

**Main Criteria:** National Theatre for Children

**Secondary Criteria:** Minnesota Academic Standards, Common Core State Standards

**Subject:** Language Arts

**Grades:** 3, 4, 5

## National Theatre for Children

What YOU can do to conserve energy

### Common Core State Standards

#### Language Arts

Grade 3 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R L.3</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R L.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R L.3.2</b>	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.
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R L.3.3</b>	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R L.3</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R L.3.5</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R L.3</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R L.3.10</b>	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.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.3</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.3.1</b>	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.3.2</b>	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>STANDARD</b>	<b>CCSS.EL</b>	Describe the relationship between a series of historical events, scientific ideas or

	A-Literacy.R I.3.3	concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.3</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Craft and Structure</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.3.4</b>	<b>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.3</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Integration of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.3.7</b>	<b>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R I.3</b>	<b>Reading Standards for Informational Text</b>
<b>CATEGORY / CLUSTER</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R I.3.10</b>	<b>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.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R F.3</b>	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R F.3.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.R F.3.4a</b>	<b>Read on-level text with purpose and understanding.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.R F.3.4c</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.3</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.3.1</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.3.1a</b>	<b>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.S L.3.1b</b>	<b>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</b>

EXPECTATION	CCSS.EL A- Literacy.S L.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.3.1d	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.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).

### Common Core State Standards

#### Language Arts

Grade 4 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A- Literacy.R L.4	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL	Refer to details and examples in a text when explaining what the text says explicitly

	A-Literacy.R L.4.1	and when drawing inferences from the text.
STANDARD	CCSS.EL A-Literacy.R L.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).
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.4	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R L.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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	CCSS.EL A-Literacy.R I.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD	CCSS.EL A-Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.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.
STANDARD	CCSS.EL A-Literacy.R I.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.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.

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.R F.4</b>	<b>Reading Standards: Foundational Skills</b>
<b>CATEGORY / CLUSTER</b>		<b>Fluency</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.R F.4.4</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.R F.4.4a</b>	<b>Read on-level text with purpose and understanding.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.R F.4.4c</b>	<b>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy. W.4</b>	<b>Writing Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Research to Build and Present Knowledge</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy. W.4.9</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy. W.4.9a</b>	<b>Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy. W.4.9b</b>	<b>Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.S L.4</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.S L.4.1</b>	<b>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.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.S L.4.1a</b>	<b>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.S L.4.1b</b>	<b>Follow agreed-upon rules for discussions and carry out assigned roles.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A- Literacy.S L.4.1c</b>	<b>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.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A- Literacy.S L.4</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Comprehension and Collaboration</b>
<b>STANDARD</b>	<b>CCSS.EL A- Literacy.S L.4.2</b>	<b>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</b>

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.S L.4</b>	<b>Speaking and Listening Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Presentation of Knowledge and Ideas</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.S L.4.6</b>	<b>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .4</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Knowledge of Language</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .4.3</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.L .4.3c</b>	<b>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .4</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .4.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</b>
<b>EXPECTATION</b>	<b>CCSS.EL A-Literacy.L .4.4a</b>	<b>Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.L .4</b>	<b>Language Standards</b>
<b>CATEGORY / CLUSTER</b>		<b>Vocabulary Acquisition and Use</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.L .4.6</b>	<b>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).</b>

### Common Core State Standards

#### Language Arts

Grade 5 - Adopted: 2010

<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R L.5</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER</b>		<b>Key Ideas and Details</b>
<b>STANDARD</b>	<b>CCSS.EL A-Literacy.R L.5.2</b>	<b>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.</b>
<b>STRAND / DOMAIN</b>	<b>CCSS.EL A-Literacy.R L.5</b>	<b>Reading Standards for Literature</b>
<b>CATEGORY / CLUSTER</b>		<b>Range of Reading and Level of Text Complexity</b>

STANDARD	CCSS.EL A- Literacy.R L.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD	CCSS.EL A- Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A- Literacy.R I.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).
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A- Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.5.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.5.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A- Literacy.R F.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A-	Writing Standards

	Literacy. W.5	
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A- Literacy. W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.EL A- Literacy. W.5.9a	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]").
EXPECTATION	CCSS.EL A- Literacy. W.5.9b	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]").
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.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.
EXPECTATION	CCSS.EL A- Literacy.L .5.4 a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use



STANDARD	CCSS.EL A- Literacy.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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**Minnesota Academic Standards**

**Language Arts**

Grade 3 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	3.1.1.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>INDICATORS OF PROGRESS / STRAND</b>	3.1.2.2.	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.
<b>INDICATORS OF PROGRESS / STRAND</b>	3.1.3.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	3.1.5.5.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	3.1.10.10	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
<b>INDICATORS OF PROGRESS</b>	3.1.10.10 .a.	Self-select texts for personal enjoyment, interest, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	3.2.1.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
<b>INDICATORS OF PROGRESS / STRAND</b>	3.2.2.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
<b>INDICATORS OF PROGRESS / STRAND</b>	3.2.3.3.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR /</b>		<b>Craft and Structure</b>

<b>DOMAIN COMPONENT</b>		
<b>INDICATORS OF PROGRESS / STRAND</b>	3.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	3.2.7.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	3.2.10.10	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.
<b>INDICATORS OF PROGRESS</b>	3.2.10.10 .a.	Self-select texts for personal enjoyment, interest, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	3.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATORS OF PROGRESS</b>	3.3.0.4.a.	Read on-level text with purpose and understanding.
<b>INDICATORS OF PROGRESS</b>	3.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	3.8.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
<b>INDICATORS OF PROGRESS</b>	3.8.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
<b>INDICATORS OF PROGRESS</b>	3.8.1.1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
<b>INDICATORS OF PROGRESS</b>	3.8.1.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
<b>INDICATORS OF PROGRESS</b>	3.8.1.1.d.	Explain their own ideas and understanding in light of the discussion.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>

