount the key details and explain how they support the main idea	a text and explain how it is supported by key details; summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	_	including what happened and why, based on specific information in	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.
Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.	general academic and domain-	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.
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	RI.3.6. Distinguish their own point of view from that of the author of a text.	structure (e.g., chronology, comparison, cause/effect,	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).

0	Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	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).	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	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.
	6	connection between particular	particular points in a text.	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding wordsUse 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.
	Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	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	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.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

 	Reading 10: Read and comprehend	RF.3.3. Know and apply grade-	RF.4.3. Know and apply grade-	W.5.2. Write
	complex literary and informational	level phonics and word analysis	level phonics and word analysis	informative/explanatory texts to
	texts independently and	skills in decoding words.	skills in decoding words.	examine a topic and convey ideas
	proficiently.	Identify and know the meaning	Use combined knowledge of all	and information clearly. (B-E)
		of the most common prefixes and	letter-sound correspondences,	
		derivational suffixes.	syllabication patterns, and	
		Decode words with common	morphology (e.g., roots and	
		Latin suffixes.	affixes) to read accurately	
		Decode multisyllable words.	unfamiliar multisyllabic words in	
		Read grade-appropriate	context and out of context.	
		irregularly spelled words.		
	C C	RF.3.4. Read with sufficient	RF.4.4. Read with sufficient	W.5.4. Produce clear and coherent
		accuracy and fluency to support	accuracy and fluency to support	writing in which the development
		comprehension.	comprehension.	and organization are appropriate to
	valid reasoning and relevant and	Read grade-level text with	Read grade-level text with	task, purpose, and audience.
	sufficient evidence.	purpose and understanding.	purpose and understanding.	
		Read grade-level prose and	Read grade-level prose and	
		poetry orally with accuracy,	poetry orally with accuracy,	
		appropriate rate, and expression.	appropriate rate, and expression.	
		Use context to confirm or self-	Use context to confirm or self-	
		correct word recognition and	correct word recognition and	
		understanding, rereading as	understanding, rereading as	
		necessary.	necessary.	

Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses
			Apply grade 5 Reading standards

	literary or informational texts to support analysis, reflection, and research.	from adults, produce writing in	and organization are appropriate to task, purpose, and audience.	range of collaborative discussions
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	Speaking and Listening: 1. Prepare	SL.3.1. Engage effectively in a	W.4.9. Draw evidence from	SL.5.2. Summarize a written text
	for and participate effectively in a	range of collaborative discussions	literary or informational texts to	read aloud or information
	range of conversations and	(one-on-one, in groups, and teacher-	support analysis, reflection, and	presented in diverse media and
	collaborations with diverse	led) with diverse partners on grade	research.	formats, including visually,
	partners, building on others' ideas	3 topics and texts, building on	Apply grade 4 Reading standards	quantitatively, and orally.
	and expressing their own clearly	others' ideas and expressing their	to literature (e.g., "Describe in	
	and persuasively.	own clearly.	depth a character, setting, or event	
		Follow agreed-upon rules for	in a story or drama, drawing on	
		discussions (e.g., gaining the floor	specific details in the text [e.g., a	
		in respectful ways, listening to	character's thoughts, words, or	
		others with care, speaking one at a	actions].").	
		time about the topics and texts	Apply grade 4 Reading	
		under discussion).	standards to informational texts	
		Ask questions to check	(e.g., "Explain how an author uses	
		understanding of information	reasons and evidence to support	
		presented, stay on topic, and link	particular points in a text").	
		their comments to the remarks of		
		others.		
		Explain their own ideas and		
		understanding in light of the		
		discussion.		
				L

Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		= = =	
	-		SL.5.4. 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.
Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.	evidence a speaker provides to support particular points.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

	strategic use of digital media and visual displays of data to express	sentences when appropriate to task and situation in order to provide	tell a story, or recount an experience in an organized	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	speech to a variety of contexts and communicative tasks,	the conventions of standard English grammar and usage when writing or speaking.	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	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell grade-appropriate words correctly, consulting references as needed.
	standard English grammar and usage when writing or speaking.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials, including beginning dictionaries, as needed to check and correct spellings.	the conventions of standard English grammar and usage when writing or speaking.	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

	command of the conventions of standard English capitalization, punctuation, and spelling when writing.	speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe	the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words correctly, consulting references as needed.	L.5.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.
	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.	meaning of unknown and multiple- meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategiesUse sentence-level context as a clue to the meaning of a word or phraseUse glossaries or beginning	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.

Language: 4. 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.	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.4.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 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.	L.5.6. 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).
Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	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., After dinner that night we went looking for them).	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Language: 6. 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.		L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	

7	The Missing Axe	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		determine what the text says explicitly and to make logical	to demonstrate understanding of a	examples in a text when explaining what the text says explicitly and	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	fables, folktales, and myths from	story, drama, or poem from details	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.
		individuals, events, and ideas develop and interact over the course of a text.	story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence	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).	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).
		phrases as they are used in a text, including determining technical,	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used	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.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier	between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,	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.

	view or purpose shapes the content	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	point of view from which different	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
	Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band	treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g.,	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	reasoning as well as the relevance and sufficiency of the evidence.	level phonics and word analysis skills in decoding words.	read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text	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.

	texts independently and proficiently.	accuracy and fluency to support comprehensionRead grade-level text with purpose and understandingRead grade-level prose and	RF.4.3. Know and apply grade- level phonics and word analysis skills in decoding wordsUse 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.	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding wordsUse 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.
	substantive topics or texts, using valid reasoning and relevant and	descriptive details, and clear event sequences. (A-D)	RF.4.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	examine and convey complex ideas and information clearly and	from adults, produce writing in	events using effective technique,	W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task,		writing in which the development and organization are appropriate to task, purpose, and audience. W.4.5. With guidance and support from peers and adults, develop and strengthen writing as needed by	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing,
purpose, and audience.	sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.		rewriting, or trying a new approach.
Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.	= = -	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]").

Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	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.	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.	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.
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 tasks, purposes, and audiences.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	(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. Follow agreed-upon rules for	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Speaking and Listening: 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.	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.	SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

	Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.		evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	the conventions of standard English grammar and usage when writing or speaking.	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
	, 8,	the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials,	SL.4.6. Differentiate between contexts that call for formal	
		L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.	the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	standard English grammar and usage when writing or speaking.	meaning of unknown and multiple- meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategiesUse sentence-level context as a	the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell grade-appropriate words correctly, consulting references as needed.
	standard English capitalization,	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Language: 3. 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.	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., After dinner that night we went looking for them).	meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise	L.5.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.
Language: 4. 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.		L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.
Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.		that signal precise actions, emotions, or states of being (e.g.,	L.5.6. 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).

		Language: 6. 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			
8	Proverbs	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	to demonstrate understanding of a	examples in a text when explaining what the text says explicitly and	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	fables, folktales, and myths from		
		phrases as they are used in a text,	words and phrases as they are used in a text, distinguishing literal from nonliteral language.	between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

	of texts, including how specific sentences, paragraphs, and larger	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.	treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g.,	poetry, at the high end of the grades 4–5 text complexity band
	Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	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	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.	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding wordsUse 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.
	Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	level phonics and word analysis		RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

	Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		RF.4.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (B-E)
	Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.	real or imagined experiences or events using effective technique,	real or imagined experiences or events using effective technique,	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	and organization are appropriate to	from peers and adults, develop and

	examine and convey complex ideas	from peers and adults, develop and strengthen writing as needed by		
	coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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.	literary or informational texts to support analysis, reflection, and researchApply grade 4 Reading standards	of discipline-specific tasks,

	Writing: 5. Develop and strengthen	SL.3.1. Engage effectively in a	W.4.10. Write routinely over	SL.5.1. Engage effectively in a
	writing as needed by planning,	range of collaborative discussions	extended time frames (time for	range of collaborative discussions
	revising, editing, rewriting, or	(one-on-one, in groups, and teacher-		(one-on-one, in groups, and teacher-
	trying a new approach.	led) with diverse partners on grade	and shorter time frames (a single	led) with diverse partners on grade
		3 topics and texts, building on	sitting or a day or two) for a range	5 topics and texts, building on
		others' ideas and expressing their	of discipline-specific tasks,	others' ideas and expressing their
		own clearly.	purposes, and audiences.	own clearly.
		Follow agreed-upon rules for		Follow agreed-upon rules for
		discussions (e.g., gaining the floor		discussions and carry out assigned
		in respectful ways, listening to		roles.
		others with care, speaking one at a		Pose and respond to specific
		time about the topics and texts		questions by making comments
		under discussion).		that contribute to the discussion
		Ask questions to check		and elaborate on the remarks of
		understanding of information		others.
		presented, stay on topic, and link		Review the key ideas expressed
		their comments to the remarks of		and draw conclusions in light of
		others.		information and knowledge gained
		Explain their own ideas and		from the discussions.
		understanding in light of the		
		discussion.		
	•			

Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	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.	SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	formats, including visually, quantitatively, and orally.
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 tasks, purposes, and audiences.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Speaking and Listening: 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.	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.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.4. 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.

	Integrate and evaluate information presented in diverse media and	sentences when appropriate to task and situation in order to provide	tell a story, or recount an	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
	Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	the conventions of standard English grammar and usage when writing or speaking.	SL.4.6. Differentiate between	
	supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are		the conventions of standard	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
	strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.		the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words correctly, consulting references as	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

	speech to a variety of contexts and communicative tasks,	meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use glossaries or beginning	and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.

Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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., After dinner that night we went looking for them).	meanings.	L.5.6. 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).
Language: 3. 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.		L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
Language: 4. 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.			
Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			

9	The Wolf and the Dog	Language: 6. 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. Anchor Standards Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	to demonstrate understanding of a	examples in a text when explaining what the text says explicitly and	Grade 5 Standards RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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. 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.	story, drama, or poem from details in the text; summarize the text. 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	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. 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).

phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	in a text, distinguishing literal from nonliteral language.	words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	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.
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.	between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,	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.
	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	point of view from which different	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	read and comprehend literature,	treatment of similar themes and topics (e.g., opposition of good and	text (e.g., graphic novel, multimedia presentation of fiction,

	proficiently.	level phonics and word analysis skills in decoding wordsIdentify and know the meaning of the most common prefixes and derivational suffixes.	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.	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	accuracy and fluency to support comprehensionRead grade-level text with purpose and understandingRead grade-level prose and poetry orally with accuracy, appropriate rate, and expressionUse context to confirm or self-	RF.4.3. Know and apply grade- level phonics and word analysis skills in decoding words. 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.	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.

	Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. (A-D)	accuracy and fluency to support comprehensionRead grade-level text with	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding wordsUse 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.
		real or imagined experiences or events using effective technique,	of view with reasons and information.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	events using effective technique,	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

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 tasks, purposes, and audiences.	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.	and organization are appropriate to task, purpose, and audience.	real or imagined experiences or
Speaking and Listening: 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.	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. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to	·	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

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	1 0		W.4.10. Write routinely over	W.5.9. Draw evidence from
	Integrate and evaluate information	and supporting details of a text	extended time frames (time for	literary or informational texts to
	presented in diverse media and	read aloud or information	research, reflection, and revision)	support analysis, reflection, and
	formats, including visually,	presented in diverse media and	and shorter time frames (a single	research.
	quantitatively, and orally.	formats, including visually,	sitting or a day or two) for a range	Apply grade 5 Reading standards
		quantitatively, and orally.	of discipline-specific tasks,	to literature (e.g., "Compare and
			purposes, and audiences.	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]").
				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]").

Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	about information from a speaker, offering appropriate elaboration	range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on	research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range
		own clearly. Follow agreed-upon rules for discussions and carry out assigned	of discipline-specific tasks, purposes, and audiences.
		rolesPose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	
		Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	

Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.	text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
English when indicated or appropriate.	and situation in order to provide requested detail or clarification.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials,	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	
	Language: 3. 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.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.	the conventions of standard English grammar and usage when	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
	Language: 4. 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.	1		L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

understanding of word relationships and nuances in word	of figurative language, word relationships and nuances in word meanings.	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell grade-appropriate words correctly, consulting references as needed.
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	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).	L.4.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 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.	speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

		of figurative language, word relationships, and nuances in word meanings.	L.5.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.
		grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g.,	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.

		_			
					L.5.6. 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).
10	The Judge's Coat	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
	J	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	to demonstrate understanding of a	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.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.		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.
		individuals, events, and ideas develop and interact over the course of a text.	story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	details in the text (e.g., a character's thoughts, words, or actions).	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).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	_	words and phrases as they are used in a text, including those that	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.

of texts, including how specific sentences, paragraphs, and larger	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.	between poems, drama, and prose,	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.
~	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	point of view from which different	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	read and comprehend literature, including stories, dramas, and	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.	RL.5.7. 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).
Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.		RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RF.3.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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.	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.
Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.		RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding words. 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.

	Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	of view with reasons and	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	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.	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (B-E)

	Writing: 4. Produce clear and	SL.3.1. Engage effectively in a	W.4.4. Produce clear and coherent	W.5.4. Produce clear and coherent
	•	range of collaborative discussions		writing in which the development
	_	•	_	and organization are appropriate to
		led) with diverse partners on grade		task, purpose, and audience.
	purpose, and audience.	3 topics and texts, building on		, ,
	* *	others' ideas and expressing their		
		own clearly.		
		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).		
		Ask questions to check		
		understanding of information		
		presented, stay on topic, and link		
		their comments to the remarks of		
		others.		
		Explain their own ideas and		
		understanding in light of the		
		discussion.		

	revising, editing, rewriting, or trying a new approach.	and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	support analysis, reflection, and research. 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]."). Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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,
	literary or informational texts to support analysis, reflection, and	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	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,	identifying which reasons and evidence support which point[s]"). 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.

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 tasks, purposes, and audiences.	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.	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. Follow agreed-upon rules for	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Speaking and Listening: 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.		SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	Evaluate a speaker's point of view,		tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.	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.	
	speech to a variety of contexts and communicative tasks,	L.3.4. Determine or clarify the meaning of unknown and multiplemeaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	standard English grammar and	relationships and nuances in word meanings.	the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
	standard English capitalization, punctuation, and spelling when writing.	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).	speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

	Language: 3. 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.	meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategiesUse context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phraseConsult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and	to find the pronunciation and determine or clarify the precise
	Language: 4. 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.	of figurative language, word relationships, and nuances in word meanings.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.
	Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	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	L.5.6. 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).

		Language: 6. 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			
11	Advice to a Teacher	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	says explicitly and when drawing inferences from the text.
		ideas or themes of a text and analyze their development;	in a text, distinguishing literal from nonliteral language.	words and phrases as they are used in a text, including those that allude to significant characters	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.
		phrases as they are used in a text,	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	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	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.

	of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to	read and comprehend literature, including stories, dramas, and poetry, at the high end of the	point of view from which different stories are narrated, including the difference between first- and third- person narrations.	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding words. 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.
	view or purpose shapes the content and style of a text.	level phonics and word analysis skills in decoding wordsIdentify and know the meaning of the most common prefixes and derivational suffixes.	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.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	accuracy and fluency to support	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	topics or texts, supporting a point	RF.4.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (B-E)
Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

	Reading 10: Read and comprehend	W.3.4. With guidance and support	W.4.2. Write	W.5.9. Draw evidence from
	complex literary and informational	-	informative/explanatory texts to	literary or informational texts to
	texts independently and	which the development and	examine a topic and convey ideas	support analysis, reflection, and
	proficiently.	organization are appropriate to task		research.
		and purpose.		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]").
				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]").
	Writing: 1. Write arguments to	W.3.10. Write routinely over	W.4.4. Produce clear and coherent	W.5.10. Write routinely over
	support claims in an analysis of	extended time frames (time for	writing in which the development	extended time frames (time for
	substantive topics or texts, using	research, reflection, and revision)	and organization are appropriate to	research, reflection, and revision)
	valid reasoning and relevant and	and shorter time frames (a single	task, purpose, and audience.	and shorter time frames (a single
	sufficient evidence.	sitting or a day or two) for a range		sitting or a day or two) for a range
		of discipline-specific tasks,		of discipline-specific tasks,
		purposes, and audiences.		purposes, and audiences.

	informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.	literary or informational texts to support analysis, reflection, and research. 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]."). 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").	others' ideas and expressing their own clearlyFollow agreed-upon rules for discussions and carry out assigned rolesPose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of othersReview the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	coherent writing in which the development, organization, and style are appropriate to task,	and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	extended time frames (time for research, reflection, and revision) and shorter time frames (a single	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

	Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
	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 tasks, purposes, and audiences.	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.	text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.4. 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.
	range of conversations and		evidence a speaker provides to support particular points.	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

	C		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	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
	Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials,	English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell grade-appropriate words correctly, consulting references as needed.
	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		the conventions of standard English grammar and usage when writing or speaking.	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Speaking and Listening: 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a	the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words correctly, consulting references as needed.	L.5.4. 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. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.
Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.

Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	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., After dinner that night we went looking for them).	meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategiesUse context (e.g., definitions,	L.5.6. 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).
Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.		L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
Language: 3. 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.		L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	

		Language: 4. 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.			
		Language: 5. Demonstrate			
		understanding of word			
		relationships and nuances in word			
		meanings.			
		Language: 6. 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			
12	The Song of Wandering	Levaression			
	Aengus	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
_		Reading: 1. Read closely to	RL.3.1. Ask and answer questions	RL.4.1. Refer to details and	RL.5.1. Quote accurately from a
		determine what the text says	to demonstrate understanding of a	examples in a text when explaining	text when explaining what the text
		explicitly and to make logical	text, referring explicitly to the text	what the text says explicitly and	says explicitly and when drawing
		inferences from it; cite specific	as the basis for the answers.	when drawing inferences from the	inferences from the text.
		textual evidence when writing or		text.	
		speaking to support conclusions			
		drawn from the text.			
			l	l	

Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			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.
Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	_	words and phrases as they are used	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.
Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	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.	RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,	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.
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section chapter, scene, or stanza) relate to each other and the whole.		point of view from which different stories are narrated, including the	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	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)	text, identifying where each version reflects specific	RL.5.7. 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).

	Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	read and comprehend literature, including stories, dramas, and	treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g.,	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.		read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text	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.
	Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	RF.3.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.3. Know and apply grade- level phonics and word analysis skills in decoding wordsUse 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.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.

Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	accuracy and fluency to support	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	examine a topic and convey ideas	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (B-E)
Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	writing in which the development and organization are appropriate to	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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 tasks, purposes, and audiences.	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.	from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.	research. 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]."). 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").	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]").
Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	and supporting details of a text	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.	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.

Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	(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. Follow agreed-upon rules for	5 topics and texts, building on others' ideas and expressing their own clearlyFollow agreed-upon rules for discussions and carry out assigned rolesPose and respond to specific questions by making comments
Specimental Listening A. Proport	CL 2.4 Departure staring start	and link to the remarks of othersReview the key ideas expressed and explain their own ideas and understanding in light of the discussion.	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	formats, including visually, quantitatively, and orally.	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Speaking and Listening: 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	speech to a variety of contexts and communicative tasks,	the conventions of standard	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials, including beginning dictionaries, as needed to check and correct		
	Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<i>U</i> ,	the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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	Language: 3. Apply knowledge of	L.3.4. Determine or clarify the	L.4.2. Demonstrate command of	L.5.2. Demonstrate command of
	language to understand how	meaning of unknown and multiple-	the conventions of standard	the conventions of standard
	language functions in different	meaning word and phrases based	English capitalization, punctuation,	English capitalization, punctuation,
	contexts, to make effective choices	on grade 3 reading and content,	and spelling when writing.	and spelling when writing.
	for meaning or style, and to	choosing flexibly from a range of	Use correct capitalization.	Spell grade-appropriate words
	comprehend more fully when	strategies.	Spell grade-appropriate words	correctly, consulting references as
	reading or listening.	Use sentence-level context as a	1 0 11 1	needed.
			needed.	
		phrase.		
		p.m.usev		
		Use glossaries or beginning		
		dictionaries, both print and digital,		
		to determine or clarify the precise		
		meaning of key words and phrases.		
		linearing of key words and phrases.		
	Language: 4. Determine or clarify	L.3.5. Demonstrate understanding	L.4.3. Use knowledge of language	L.5.3. Use knowledge of language
	the meaning of unknown and	of figurative language, word		and its conventions when writing,
	multiple-meaning words and	relationships and nuances in word	speaking, reading, or listening.	speaking, reading, or listening.
	phrases by using context clues,	meanings.	Choose words and phrases to	Expand, combine, and reduce
	analyzing meaningful word parts,	6	convey ideas precisely.*	sentences for meaning,
	and consulting general and		* *	reader/listener interest, and style.
			*	
	specialized reference materials, as		Differentiate between contexts	Compare and contrast the
			Differentiate between contexts that call for formal English (e.g.,	Compare and contrast the varieties of English (e.g., dialects,
	specialized reference materials, as		Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas,
	specialized reference materials, as		Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is	Compare and contrast the varieties of English (e.g., dialects,
	specialized reference materials, as		Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas,
	specialized reference materials, as		Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas,
	specialized reference materials, as		Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas,
	specialized reference materials, as		Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas,

Language: 5. Demonstrate L.3.6. Acquire and use accurately understanding of word L.4.4. Determine or clarify the meaning of unknown and multiple-meaning of unknown and multiple-	nine or clarify the
understanding of word grade-appropriate conversational, meaning of unknown and multiple- meaning of u	
l	-
	ds and phrases based
	ading and content,
including those that signal spatial choosing flexibly from a range of choosing flex	aibly from a range of
and temporal relationships (e.g., strategies. strategies.	
After dinner that night we wentUse context (e.g., definitions,Use context	t (e.g., cause/effect
looking for them). examples, or restatements in text) relationships	and comparisons in
as a clue to the meaning of a word text) as a clue	e to the meaning of a
or phrase. word or phra	se.
	erence materials (e.g.,
dictionaries, glossaries, dictionaries,	
thesauruses), both print and digital, thesauruses),	-
	onunciation and
	clarify the precise
meaning of key words and phrases. meaning of k	
incuming of key words and pintases. Incuming of k	by words and phrases.
Language: 6. Acquire and use L.4.5. Demonstrate understanding L.5.5. Demon	nstrate understanding
accurately a range of general of figurative language, word of figurative	language, word
academic and domain-specific relationships, and nuances in word relationships,	, and nuances in word
words and phrases sufficient for meanings. meanings.	
	gurative language,
	niles and metaphors, in
readiness level; demonstrate context.	1 /
independence in gathering	
vocabulary knowledge when	
encountering an unknown term	
important to comprehension or	
evoression	

				L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	L.5.6. 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).
10	Common Ideas from The				
12	Elements	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		determine what the text says explicitly and to make logical	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		phrases as they are used in a text,	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger	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.	including what happened and why, based on specific information in	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.