<b>COMPONENT</b>		
<b>INDICATORS OF PROGRESS / STRAND</b>	3.8.2.2.	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.
<b>CONTENT STANDARD / DOMAIN</b>	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Media Literacy
<b>INDICATORS OF PROGRESS / STRAND</b>	3.8.7.7.	Distinguish among, understand, and use different types of print, digital, and multimodal media.
<b>INDICATORS OF PROGRESS</b>	3.8.7.7.c.	Check for accuracy in pictures and images.
<b>CONTENT STANDARD / DOMAIN</b>	MN.3.8.	Speaking, Viewing, Listening and Media Literacy Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Media Literacy
<b>INDICATORS OF PROGRESS / STRAND</b>	3.8.8.8.	With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
<b>INDICATORS OF PROGRESS</b>	3.8.8.8.a.	With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.
<b>CONTENT STANDARD / DOMAIN</b>	MN.3.10	Language Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	3.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
<b>INDICATORS OF PROGRESS</b>	3.10.4.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
<b>CONTENT STANDARD / DOMAIN</b>	MN.3.10	Language Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	3.10.5.5.	Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.
<b>INDICATORS OF PROGRESS</b>	3.10.5.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
<b>CONTENT STANDARD / DOMAIN</b>	MN.3.10	Language Benchmarks K-5
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		Vocabulary Acquisition and Use
<b>INDICATORS OF PROGRESS / STRAND</b>	3.10.6.6.	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).

## Grade 4 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.1.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>INDICATORS OF PROGRESS / STRAND</b>	4.1.3.3.	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).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.1.10.10	By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.
<b>INDICATORS OF PROGRESS</b>	4.1.10.10 .a.	Self-select texts for personal enjoyment, interest, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.2.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
<b>INDICATORS OF PROGRESS / STRAND</b>	4.2.2.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<b>INDICATORS OF PROGRESS / STRAND</b>	4.2.3.3.	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.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.2.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.2.7.7.	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.
<b>INDICATORS OF PROGRESS / STRAND</b>	4.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text.
<b>CONTENT STANDARD /</b>	<b>MN.4.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>

<b>DOMAIN</b>		
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.2.10.10	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 independently and proficiently, with scaffolding as needed at the high end of the range.
<b>INDICATORS OF PROGRESS</b>	4.2.10.10.a.	Self-select texts for personal enjoyment, interest, and academic tasks.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.3.</b>	<b>Reading Benchmarks: Foundational Skills K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATORS OF PROGRESS</b>	4.3.0.4.a.	Read on-level text with purpose and understanding.
<b>INDICATORS OF PROGRESS</b>	4.3.0.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>INDICATORS OF PROGRESS</b>	4.6.9.9.a.	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
<b>INDICATORS OF PROGRESS</b>	4.6.9.9.b.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.8.1.1.	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.
<b>INDICATORS OF PROGRESS</b>	4.8.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
<b>INDICATORS OF PROGRESS</b>	4.8.1.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
<b>INDICATORS OF PROGRESS</b>	4.8.1.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.8.2.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.8.6.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.8.8.8.	Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
<b>INDICATORS OF PROGRESS</b>	4.8.8.8.a.	Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Knowledge of Language</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
<b>INDICATORS OF PROGRESS</b>	4.10.3.3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
<b>INDICATORS OF PROGRESS</b>	4.10.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.10.6.6.	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).

**Minnesota Academic Standards**

**Language Arts**

Grade 5 - Adopted: 2010

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.5.1.</b>	<b>Reading Benchmarks: Literature K-5</b>
<b>PERFORMANCE</b>		<b>Key Ideas and Details</b>

INDICATOR / DOMAIN COMPONENT		
INDICATORS OF PROGRESS / STRAND	5.1.2.2.	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.
CONTENT STANDARD / DOMAIN	MN.5.1.	Reading Benchmarks: Literature K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.1.10.10	By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently.
INDICATORS OF PROGRESS	5.1.10.10 .a.	Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
INDICATORS OF PROGRESS / STRAND	5.2.3.3.	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.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
CONTENT STANDARD / DOMAIN	MN.5.2.	Reading Benchmarks: Informational Text K-5
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	5.2.10.10	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.
INDICATORS OF PROGRESS	5.2.10.10 .a.	Self-select texts for personal enjoyment, interest, and academic tasks.
CONTENT STANDARD / DOMAIN	MN.5.3.	Reading Benchmarks: Foundational Skills K-5
PERFORMANCE INDICATOR /		Fluency

<b>DOMAIN COMPONENT</b>		
<b>INDICATORS OF PROGRESS / STRAND</b>	5.3.0.4.	Read with sufficient accuracy and fluency to support comprehension.
<b>INDICATORS OF PROGRESS</b>	5.RF.4.a.	Read on-level text with purpose and understanding.
<b>INDICATORS OF PROGRESS</b>	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.5.6.</b>	<b>Writing Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	5.6.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
<b>INDICATORS OF PROGRESS</b>	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
<b>INDICATORS OF PROGRESS</b>	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.5.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	5.8.1.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
<b>INDICATORS OF PROGRESS</b>	5.8.1.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
<b>INDICATORS OF PROGRESS</b>	5.8.1.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
<b>INDICATORS OF PROGRESS</b>	5.8.1.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.5.8.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	5.8.2.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.5.10.</b>	<b>Language Benchmarks K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	5.10.4.4.	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.
<b>INDICATORS OF PROGRESS</b>	5.10.4.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.5.10.</b>	<b>Language Benchmarks K-5</b>



PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.6.6.	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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