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				1	RI.5.4 Determine the meaning of
		view or purpose shapes the content	~	general academic and domain-	general academic and domain-
		and style of a text.	specific words and phrases in a text	-	specific words and phrases in a text
			relevant to a grade 3 topic or	relevant to a grade 4 topic or	relevant to a grade 5 topic or
			subject area.	subject area.	subject area.
			RI.3.6. Distinguish their own point		RI.5.8. Explain how an author uses
		•	of view from that of the author of a		reasons and evidence to support
		and formats, including visually and	text.		particular points in a text,
		quantitatively, as well as in words.			identifying which reasons and
				concepts, or information in a text	evidence support which point(s).
				or part of a text.	
		Reading: 8. Delineate and evaluate		RI.4.7. Interpret information	RI.5.10. By the end of the year,
		the argument and specific claims in		presented visually, orally, or	read and comprehend
		a text, including the validity of the			informational texts, including
		reasoning as well as the relevance			history/social studies, science, and
		and sufficiency of the evidence.	of the text (e.g., where, when, why,	animations, or interactive elements	technical texts, at the high end of
			and how key events occur).	on Web pages) and explain how	the grades 4-5 text complexity
				the information contributes to an	band independently and
				understanding of the text in which	proficiently.
				it appears.	
		Reading 10: Read and comprehend	RI.3.8. Describe the logical	RI.4.8. Explain how an author uses	RF.5.3. Know and apply grade-
		complex literary and informational	connection between particular	reasons and evidence to support	level phonics and word analysis
		texts independently and	sentences and paragraphs in a text	particular points in a text.	skills in decoding words.
		proficiently.	(e.g., comparison, cause/effect,		Use combined knowledge of all
			first/second/third in a sequence).		letter-sound correspondences,
			•		syllabication patterns, and
					morphology (e.g., roots and
					affixes) to read accurately
					unfamiliar multisyllabic words in
					context and out of context.
					content and out of content.

	support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	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.	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.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	RF.3.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. (A-D)	W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (B-E)
	Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

	Writing: 10. Write routinely over	W.3.4. With guidance and support	W.4.4. Produce clear and coherent	W.5.9. Draw evidence from
	extended time frames (time for	from adults, produce writing in	writing in which the development	literary or informational texts to
	research, reflection, and revision)	which the development and	and organization are appropriate to	support analysis, reflection, and
	and shorter time frames (a single	organization are appropriate to task	task, purpose, and audience.	research.
	sitting or a day or two) for a range	and purpose.		Apply grade 5 Reading standards
	of tasks, purposes, and audiences.			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]").
				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]").
	Speaking and Listening: 1. Prepare	W.3.10. Write routinely over	W.4.9. Draw evidence from	W.5.10. Write routinely over
		•	literary or informational texts to	extended time frames (time for
	range of conversations and	research, reflection, and revision)	support analysis, reflection, and	research, reflection, and revision)
	collaborations with diverse	and shorter time frames (a single	research.	and shorter time frames (a single
		sitting or a day or two) for a range		sitting or a day or two) for a range
	-		to literature (e.g., "Describe in	of discipline-specific tasks,
	and persuasively.	purposes, and audiences.	_	purposes, and audiences.
	and persuasivery.		in a story or drama, drawing on	purposes, and addresses.
			specific details in the text [e.g., a	
			specific details in the text [e.g., a character's thoughts, words, or	
			specific details in the text [e.g., a character's thoughts, words, or actions].").	
			specific details in the text [e.g., a character's thoughts, words, or actions].")Apply grade 4 Reading	
			specific details in the text [e.g., a character's thoughts, words, or actions].")Apply grade 4 Reading standards to informational texts	
			specific details in the text [e.g., a character's thoughts, words, or actions].")Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses	
			specific details in the text [e.g., a character's thoughts, words, or actions].")Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support	
			specific details in the text [e.g., a character's thoughts, words, or actions].")Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses	

	Speaking and Listening: 2.	SL.3.1. Engage effectively in a	W.4.10. Write routinely over	SL.5.1. Engage effectively in a
	Integrate and evaluate information	range of collaborative discussions	extended time frames (time for	range of collaborative discussions
	presented in diverse media and	(one-on-one, in groups, and teacher	research, reflection, and revision)	(one-on-one, in groups, and teacher-
	formats, including visually,	led) with diverse partners on grade	and shorter time frames (a single	led) with diverse partners on grade
	quantitatively, and orally.	3 topics and texts, building on	sitting or a day or two) for a range	5 topics and texts, building on
		others' ideas and expressing their	of discipline-specific tasks,	others' ideas and expressing their
		1	purposes, and audiences.	own clearly.
		Follow agreed-upon rules for		Follow agreed-upon rules for
		discussions (e.g., gaining the floor		discussions and carry out assigned
		in respectful ways, listening to		roles.
		others with care, speaking one at a		Pose and respond to specific
		time about the topics and texts		questions by making comments
		under discussion).		that contribute to the discussion
		Ask questions to check		and elaborate on the remarks of
		understanding of information		others.
		presented, stay on topic, and link		Review the key ideas expressed
		their comments to the remarks of		and draw conclusions in light of
		others.		information and knowledge gained
		Explain their own ideas and		from the discussions.
		understanding in light of the		
		discussion.		

Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.			formats, including visually, quantitatively, and orally.
Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks,	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.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.4. 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.

	command of the conventions of standard English grammar and	sentences when appropriate to task and situation in order to provide requested detail or clarification.	tell a story, or recount an	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
	standard English capitalization,	the conventions of standard English grammar and usage when writing or speaking.	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.	
	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.		the conventions of standard English grammar and usage when writing or speaking.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell grade-appropriate words correctly, consulting references as needed.
	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	and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words correctly, consulting references as needed.	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

	Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use glossaries or beginning	and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.
	Language: 6. 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.	meanings.	meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.

			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., After dinner that night we went looking for them).	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.6. 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).
				L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
14	Up from Slavery	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	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.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting	RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	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

individuals, events, and ideas develop and interact over the course of a text.	story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	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). RL.4.4. Determine the meaning of	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). RL.5.4. Determine the meaning of words and phrases as they are used
including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	in a text, distinguishing literal from nonliteral language.	in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	in a text, including figurative language such as metaphors and similes.
of texts, including how specific sentences, paragraphs, and larger	÷	between poems, drama, and prose,	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.
view or purpose shapes the content	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	point of view from which different stories are narrated, including the	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
content presented in diverse media and formats, including visually and	read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently	the text of a story or drama and a visual or oral presentation of the	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

		level phonics and word analysis skills in decoding wordsIdentify and know the meaning of the most common prefixes and derivational suffixes.	treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g.,	poetry, at the high end of the grades 4–5 text complexity band
	proficiently.	accuracy and fluency to support comprehensionRead grade-level text with purpose and understandingRead grade-level prose and	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.	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding wordsUse 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.

	support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and	W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (A-D)	level phonics and word analysis skills in decoding wordsUse 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.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	develop real or imagined experiences or events using effective technique, well-chosen	from adults, produce writing in which the development and organization are appropriate to task and purpose.	comprehension.	W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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.	•	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

	Writing: 9. Draw evidence from	SL.3.1. Engage effectively in a	W.4.4. Produce clear and coherent	W.5.9. Draw evidence from
	literary or informational texts to	range of collaborative discussions	writing in which the development	literary or informational texts to
	•	(one-on-one, in groups, and teacher-		support analysis, reflection, and
	research.	led) with diverse partners on grade	task, purpose, and audience.	research.
		3 topics and texts, building on		Apply grade 5 Reading standards
		others' ideas and expressing their		to literature (e.g., "Compare and
		own clearly.		contrast two or more characters,
		Follow agreed-upon rules for		settings, or events in a story or a
		discussions (e.g., gaining the floor		drama, drawing on specific details
		in respectful ways, listening to		in the text [e.g., how characters
		others with care, speaking one at a		interact]").
		time about the topics and texts		Apply grade 5 Reading standards
		under discussion).		to informational texts (e.g.,
		Ask questions to check		"Explain how an author uses
		understanding of information		reasons and evidence to support
		presented, stay on topic, and link		particular points in a text,
		their comments to the remarks of		identifying which reasons and
		others.		evidence support which point[s]").
		Explain their own ideas and		
		understanding in light of the		
		discussion.		
	<u> </u>			

extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range	and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]."). 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").	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.
range of conversations and	about information from a speaker, offering appropriate elaboration and detail.	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.	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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.		formats, including visually, quantitatively, and orally.
Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	11 1	1-	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.4. 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.

	Speaking and Listening: 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials, including beginning dictionaries, as needed to check and correct spellings.	tell a story, or recount an experience in an organized	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
		L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.		
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.4. Determine or clarify the meaning of unknown and multiplemeaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	the conventions of standard English grammar and usage when writing or speaking.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell grade-appropriate words correctly, consulting references as needed.

Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words correctly, consulting references as needed.	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Language: 3. 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.	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., After dinner that night we went looking for them).	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.

	Language: 4. 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.	meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.
	Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	relationships, and nuances in word meanings.	L.5.6. 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).

		Language: 6. 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.		L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
15	A Navajo Sandpainting	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	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)	visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
		Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event	W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (A-D)	events using effective technique,	W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	Writing: 4. Produce clear and	W.3.10. Write routinely over	W.4.9. Draw evidence from	W.5.9. Draw evidence from
		ř		
	G		literary or informational texts to	literary or informational texts to
	development, organization, and	research, reflection, and revision)	support analysis, reflection, and	support analysis, reflection, and
	style are appropriate to task,	and shorter time frames (a single	research.	research.
	purpose, and audience.	sitting or a day or two) for a range	Apply grade 4 Reading standards	Apply grade 5 Reading standards
		of discipline-specific tasks,	to literature (e.g., "Describe in	to literature (e.g., "Compare and
		purposes, and audiences.	depth a character, setting, or event	contrast two or more characters,
			in a story or drama, drawing on	settings, or events in a story or a
			specific details in the text [e.g., a	drama, drawing on specific details
			character's thoughts, words, or	in the text [e.g., how characters
			actions].").	interact]").
			Apply grade 4 Reading	Apply grade 5 Reading standards
			standards to informational texts	to informational texts (e.g.,
			(e.g., "Explain how an author uses	"Explain how an author uses
			reasons and evidence to support	reasons and evidence to support
			particular points in a text").	particular points in a text,
				identifying which reasons and
				evidence support which point[s]").

Writing: 9. Draw evidence from	SL.3.1. Engage effectively in a	W.4.10. Write routinely over	W.5.10. Write routinely over
literary or informational texts to	range of collaborative discussions	extended time frames (time for	extended time frames (time for
support analysis, reflection, and	(one-on-one, in groups, and teacher-	research, reflection, and revision)	research, reflection, and revision)
research.	led) with diverse partners on grade	and shorter time frames (a single	and shorter time frames (a single
	3 topics and texts, building on	sitting or a day or two) for a range	sitting or a day or two) for a range
	others' ideas and expressing their	of discipline-specific tasks,	of discipline-specific tasks,
	own clearly.	purposes, and audiences.	purposes, and audiences.
	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).		
	Ask questions to check		
	•		
	their comments to the remarks of		
	-		
	understanding in light of the		
	discussion.		
	literary or informational texts to support analysis, reflection, and research.	literary or informational texts to support analysis, reflection, and research. 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. 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).	literary or informational texts to support analysis, reflection, and research. 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. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the

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 tasks, purposes, and audiences.	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.	(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. Follow agreed-upon rules for discussions and carry out assigned rolesPose 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 othersReview the key ideas expressed and explain their own ideas and	5 topics and texts, building on others' ideas and expressing their own clearlyFollow agreed-upon rules for discussions and carry out assigned rolesPose and respond to specific questions by making comments
Speaking and Listening: 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.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	12	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	** *	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.6. Differentiate between	
Speaking and Listening: 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials, including beginning dictionaries, as needed to check and correct spellings.	the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words correctly, consulting references as needed.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell grade-appropriate words correctly, consulting references as needed.

command of the conventions of standard English grammar and usage when writing or speaking.	meaning of unknown and multiple- meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategiesUse sentence-level context as a clue to the meaning of a word or phraseUse glossaries or beginning	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
command of the conventions of standard English capitalization,	of figurative language, word relationships and nuances in word meanings.	or phraseConsult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and	meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise

		Language: 3. 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.	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., After dinner that night we went looking for them).	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.
		Language: 4. 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.		L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	L.5.6. 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).
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings. Language: 6. 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			
16	The Declaration of Independence	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards

determine what the text says	to demonstrate understanding of a	examples in a text when explaining what the text says explicitly and	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	l • • • • • • • • • • • • • • • • • • •	a text and explain how it is	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	general academic and domain-	general academic and domain-	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.
Reading: 6. Assess how point of	RI.3.6. Distinguish their own point of view from that of the author of a text.	structure (e.g., chronology, comparison, cause/effect,	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.
Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding	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	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.

reasoning as well as the relevance	_	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.
proficiently.		RF.4.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

	Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding wordsIdentify and know the meaning of the most common prefixes and derivational suffixesDecode words with common Latin suffixesDecode multisyllable wordsRead grade-appropriate irregularly spelled words.	examine a topic and convey ideas	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (B-E)
	coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	RF.3.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	and organization are appropriate to	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

	extended time frames (time for research, reflection, and revision) and shorter time frames (a single	from adults, produce writing in which the development and organization are appropriate to task and purpose.	support analysis, reflection, and research. 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]."). Apply grade 4 Reading	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support
	range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly	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,	research, reflection, and revision)	identifying which reasons and evidence support which point[s]"). 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.

Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	range of collaborative discussions (one-on-one, in groups, and teacher-	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. Follow agreed-upon rules for	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles.
	others with care, speaking one at a time about the topics and texts under discussion). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.	and explain their own ideas and	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of othersReview the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	and supporting details of a text	*	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

communicative tasks,	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.	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.6. Differentiate between	- 11 1
Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
language to understand how language functions in different	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials, including beginning dictionaries, as needed to check and correct spellings.	the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell grade-appropriate words correctly, consulting references as needed.

Language: 4. 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.	and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.	L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	meaning of unknown and multiple- meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategiesUse sentence-level context as a clue to the meaning of a word or phraseUse glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise	meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

		accurately a range of general academic and domain-specific	of figurative language, word relationships and nuances in word meanings.	relationships, and nuances in word meanings.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.
			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).	emotions, or states of being (e.g., quizzed, whined, stammered) and	L.5.6. 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).
17	The Velveteen Rabbit	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		determine what the text says explicitly and to make logical	to demonstrate understanding of a text, referring explicitly to the text	examples in a text when explaining what the text says explicitly and	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

	Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	story, drama, or poem from details	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.
	Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	story (e.g., their traits, motivations, or feelings) and explain how their	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).	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).
	phrases as they are used in a text,	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that	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.
	Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger	dramas, and poems when writing or speaking about a text, using	between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,	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.
	view or purpose shapes the content	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	point of view from which different stories are narrated, including the	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

	Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.	read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently RF.3.3. Know and apply gradelevel phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and	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. 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	multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 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
		derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.	scaffolding as needed at the high end of the range.	independently and proficiently.
	Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	RF.3.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.4.3. Know and apply grade- level phonics and word analysis skills in decoding wordsUse 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.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.

	Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (A-D)	accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Writing: 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.		examine a topic and convey ideas	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (B-E)
	Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	from peers and adults, develop and	real or imagined experiences or events using effective technique,	W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
	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 tasks, purposes, and audiences.	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.	writing in which the development and organization are appropriate to	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

	Speaking and Listening: 1. Prepare	SL.3.1. Engage effectively in a	W.4.5. With guidance and support	W.5.5. With guidance and support
				from peers and adults, develop and
	range of conversations and	(one-on-one, in groups, and teacher-	<u> </u>	strengthen writing as needed by
	collaborations with diverse	led) with diverse partners on grade		planning, revising, editing,
	partners, building on others' ideas	3 topics and texts, building on		rewriting, or trying a new
	and expressing their own clearly	others' ideas and expressing their		approach.
	and persuasively.	own clearly.		
		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).		
		Ask questions to check		
		understanding of information		
		presented, stay on topic, and link		
		their comments to the remarks of		
		others.		
		Explain their own ideas and		
		understanding in light of the		
		discussion.		

Integrate and evaluate information presented in diverse media and formats, including visually,	read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	to literature (e.g., "Describe in	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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,
Evaluate a speaker's point of view, reasoning, and use of evidence and	about information from a speaker, offering appropriate elaboration and detail.	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.	identifying which reasons and evidence support which point[s]"). 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.

Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	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.	(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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	and situation in order to provide	SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Language: 1. Demonstrate	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials, including beginning dictionaries, as needed to check and correct	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
	Language: 3. 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.		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.	
	Language: 4. 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.		the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
Language: 6. 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.	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., After dinner that night we went looking for them).	speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

			T .
		· · · · · · · · · · · · · · · · · · ·	L.5.4. Determine or clarify the
		meaning of unknown and multiple-	
			meaning words and phrases based
		on grade 4 reading and content,	on grade 5 reading and content,
		choosing flexibly from a range of	choosing flexibly from a range of
		strategies.	strategies.
		Use context (e.g., definitions,	Use context (e.g., cause/effect
		examples, or restatements in text)	relationships and comparisons in
		as a clue to the meaning of a word	text) as a clue to the meaning of a
		or phrase.	word or phrase.
		Consult reference materials (e.g.,	Consult reference materials (e.g.,
		dictionaries, glossaries,	dictionaries, glossaries,
		thesauruses), both print and digital,	thesauruses), both print and digital,
		to find the pronunciation and	to find the pronunciation and
		determine or clarify the precise	determine or clarify the precise
		meaning of key words and phrases.	meaning of key words and phrases.
		L.4.5. Demonstrate understanding	L.5.5. Demonstrate understanding
		of figurative language, word	of figurative language, word
		=	relationships, and nuances in word
		meanings.	meanings.
			Interpret figurative language,
			including similes and metaphors, in
			context.
		L.4.6. Acquire and use accurately	L.5.6. Acquire and use accurately
		grade-appropriate general	grade-appropriate general
		academic and domain-specific	academic and domain-specific
		-	-
		that signal precise actions,	that signal contrast, addition, and
		emotions, or states of being (e.g.,	other logical relationships (e.g.,
			however, although, nevertheless,
		that are basic to a particular topic	similarly, moreover, in addition).
		(e.g., wildlife, conservation, and	Similarry, moreover, in addition).
		endangered when discussing	
		_	
		animal preservation).	

	A Young Thief and His				
18	Mother	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	text, referring explicitly to the text as the basis for the answers.	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.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	fables, folktales, and myths from	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	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.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	story (e.g., their traits, motivations,	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).	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).
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used	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.

Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	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.	between poems, drama, and prose,	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.
Reading: 6. Assess how point of view or purpose shapes the content and style of a text.	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	point of view from which different stories are narrated, including the	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	read and comprehend literature, including stories, dramas, and	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.	RL.5.7. 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).
Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	11.0	RL.4.9. Compare and contrast the treatment of similar themes and	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RF.3.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	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.	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.
Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.	1	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.

	Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single	of view with reasons and information. W.4.3. Write narratives to develop real or imagined experiences or events using effective technique,	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	Writing: 5. Develop and strengthen	SL.3.1. Engage effectively in a	W.4.4. Produce clear and coherent	W.5.4. Produce clear and coherent
	writing as needed by planning,	range of collaborative discussions	writing in which the development	writing in which the development
	revising, editing, rewriting, or	(one-on-one, in groups, and teacher-	and organization are appropriate to	and organization are appropriate to
	trying a new approach.	led) with diverse partners on grade	task, purpose, and audience.	task, purpose, and audience.
		3 topics and texts, building on		
		others' ideas and expressing their		
		own clearly.		
		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).		
		Ask questions to check		
		understanding of information		
		presented, stay on topic, and link		
		their comments to the remarks of		
		others.		
		Explain their own ideas and		
		understanding in light of the		
		discussion.		

literary or informational texts to support analysis, reflection, and	read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	to literature (e.g., "Describe in	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]").
extended time frames (time for research, reflection, and revision)	<u> </u>	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.	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.

Speaking and Listening: 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.	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.	(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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	, ,	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials, including beginning dictionaries, as needed to check and correct spellings.	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
		L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.	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.	
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.4. Determine or clarify the meaning of unknown and multiplemeaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	standard English capitalization,	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
	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.	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., After dinner that night we went looking for them).	speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

	Language: 4. 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.	meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and	to find the pronunciation and determine or clarify the precise
	Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	of figurative language, word relationships, and nuances in word	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figurative language, including similes and metaphors, in context.
	Language: 6. 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-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	L.5.6. 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).

19	Two Heraldic Shields	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		determine what the text says	to demonstrate understanding of a	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
		individuals, events, and ideas develop and interact over the	between a series of historical events, scientific ideas or concepts,	including what happened and why, based on specific information in	interactions between two or more individuals, events, ideas, or
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.5.4. 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.
		Reading: 5. Analyze the structure of texts, including how specific	RI.3.6. Distinguish their own point of view from that of the author of a text.	structure (e.g., chronology, comparison, cause/effect,	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

	view or purpose shapes the content and style of a text.	photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	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.	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).
	Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	connection between particular sentences and paragraphs in a text	particular points in a text.	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.
	and sufficiency of the evidence.	read and comprehend informational texts, including	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.	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding wordsUse 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.

Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	RF.3.3. Know and apply grade-level phonics and word analysis skills in decoding words. Identify and know the meaning of the most common prefixes and derivational suffixes. Decode words with common Latin suffixes. Decode multisyllable words. Read grade-appropriate irregularly spelled words.	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.		RF.4.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. (A-D)	W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (B-E)

	examine and convey complex ideas	examine a topic and convey ideas	±	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	development, organization, and style are appropriate to task,	from adults, produce writing in which the development and organization are appropriate to task and purpose.	and organization are appropriate to task, purpose, and audience.	from peers and adults, develop and
	writing as needed by planning, revising, editing, rewriting, or	from peers and adults, develop and strengthen writing as needed by	from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	

	Writing: 9. Draw evidence from	W.3.10. Write routinely over	W.4.9. Draw evidence from	W.5.10. Write routinely over
	literary or informational texts to	extended time frames (time for	literary or informational texts to	extended time frames (time for
	support analysis, reflection, and	research, reflection, and revision)	support analysis, reflection, and	research, reflection, and revision)
	research.	and shorter time frames (a single	research.	and shorter time frames (a single
		sitting or a day or two) for a range	Apply grade 4 Reading standards	sitting or a day or two) for a range
		of discipline-specific tasks,	to literature (e.g., "Describe in	of discipline-specific tasks,
		purposes, and audiences.	depth a character, setting, or event	purposes, and audiences.
			in a story or drama, drawing on	
			specific details in the text [e.g., a	
			character's thoughts, words, or	
			actions].").	
			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").	

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 tasks, purposes, and audiences.	(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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	Explain their own ideas and	

	range of conversations and collaborations with diverse partners, building on others' ideas	and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
	Integrate and evaluate information presented in diverse media and	about information from a speaker, offering appropriate elaboration	text read aloud or information presented in diverse media and	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	tell a story, or recount an	evidence a speaker provides to support particular points.	SL.5.4. 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.

	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		tell a story, or recount an experience in an organized	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
	Speaking and Listening: 5. Make strategic use of digital media and	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.6. Differentiate between	
	speech to a variety of contexts and communicative tasks,	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials, including beginning dictionaries, as needed to check and correct spellings.		L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell grade-appropriate words correctly, consulting references as needed.
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words correctly, consulting references as needed.	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

	Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use glossaries or beginning	and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.
	language to understand how	meanings.	meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.

		Language: 4. 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.	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., After dinner that night we went looking for them).	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.6. 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).
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.		L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
		Language: 6. 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			
20	Woman and Death	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards

	determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	says explicitly and when drawing inferences from the text.
	Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	story, drama, or poem from details in the text; summarize the text.	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.
	Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	story (e.g., their traits, motivations, or feelings) and explain how their	character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a	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).
	Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that	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.
	Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger	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.	between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,	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.

	view or purpose shapes the content and style of a text.		point of view from which different stories are narrated, including the difference between first- and third- person narrations.	influences how events are described.
	Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band	text, identifying where each version reflects specific	RL.5.7. 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).
	·	level phonics and word analysis skills in decoding wordsIdentify and know the meaning of the most common prefixes and derivational suffixes.	treatment of similar themes and topics (e.g., opposition of good and	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

	accuracy and fluency to support comprehension.	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.	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.
Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.	topics or texts, supporting a point of view with reasons. (A-D)	RF.4.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.

	Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	from adults, produce writing in which the development and organization are appropriate to task and purpose. W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single	of view with reasons and information. W.4.3. Write narratives to develop real or imagined experiences or events using effective technique,	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	Writing: 9. Draw evidence from	SL.3.1. Engage effectively in a	W.4.4. Produce clear and coherent	W.5.4. Produce clear and coherent
	literary or informational texts to	range of collaborative discussions	writing in which the development	writing in which the development
	support analysis, reflection, and	(one-on-one, in groups, and teacher-	and organization are appropriate to	and organization are appropriate to
	research.	led) with diverse partners on grade	task, purpose, and audience.	task, purpose, and audience.
		3 topics and texts, building on		
		others' ideas and expressing their		
		own clearly.		
		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).		
		Ask questions to check		
		understanding of information		
		presented, stay on topic, and link		
		their comments to the remarks of		
		others.		
		Explain their own ideas and		
		understanding in light of the		
		discussion.		

extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range	and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	support analysis, reflection, and research. 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]."). 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").	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]").
range of conversations and	about information from a speaker, offering appropriate elaboration and detail.	research, reflection, and revision) and shorter time frames (a single	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.

Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for	5 topics and texts, building on others' ideas and expressing their own clearlyFollow agreed-upon rules for discussions and carry out assigned rolesPose and respond to specific questions by making comments
		and explain their own ideas and	and draw conclusions in light of information and knowledge gained from the discussions.
Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	I *	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	speech to a variety of contexts and communicative tasks,		tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the		
	Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.4. Determine or clarify the meaning of unknown and multiplemeaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	language to understand how	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
	and consulting general and specialized reference materials, as	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., After dinner that night we went looking for them).	speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Language: 5. Demonstrate	L.4.4. Determine or clarify the L.5.4. Determine or clarify the
understanding of word	meaning of unknown and multiple- meaning of unknown and multiple-
relationships and nuances in word	meaning words and phrases based meaning words and phrases based
meanings.	on grade 4 reading and content, on grade 5 reading and content,
	choosing flexibly from a range of choosing flexibly from a range of
	strategies. strategies.
	Use context (e.g., definitions,Use context (e.g., cause/effect
	examples, or restatements in text) relationships and comparisons in
	as a clue to the meaning of a word text) as a clue to the meaning of a
	or phrase. word or phrase.
	Consult reference materials (e.g.,Consult reference materials (e.g.,
	dictionaries, glossaries, dictionaries, glossaries,
	thesauruses), both print and digital, thesauruses), both print and digital,
	to find the pronunciation and to find the pronunciation and
	determine or clarify the precise determine or clarify the precise
	meaning of key words and phrases. meaning of key words and phrases.
Language: 6. Acquire and use	L.4.5. Demonstrate understanding L.5.5. Demonstrate understanding
accurately a range of general	of figurative language, word of figurative language, word
academic and domain-specific	relationships, and nuances in word relationships, and nuances in word
words and phrases sufficient for	meanings. meanings.
reading, writing, speaking, and	Interpret figurative language,
listening at the college and career	including similes and metaphors, in
readiness level; demonstrate	context.
independence in gathering	
vocabulary knowledge when	
encountering an unknown term	
important to comprehension or	
eypression	

				grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g.,	L.5.6. 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).
21	My Boyhood and Youth	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.		RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and	RL.5.1. Quote accurately from a
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	story, drama, or poem from details in the text; summarize the text.	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.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.	character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a	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).

	Reading: 4. Interpret words and	RL.3.4. Determine the meaning of	RL.4.4. Determine the meaning of	RL.5.4. Determine the meaning of
	phrases as they are used in a text,	words and phrases as they are used	words and phrases as they are used	words and phrases as they are used
	including determining technical,	in a text, distinguishing literal from	in a text, including those that	in a text, including figurative
	connotative, and figurative	nonliteral language.	allude to significant characters	language such as metaphors and
	meanings, and analyze how		found in mythology (e.g.,	similes.
	specific word choices shape		Herculean).	
	meaning or tone.		,	
	Reading: 5. Analyze the structure	RL.3.5. Refer to parts of stories,	RL.4.5. Explain major differences	RL.5.5. Explain how a series of
	of texts, including how specific	dramas, and poems when writing	between poems, drama, and prose,	chapters, scenes, or stanzas fits
	sentences, paragraphs, and larger	or speaking about a text, using	and refer to the structural elements	together to provide the overall
	portions of the text (e.g., a section,	terms such as chapter, scene, and	of poems (e.g., verse, rhythm,	structure of a particular story,
	chapter, scene, or stanza) relate to	stanza; describe how each	meter) and drama (e.g., casts of	drama, or poem.
	each other and the whole.	successive part builds on earlier	characters, settings, descriptions,	
		sections.	dialogue, stage directions) when	
			writing or speaking about a text.	
		RL.3.6. Distinguish their own point	_	RL.5.6 Describe how a narrator's
		of view from that of the narrator or	÷	or speaker's point of view
	and style of a text.	those of the characters.	stories are narrated, including the	influences how events are
			difference between first- and third-	described.
			person narrations.	
	Reading: 7. Integrate and evaluate		RL.4.7 Make connections between	l
	content presented in diverse media	=	3	multimedia elements contribute to
	and formats, including visually and	_	=	the meaning, tone, or beauty of a
	quantitatively, as well as in words.		text, identifying where each	text (e.g., graphic novel,
		grades 2–3 text complexity band	version reflects specific	multimedia presentation of fiction,
		independently and proficiently	descriptions and directions in the	folktale, myth, poem).
			text.	

		level phonics and word analysis skills in decoding wordsIdentify and know the meaning of the most common prefixes and derivational suffixes.	treatment of similar themes and topics (e.g., opposition of good and	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	proficiently.	accuracy and fluency to support comprehensionRead grade-level text with purpose and understandingRead grade-level prose and	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.	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.

	range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	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. Follow agreed-upon rules for discussions (e.g., gaining the floor	level phonics and word analysis	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.
	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	about information from a speaker,	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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and	5 topics and texts, building on others' ideas and expressing their own clearlyFollow agreed-upon rules for discussions and carry out assigned rolesPose and respond to specific questions by making comments
Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience	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.	1	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks,	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	standard English grammar and	the conventions of standard English grammar and usage when	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
	standard English capitalization, punctuation, and spelling when writing.	the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials,	SL.4.6. Differentiate between	
	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.	<i>O</i> ′		L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

	Language: 4. Determine or clarify	L.3.4. Determine or clarify the	L.4.2. Demonstrate command of	L.5.2. Demonstrate command of
	the meaning of unknown and	meaning of unknown and multiple-	the conventions of standard	the conventions of standard
	multiple-meaning words and	meaning word and phrases based	English capitalization, punctuation,	English capitalization, punctuation,
	phrases by using context clues,	on grade 3 reading and content,	and spelling when writing.	and spelling when writing.
	analyzing meaningful word parts,	choosing flexibly from a range of	Use correct capitalization.	Spell grade-appropriate words
	and consulting general and	strategies.	Spell grade-appropriate words	correctly, consulting references as
	specialized reference materials, as	Use sentence-level context as a		needed.
	appropriate.	clue to the meaning of a word or	needed.	
		phrase.		
		Use glossaries or beginning		
		dictionaries, both print and digital,		
		to determine or clarify the precise		
		meaning of key words and phrases.		
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	Language: 5. Demonstrate	_		L.5.3. Use knowledge of language
	understanding of word			and its conventions when writing,
	1	relationships and nuances in word	speaking, reading, or listening.	speaking, reading, or listening.
	meanings.	meanings.	Choose words and phrases to	Expand, combine, and reduce
			convey ideas precisely.*	sentences for meaning,
			Choose punctuation for effect.*	reader/listener interest, and style.
			Differentiate between contexts	Compare and contrast the
			that call for formal English (e.g.,	varieties of English (e.g., dialects,
			<u> </u>	registers) used in stories, dramas,
				or poems.
			appropriate (e.g., small-group	
		•	[d: i)	
			discussion).	
			discussion).	
			discussion).	

	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	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).	L.4.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 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.	to find the pronunciation and determine or clarify the precise
			L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.
			L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	L.5.6. 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).

22	The American Dream	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		•	1	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.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		ideas or themes of a text and analyze their development;	fables, folktales, and myths from	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	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.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.		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).	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).
		phrases as they are used in a text,	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used	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.
		Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section,	dramas, and poems when writing or speaking about a text, using	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.	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.

	view or purpose shapes the content and style of a text.		point of view from which different stories are narrated, including the difference between first- and third- person narrations.	influences how events are described.
		read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently	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.	RL.5.7. 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).
	·	level phonics and word analysis skills in decoding wordsIdentify and know the meaning of the most common prefixes and derivational suffixes.	treatment of similar themes and topics (e.g., opposition of good and	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

	proficiently.	accuracy and fluency to support comprehensionRead grade-level text with purpose and understandingRead grade-level prose and	read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with	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.
		topics or texts, supporting a point of view with reasons. (A-D)	level phonics and word analysis skills in decoding wordsUse combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding words. 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.

	Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	from adults, produce writing in which the development and organization are appropriate to task and purpose.	accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	revising, editing, rewriting, or trying a new approach.	extended time frames (time for		W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

	Writing: 9. Draw evidence from	SL.3.1. Engage effectively in a	W.4.4. Produce clear and coherent	W.5.4. Produce clear and coherent
	literary or informational texts to	range of collaborative discussions	writing in which the development	writing in which the development
	support analysis, reflection, and	(one-on-one, in groups, and teacher-	and organization are appropriate to	and organization are appropriate to
	research.	led) with diverse partners on grade	task, purpose, and audience.	task, purpose, and audience.
		3 topics and texts, building on		
		others' ideas and expressing their		
		own clearly.		
		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).		
		Ask questions to check		
		understanding of information		
		presented, stay on topic, and link		
		their comments to the remarks of		
		others.		
		Explain their own ideas and		
		understanding in light of the		
		discussion.		

	extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range	and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	to literature (e.g., "Describe in	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]").
	range of conversations and	about information from a speaker, offering appropriate elaboration and detail.	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.	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.

Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and	5 topics and texts, building on others' ideas and expressing their own clearlyFollow agreed-upon rules for discussions and carry out assigned rolesPose and respond to specific questions by making comments
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. Speaking and Listening: 4. Present	and situation in order to provide requested detail or clarification.	text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	speech to a variety of contexts and communicative tasks,	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials, including beginning dictionaries, as needed to check and correct spellings.	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.	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.	
	Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.4. Determine or clarify the meaning of unknown and multiplemeaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

		relationships and nuances in word meanings.	English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
	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	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).	speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Language: 5. Demonstrate	L.4.4. Determine or clarify the L.5.4. Determine or clarify the
understanding of word	meaning of unknown and multiple- meaning of unknown and multiple-
relationships and nuances in word	meaning words and phrases based meaning words and phrases based
meanings.	on grade 4 reading and content, on grade 5 reading and content,
	choosing flexibly from a range of choosing flexibly from a range of
	strategies. strategies.
	Use context (e.g., definitions,Use context (e.g., cause/effect
	examples, or restatements in text) relationships and comparisons in
	as a clue to the meaning of a word text) as a clue to the meaning of a
	or phrase. word or phrase.
	Consult reference materials (e.g.,Consult reference materials (e.g.,
	dictionaries, glossaries, dictionaries, glossaries,
	thesauruses), both print and digital, thesauruses), both print and digital,
	to find the pronunciation and to find the pronunciation and
	determine or clarify the precise determine or clarify the precise
	meaning of key words and phrases. meaning of key words and phrases.
Language: 6. Acquire and use	L.4.5. Demonstrate understanding L.5.5. Demonstrate understanding
accurately a range of general	of figurative language, word of figurative language, word
academic and domain-specific	relationships, and nuances in word relationships, and nuances in word
words and phrases sufficient for	meanings. meanings.
reading, writing, speaking, and	Interpret figurative language,
listening at the college and career	including similes and metaphors, in
readiness level; demonstrate	context.
independence in gathering	
vocabulary knowledge when	
encountering an unknown term	
important to comprehension or	
eypression	

				grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g.,	L.5.6. 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).
23	The Life of Alexander	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	examples in a text when explaining what the text says explicitly and	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea	RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.	RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	or steps in technical procedures in	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.	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.
		Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.5.4. 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.

	of texts, including how specific	RI.3.6. Distinguish their own point of view from that of the author of a text.	structure (e.g., chronology, comparison, cause/effect,	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).
	view or purpose shapes the content and style of a text.	=		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.
		read and comprehend informational texts, including	and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding wordsUse 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.

	Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	11 0	level phonics and word analysis skills in decoding wordsUse 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.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
			RF.4.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (B-E)
	Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

develop real or imagined experiences or events using effective technique, well-chosen	events using effective technique, descriptive details, and clear event	real or imagined experiences or events using effective technique,	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
development, organization, and style are appropriate to task,	from adults, produce writing in	and organization are appropriate to task, purpose, and audience.	from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
revising, editing, rewriting, or	from peers and adults, develop and strengthen writing as needed by	from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]").

Writing: 9. Draw evidence from	W.3.10. Write routinely over	W.4.9. Draw evidence from	W.5.10. Write routinely over
literary or informational texts to	extended time frames (time for	literary or informational texts to	extended time frames (time for
support analysis, reflection, and	research, reflection, and revision)	support analysis, reflection, and	research, reflection, and revision)
research.	and shorter time frames (a single	research.	and shorter time frames (a single
	sitting or a day or two) for a range	Apply grade 4 Reading standards	sitting or a day or two) for a range
	of discipline-specific tasks,	to literature (e.g., "Describe in	of discipline-specific tasks,
	purposes, and audiences.	depth a character, setting, or event	purposes, and audiences.
		in a story or drama, drawing on	
		specific details in the text [e.g., a	
		character's thoughts, words, or	
		actions].").	
		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").	
		standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support	

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 tasks, purposes, and audiences.	(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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
	Explain their own ideas and	

	range of conversations and collaborations with diverse	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.		<u>-</u>
	Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	text read aloud or information presented in diverse media and	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	rhetoric.	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.	support particular points.	SL.5.4. 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.

	supporting evidence such that	sentences when appropriate to task and situation in order to provide requested detail or clarification.	tell a story, or recount an experience in an organized	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
	Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks,	the conventions of standard English grammar and usage when writing or speaking.	SL.4.6. Differentiate between	
	standard English grammar and usage when writing or speaking.		the conventions of standard English grammar and usage when writing or speaking.	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
	standard English capitalization, punctuation, and spelling when writing.	and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the	the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words correctly, consulting references as needed.	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

	language to understand how language functions in different	meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use glossaries or beginning	and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.
	the meaning of unknown and multiple-meaning words and	meanings.	meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.

		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	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., After dinner that night we went looking for them).	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.6. 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).
		Language: 6. 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		L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
24	Three Letters	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	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.	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	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.

	individuals, events, and ideas develop and interact over the course of a text. Reading: 4. Interpret words and phrases as they are used in a text, including determining technical,	story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from	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). RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that	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). 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.
	Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section,	dramas, and poems when writing or speaking about a text, using	between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,	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.
	view or purpose shapes the content	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	point of view from which different	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
	Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band	visual or oral presentation of the	RL.5.7. 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).

	·	level phonics and word analysis skills in decoding wordsIdentify and know the meaning of the most common prefixes and derivational suffixes.	treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g.,	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and	read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with	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.

	Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.	topics or texts, supporting a point of view with reasons. (A-D)	level phonics and word analysis skills in decoding wordsUse combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately	RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding words. 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.
	Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	from adults, produce writing in which the development and organization are appropriate to task and purpose.	accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	topics or texts, supporting a point of view with reasons and information.	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	Writing: 5. Develop and strengthen writing as needed by planning,		writing in which the development and organization are appropriate to	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

	Writing: 9. Draw evidence from	SL.3.1. Engage effectively in a	W.4.5. With guidance and support	W.5.5. With guidance and support
	literary or informational texts to	range of collaborative discussions	from peers and adults, develop and	from peers and adults, develop and
	support analysis, reflection, and	(one-on-one, in groups, and teacher-	strengthen writing as needed by	strengthen writing as needed by
	research.	led) with diverse partners on grade	planning, revising, and editing.	planning, revising, editing,
		3 topics and texts, building on		rewriting, or trying a new
		others' ideas and expressing their		approach.
		own clearly.		
		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).		
		Ask questions to check		
		understanding of information		
		presented, stay on topic, and link		
		their comments to the remarks of		
		others.		
		Explain their own ideas and		
		understanding in light of the		
		discussion.		
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extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range	and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	support analysis, reflection, and research. 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]."). Apply grade 4 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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
range of conversations and	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	W.4.10. Write routinely over extended time frames (time for research, reflection, and revision)	

Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for	5 topics and texts, building on others' ideas and expressing their own clearlyFollow agreed-upon rules for discussions and carry out assigned rolesPose and respond to specific questions by making comments
		and explain their own ideas and	and draw conclusions in light of information and knowledge gained from the discussions.
Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	I *	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	speech to a variety of contexts and communicative tasks,		tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the		
	Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.4. Determine or clarify the meaning of unknown and multiplemeaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

		relationships and nuances in word meanings.	English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell grade-appropriate words correctly, consulting references as needed.
	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	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).	speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Language: 5. Demonstrate	L.4.4. Determine or clarify the L.5.4. Determine or clarify the
understanding of word	meaning of unknown and multiple- meaning of unknown and multiple-
relationships and nuances in word	meaning words and phrases based meaning words and phrases based
meanings.	on grade 4 reading and content, on grade 5 reading and content,
	choosing flexibly from a range of choosing flexibly from a range of
	strategies. strategies.
	Use context (e.g., definitions,Use context (e.g., cause/effect
	examples, or restatements in text) relationships and comparisons in
	as a clue to the meaning of a word text) as a clue to the meaning of a
	or phrase. word or phrase.
	Consult reference materials (e.g.,Consult reference materials (e.g.,
	dictionaries, glossaries, dictionaries, glossaries,
	thesauruses), both print and digital, thesauruses), both print and digital,
	to find the pronunciation and to find the pronunciation and
	determine or clarify the precise determine or clarify the precise
	meaning of key words and phrases. meaning of key words and phrases.
Language: 6. Acquire and use	L.4.5. Demonstrate understanding L.5.5. Demonstrate understanding
accurately a range of general	of figurative language, word of figurative language, word
academic and domain-specific	relationships, and nuances in word relationships, and nuances in word
words and phrases sufficient for	meanings. meanings.
reading, writing, speaking, and	Interpret figurative language,
listening at the college and career	including similes and metaphors, in
readiness level; demonstrate	context.
independence in gathering	
vocabulary knowledge when	
encountering an unknown term	
important to comprehension or	
eypression	

				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	L.5.6. 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).
25	Why Parrots Mimic Humans	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	examples in a text when explaining what the text says explicitly and	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	story, drama, or poem from details in the text; summarize the text.	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.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.	character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a	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).

phrases as they are used in a text, including determining technical,	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	words and phrases as they are used	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.
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger	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.	between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,	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.
view or purpose shapes the content	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	point of view from which different	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently	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.	RL.5.7. 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).

	reasoning as well as the relevance and sufficiency of the evidence.	level phonics and word analysis skills in decoding wordsIdentify and know the meaning of the most common prefixes and derivational suffixes.	treatment of similar themes and topics (e.g., opposition of good and	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	accuracy and fluency to support comprehensionRead grade-level text with purpose and understandingRead grade-level prose and	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.	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.

Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.		RF.4.3. Know and apply grade- level phonics and word analysis skills in decoding words. 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.	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding words. 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.
Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	RF.4.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	real or imagined experiences or events using effective technique,	W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	real or imagined experiences or events using effective technique,	W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

writing revise trying Writing litera	ing as needed by planning, sing, editing, rewriting, or ng a new approach. Iting: 9. Draw evidence from ary or informational texts to	from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.10. Write routinely over extended time frames (time for	and organization are appropriate to task, purpose, and audience. W.4.5. With guidance and support from peers and adults, develop and	writing in which the development and organization are appropriate to task, purpose, and audience. W.5.5. With guidance and support from peers and adults, develop and
resea	arch. a s C	and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	planning, revising, and editing.	strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. W.5.9. Draw evidence from
exter resea and s sittin	anded time frames (time for arch, reflection, and revision) shorter time frames (a single asks, purposes, and audiences.	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. 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). Ask questions to check understanding of information	literary or informational texts to support analysis, reflection, and research. 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]."). 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").	ilterary or informational texts to support analysis, reflection, and research. 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]"). 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]").

Speaking and Listening: 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.	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.	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.	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.
Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	(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. Follow agreed-upon rules for discussions and carry out assigned rolesPose and respond to specific	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	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.	text read aloud or information	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	sentences when appropriate to task and situation in order to provide requested detail or clarification.	evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Speaking and Listening: 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials, including beginning dictionaries, as needed to check and correct spellings.	SL.4.6. Differentiate between	
Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.		L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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	Language: 3. Apply knowledge of	L.3.4. Determine or clarify the	L.4.2. Demonstrate command of	L.5.2. Demonstrate command of
	language to understand how	meaning of unknown and multiple-	the conventions of standard	the conventions of standard
	language functions in different		English capitalization, punctuation,	
	contexts, to make effective choices	on grade 3 reading and content,	and spelling when writing.	and spelling when writing.
	for meaning or style, and to	choosing flexibly from a range of	Use correct capitalization.	Spell grade-appropriate words
	comprehend more fully when	strategies.	Spell grade-appropriate words	correctly, consulting references as
	reading or listening.	Use sentence-level context as a	correctly, consulting references as	needed.
		clue to the meaning of a word or	needed.	
		phrase.		
		Use glossaries or beginning		
		dictionaries, both print and digital,		
		to determine or clarify the precise		
		meaning of key words and phrases.		
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1050	Y 40 YY 1 1 1 61	Y 50 YY 1 1 1 1 C1
		_		L.5.3. Use knowledge of language
	_			and its conventions when writing,
	multiple-meaning words and	relationships and nuances in word	speaking, reading, or listening.	speaking, reading, or listening.
	phrases by using context clues,	meanings.	Choose words and phrases to	Expand, combine, and reduce
	analyzing meaningful word parts,		convey ideas precisely.*	sentences for meaning,
	and consulting general and		Choose punctuation for effect.*	reader/listener interest, and style.
	specialized reference materials, as		Differentiate between contexts	Compare and contrast the
	appropriate.		that call for formal English (e.g.,	varieties of English (e.g., dialects,
			<u> </u>	registers) used in stories, dramas,
				or poems.
			appropriate (e.g., small-group	
			discussion).	

Language: 5. Demonstrate L.3.6. Acquire and use accurately understanding of word L.4.4. Determine or clarify the meaning of unknown and multiple-meaning of	nine or clarify the
understanding of word grade-appropriate conversational, meaning of unknown and multiple- meaning of u	
I a control in the co	-
	ds and phrases based
	ading and content,
including those that signal spatial choosing flexibly from a range of choosing flex	aibly from a range of
and temporal relationships (e.g., strategies. strategies.	
After dinner that night we wentUse context (e.g., definitions,Use context	t (e.g., cause/effect
looking for them). examples, or restatements in text) relationships	and comparisons in
as a clue to the meaning of a word text) as a clue	e to the meaning of a
or phrase. word or phrase.	se.
	erence materials (e.g.,
dictionaries, glossaries, dictionaries,	
thesauruses), both print and digital, thesauruses),	-
	onunciation and
	clarify the precise
meaning of key words and phrases. meaning of k	
incuming of key words and pintases. Incuming of k	by words and phrases.
Language: 6. Acquire and use L.4.5. Demonstrate understanding L.5.5. Demon	nstrate understanding
accurately a range of general of figurative language, word of figurative	language, word
academic and domain-specific relationships, and nuances in word relationships,	, and nuances in word
words and phrases sufficient for meanings. meanings.	
	gurative language,
	niles and metaphors, in
readiness level; demonstrate context.	1 /
independence in gathering	
vocabulary knowledge when	
encountering an unknown term	
important to comprehension or	
evoression	

			grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g.,	L.5.6. 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).
Photographs and Cartoons of Charles Darwin	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
	Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	examples in a text when explaining what the text says explicitly and	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
	Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	a text; recount the key details and explain how they support the main idea	supported by key details; summarize the text.	main ideas of a text and explain how they are supported by key details; summarize the text.
	Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	between a series of historical events, scientific ideas or concepts,	scientific, or technical text, including what happened and why, based on specific information in	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.

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	phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	general academic and domain- specific words and phrases in a text relevant to a grade 3 topic or subject area.	general academic and domain- specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI.5.4. 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.
	of texts, including how specific		structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas,	RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	view or purpose shapes the content and style of a text.	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).	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	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.
	content presented in diverse media and formats, including visually and quantitatively, as well as in words.	connection between particular		RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding words. 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.

	and sufficiency of the evidence.	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	and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding wordsUse 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.
	more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	level phonics and word analysis skills in decoding wordsIdentify and know the meaning of the most common prefixes and derivational suffixesDecode words with common Latin suffixesDecode multisyllable words.	level phonics and word analysis skills in decoding wordsUse 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.	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

	Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.		comprehension.	W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
	Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.1. Write opinion pieces on topics or texts, supporting a point of view with reasons. (A-D)	W.4.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (B-E)
	Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

	coherent writing in which the development, organization, and style are appropriate to task,	from adults, produce writing in	and organization are appropriate to task, purpose, and audience.	literary or informational texts to
	literary or informational texts to support analysis, reflection, and research.	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.	literary or informational texts to support analysis, reflection, and researchApply grade 4 Reading standards	of discipline-specific tasks,

	•		W.4.10. Write routinely over	SL.5.1. Engage effectively in a
	extended time frames (time for		extended time frames (time for	range of collaborative discussions
	research, reflection, and revision)	(one-on-one, in groups, and teacher	· · · · · · · · · · · · · · · · · · ·	(one-on-one, in groups, and teacher
	and shorter time frames (a single	led) with diverse partners on grade	and shorter time frames (a single	led) with diverse partners on grade
	sitting or a day or two) for a range	3 topics and texts, building on	sitting or a day or two) for a range	5 topics and texts, building on
	of tasks, purposes, and audiences.	others' ideas and expressing their	of discipline-specific tasks,	others' ideas and expressing their
		own clearly.	purposes, and audiences.	own clearly.
		Follow agreed-upon rules for		Follow agreed-upon rules for
		discussions (e.g., gaining the floor		discussions and carry out assigned
		in respectful ways, listening to		roles.
		others with care, speaking one at a		Pose and respond to specific
		time about the topics and texts		questions by making comments
		under discussion).		that contribute to the discussion
		Ask questions to check		and elaborate on the remarks of
		understanding of information		others.
		presented, stay on topic, and link		Review the key ideas expressed
		their comments to the remarks of		and draw conclusions in light of
		others.		information and knowledge gained
		Explain their own ideas and		from the discussions.
		understanding in light of the		
		discussion.		

	range of conversations and collaborations with diverse partners, building on others' ideas	and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		
	Integrate and evaluate information presented in diverse media and	about information from a speaker, offering appropriate elaboration	text read aloud or information presented in diverse media and	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	tell a story, or recount an	evidence a speaker provides to support particular points.	SL.5.4. 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.

	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		tell a story, or recount an experience in an organized	SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
	Speaking and Listening: 5. Make strategic use of digital media and	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.6. Differentiate between	
	speech to a variety of contexts and communicative tasks,	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials, including beginning dictionaries, as needed to check and correct spellings.		L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell grade-appropriate words correctly, consulting references as needed.
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.	L.4.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words correctly, consulting references as needed.	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

	Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	L.5.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.
	language to understand how	<u> </u>	L.4.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 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.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.

		Language: 4. 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.	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., After dinner that night we went looking for them).	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.6. 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).
		Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.		L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
		Language: 6. 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			
27	One Person's Gain is Another's Loss	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards

	determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	says explicitly and when drawing inferences from the text.
	Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	story, drama, or poem from details in the text; summarize the text.	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.
	Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	story (e.g., their traits, motivations, or feelings) and explain how their	character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a	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).
	Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that	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.
	Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger	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.	between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,	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.

	view or purpose shapes the content and style of a text.		point of view from which different stories are narrated, including the difference between first- and third- person narrations.	influences how events are described.
	Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently	visual or oral presentation of the text, identifying where each version reflects specific	RL.5.7. 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).
	Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	level phonics and word analysis skills in decoding wordsIdentify and know the meaning of the most common prefixes and derivational suffixes.	treatment of similar themes and topics (e.g., opposition of good and	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

	more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	accuracy and fluency to support comprehensionRead grade-level text with purpose and understandingRead grade-level prose and	read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with	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.
	ž ,	informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding words. 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.

	Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	from adults, produce writing in which the development and organization are appropriate to task and purpose.	accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	examine and convey complex ideas	from peers and adults, develop and	examine a topic and convey ideas	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (B-E)
	Writing 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.	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.	real or imagined experiences or events using effective technique,	W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	Writing: 4. Produce clear and	SL.3.1. Engage effectively in a	W.4.4. Produce clear and coherent	W.5.4. Produce clear and coherent
	coherent writing in which the	range of collaborative discussions	writing in which the development	writing in which the development
	development, organization, and	(one-on-one, in groups, and teacher-	and organization are appropriate to	and organization are appropriate to
	style are appropriate to task,	led) with diverse partners on grade	task, purpose, and audience.	task, purpose, and audience.
	purpose, and audience.	3 topics and texts, building on		
		others' ideas and expressing their		
		own clearly.		
		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).		
		Ask questions to check		
		understanding of information		
		presented, stay on topic, and link		
		their comments to the remarks of		
		others.		
		Explain their own ideas and		
		understanding in light of the		
		discussion.		
	Writing: 5. Develop and strengthen	SL.3.2. Determine the main ideas	W.4.5. With guidance and support	W.5.5. With guidance and support
			from peers and adults, develop and	from peers and adults, develop and
	revising, editing, rewriting, or	read aloud or information	strengthen writing as needed by	strengthen writing as needed by
	trying a new approach.	presented in diverse media and	planning, revising, and editing.	planning, revising, editing,
		formats, including visually,	-	rewriting, or trying a new
		quantitatively, and orally.		approach.

	literary or informational texts to support analysis, reflection, and	about information from a speaker, offering appropriate elaboration and detail.	support analysis, reflection, and research. 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]."). 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").	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]").
	extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range	experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks,	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.

Speaking and Listening: 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.	1 1	(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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. Review the key ideas expressed and explain their own ideas and	5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained
presented in diverse media and formats, including visually, quantitatively, and orally. Speaking and Listening: 3. Evaluate a speaker's point of view,	the conventions of standard English grammar and usage when writing or speaking. L.3.2. Demonstrate command of	discussion. SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3. Identify the reasons and evidence a speaker provides to	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
	speech to a variety of contexts and communicative tasks,	meaning word and phrases based on grade 3 reading and content,	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.	
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

		general academic, and domain- specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went	the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell grade-appropriate words correctly, consulting references as needed.
	Language: 3. 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.		and its conventions when writing, speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Language: 4. 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.	meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. 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.	L.5.4. 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. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.
Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.
Language: 6. 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	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	L.5.6. 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).

	Central AfricaWall				
28	Painting	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		Speaking and Listening: 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.	to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		presented in diverse media and	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).	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.	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

	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. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to	C	formats, including visually, quantitatively, and orally.
speech to a variety of contexts and communicative tasks,	and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration	SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.4. Report on a topic or text, tell a story, or recount an experience in an organized	SL.5.4. 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. SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
demonstrating command of formal English when indicated or appropriate.	and detail.	manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	and situation.

	standard English grammar and usage when writing or speaking.	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.	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.	
	Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	11 1		L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell grade-appropriate words correctly, consulting references as needed.
	language to understand how language functions in different	English grammar and usage when writing or speaking.	the conventions of standard English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words correctly, consulting references as needed.	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningExpand, combine, and reduce sentences for meaning, reader/listener interest, and styleCompare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

	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	the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials, including beginning dictionaries, as needed to check and correct spellings.	and its conventions when writing,	L.5.4. Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. 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.
	understanding of word relationships and nuances in word meanings.	and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.	meaning of unknown and multiple-	L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.

		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.	meaning of unknown and multiple- meaning word and phrases based	L.4.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.5.6. 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).
			meanings.	L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).	
			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., After dinner that night we went looking for them).		
29	The Fox and the Raven	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards

	determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	says explicitly and when drawing inferences from the text.
	Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	story, drama, or poem from details in the text; summarize the text.	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.
	Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	story (e.g., their traits, motivations, or feelings) and explain how their	character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a	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).
	Reading: 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL.4.4. Determine the meaning of words and phrases as they are used in a text, including those that	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.
	Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger	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.	between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,	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.

	view or purpose shapes the content and style of a text.		point of view from which different stories are narrated, including the difference between first- and third- person narrations.	influences how events are described.
	Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently	visual or oral presentation of the text, identifying where each version reflects specific	RL.5.7. 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).
	Reading: 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	level phonics and word analysis skills in decoding wordsIdentify and know the meaning of the most common prefixes and derivational suffixes.	treatment of similar themes and topics (e.g., opposition of good and	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

	more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	accuracy and fluency to support comprehensionRead grade-level text with purpose and understandingRead grade-level prose and	read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with	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.
	ž ,	informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	level phonics and word analysis skills in decoding wordsUse combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding wordsUse 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.

	Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. (A-D)	RF.4.4. Read with sufficient accuracy and fluency to support comprehensionRead grade-level text with purpose and understandingRead grade-level prose and poetry orally with accuracy,	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy,
	·		appropriate rate, and expressionUse context to confirm or self- correct word recognition and understanding, rereading as necessary.	appropriate rate, and expressionUse context to confirm or self-correct word recognition and understanding, rereading as necessary.
	experiences or events using effective technique, well-chosen details and well-structured event sequences.	from adults, produce writing in which the development and organization are appropriate to task and purpose.	and information clearly. (A-D)	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (B-E)
	Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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.	real or imagined experiences or events using effective technique,	W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

	Writing: 9. Draw evidence from	SL.3.1. Engage effectively in a	W.4.4. Produce clear and coherent	W.5.4. Produce clear and coherent
	literary or informational texts to	range of collaborative discussions	writing in which the development	writing in which the development
	support analysis, reflection, and	(one-on-one, in groups, and teacher-	and organization are appropriate to	and organization are appropriate to
	research.	led) with diverse partners on grade	task, purpose, and audience.	task, purpose, and audience.
		3 topics and texts, building on		
		others' ideas and expressing their		
		own clearly.		
		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).		
		Ask questions to check		
		understanding of information		
		presented, stay on topic, and link		
		their comments to the remarks of		
		others.		
		Explain their own ideas and		
		understanding in light of the		
		discussion.		

extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range	and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	support analysis, reflection, and research. 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]."). 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").	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]").
range of conversations and	about information from a speaker, offering appropriate elaboration and detail.	research, reflection, and revision) and shorter time frames (a single	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.

Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	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.	range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for	5 topics and texts, building on others' ideas and expressing their own clearlyFollow agreed-upon rules for discussions and carry out assigned rolesPose and respond to specific questions by making comments
		and explain their own ideas and	and draw conclusions in light of information and knowledge gained from the discussions.
Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	I *	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Speaking and Listening: 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	L.3.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	speech to a variety of contexts and communicative tasks,	L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials, including beginning dictionaries, as needed to check and correct spellings.	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
	Language: 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.3.3. Use knowledge of language and its conventions when writing, speaking, reading, or listeningChoose words and phrases for effect.*Recognize and observe differences between the conventions of spoken and written standard English.	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.	
	Language: 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L.3.4. Determine or clarify the meaning of unknown and multiplemeaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	the conventions of standard	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

		relationships and nuances in word meanings.	English capitalization, punctuation, and spelling when writingUse correct capitalizationSpell grade-appropriate words	L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writingSpell grade-appropriate words correctly, consulting references as needed.
	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	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).	speaking, reading, or listeningChoose words and phrases to convey ideas precisely.*Choose punctuation for effect.*Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations	L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

Language: 5. Demonstrate	L.4.4. Determine or clarify the L.5.4. Determine or clarify the
understanding of word	meaning of unknown and multiple-
<u> </u>	
relationships and nuances in word	meaning words and phrases based meaning words and phrases based
meanings.	on grade 4 reading and content, on grade 5 reading and content,
	choosing flexibly from a range of choosing flexibly from a range of
	strategies. strategies.
	Use context (e.g., definitions,Use context (e.g., cause/effect
	examples, or restatements in text) relationships and comparisons in
	as a clue to the meaning of a word text) as a clue to the meaning of a
	or phrase. word or phrase.
	Consult reference materials (e.g.,Consult reference materials (e.g.,
	dictionaries, glossaries, dictionaries, glossaries,
	thesauruses), both print and digital, thesauruses), both print and digital,
	to find the pronunciation and to find the pronunciation and
	determine or clarify the precise determine or clarify the precise
	meaning of key words and phrases. meaning of key words and phrases.
Language: 6. Acquire and use	L.4.5. Demonstrate understanding L.5.5. Demonstrate understanding
accurately a range of general	of figurative language, word of figurative language, word
academic and domain-specific	relationships, and nuances in word relationships, and nuances in word
words and phrases sufficient for	meanings.
reading, writing, speaking, and	Interpret figurative language,
listening at the college and career	including similes and metaphors, in
y y	
readiness level; demonstrate	context.
independence in gathering	
vocabulary knowledge when	
encountering an unknown term	
important to comprehension or	
evnression	

				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	L.5.6. 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).
30	The Autobiography of Malcolm X	Anchor Standards	Grade 3 Standards	Grade 4 Standards	Grade 5 Standards
		Reading: 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	examples in a text when explaining what the text says explicitly and	RL.5.1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
		Reading: 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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.	story, drama, or poem from details in the text; summarize the text.	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.
		Reading: 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	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.	character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a	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).

phrases as they are used in a text, including determining technical,	RL.3.4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	words and phrases as they are used in a text, including those that	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.
Reading: 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger	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.	between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm,	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.
view or purpose shapes the content	RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters.	point of view from which different	RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.
Reading: 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently	,	RL.5.7. 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).

		level phonics and word analysis skills in decoding wordsIdentify and know the meaning of the most common prefixes and derivational suffixes.	treatment of similar themes and topics (e.g., opposition of good and	RL.5.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
	more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	accuracy and fluency to support comprehensionRead grade-level text with purpose and understandingRead grade-level prose and	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.	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.

	Reading 10: Read and comprehend complex literary and informational texts independently and proficiently.		level phonics and word analysis skills in decoding wordsUse combined knowledge of all	RF.5.3. Know and apply grade- level phonics and word analysis skills in decoding wordsUse 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.
	Writing: 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	comprehensionRead grade-level text with purpose and understandingRead grade-level prose and poetry orally with accuracy, appropriate rate, and expressionUse context to confirm or self- correct word recognition and understanding, rereading as	RF.5.4. Read with sufficient accuracy and fluency to support comprehension. Read grade-level text with purpose and understanding. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
	Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (A-D)	W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (B-E)

	Writing: 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	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.	W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
	Writing: 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion.	researchApply grade 4 Reading standards to literature (e.g., "Describe in	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. 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]"). 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]").
	extended time frames (time for research, reflection, and revision) and shorter time frames (a single	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.	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.	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.

Speaking and Listening: 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.	SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	(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. Follow agreed-upon rules for discussions and carry out assigned rolesPose 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 othersReview the key ideas expressed and explain their own ideas and	SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
Speaking and Listening: 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Speaking and Listening: 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.		SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.	SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

	supporting evidence such that	the conventions of standard English grammar and usage when	tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes;	SL.5.4. 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.
	demonstrating command of formal English when indicated or appropriate.	the conventions of standard English capitalization, punctuation, and spelling when writingConsult reference materials,		
	standard English grammar and usage when writing or speaking.	<i>O</i> ,	the conventions of standard English grammar and usage when	L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

meaning of unknown and multiple- meaning of unknown and multiple- meaning of unknown and multiple- meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. Use sentence-level context as a clue to the meaning of a word or phrase. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.				
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	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	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).	meaning of unknown and multiple- meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategiesUse context (e.g., definitions, examples, or restatements in text)	to find the pronunciation and determine or clarify the precise
	Language: 5. Demonstrate understanding of word relationships and nuances in word meanings.			L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meaningsInterpret figurative language, including similes and metaphors, in context.
	Language: 6. 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-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g.,	L.5.6. 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).

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