

Main Criteria: National Theatre for Children
Secondary Criteria: Indiana 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

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.3	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD	CCSS.EL A-Literacy.R L.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.
STANDARD	CCSS.EL A-Literacy.R L.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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.3	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R L.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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.3	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R L.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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD	CCSS.EL A-Literacy.R I.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD	CCSS.EL	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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R I.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.
STRAND / DOMAIN	CCSS.EL A-Literacy.R F.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A-Literacy.R F.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A-Literacy.R F.3.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A-Literacy.R F.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.3.1	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.
EXPECTATION	CCSS.EL A-Literacy.S L.3.1a	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.3.1b	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).

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.

STRAND / DOMAIN	CCSS.EL A- Literacy.R F.4	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.4.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.4.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.EL A- Literacy.R F.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.4	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A- Literacy. W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.EL A- Literacy. W.4.9a	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].").
EXPECTATION	CCSS.EL A- Literacy. W.4.9b	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").
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.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.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1a	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.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1c	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Common Core State Standards

Language Arts

Grade 5 - Adopted: 2010

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

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 .5.4a	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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Indiana Academic Standards

Language Arts

Grade 3 - Adopted: 2014

STANDARD / STRAND	IN.3.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	3.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	3.RF.1.1.	Apply foundational reading skills to build reading fluency and comprehension.
STANDARD / STRAND	IN.3.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	3.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	3.RF.2.1.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	3.RF.2.2.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	3.RF.2.3.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	3.RF.2.4.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.3.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	3.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	3.RL.1.1.	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
STANDARD / STRAND	IN.3.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	3.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	3.RL.2.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
INDICATOR / STANDARD	3.RL.2.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
STANDARD / STRAND	IN.3.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	3.RL.3.	STRUCTURAL ELEMENTS AND ORGANIZATION: Build comprehension and appreciation of literature, using knowledge of literary structure and point of view
INDICATOR / STANDARD	3.RL.3.1.	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds on earlier sections.
STANDARD / STRAND	IN.3.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	3.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	3.RN.1.1.	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts proficiently and independently.
STANDARD / STRAND	IN.3.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	3.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills

INDICATOR / STANDARD	3.RN.2.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
INDICATOR / STANDARD	3.RN.2.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
INDICATOR / STANDARD	3.RN.2.3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as first, next, finally, because, problem, solution, same, and different.
STANDARD / STRAND	IN.3.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	3.RN.3.	FEATURES AND STRUCTURES: Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective
INDICATOR / STANDARD	3.RN.3.1.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format).
STANDARD / STRAND	IN.3.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	3.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	3.RV.1.1.	Build and use accurately conversational, general academic, and content-specific words and phrases.
STANDARD / STRAND	IN.3.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	3.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	3.RV.2.1.	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words.
STANDARD / STRAND	IN.3.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	3.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses
INDICATOR / STANDARD	3.RV.3.2.	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area.
STANDARD / STRAND	IN.3.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	3.W.1.	LEARNING OUTCOME FOR WRITING: Write effectively for a variety of tasks, purposes, and audiences
INDICATOR / STANDARD	3.W.1.1.	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.
STANDARD / STRAND	IN.3.W.	WRITING
PROFICIENCY STATEMENT / SUBSTRAND	3.W.5.	THE RESEARCH PROCESS: Build knowledge about the research process and the topic under study by conducting short research
INDICATOR / STANDARD		FINDING, ASSESSING, SYNTHESIZING, AND REPORTING INFORMATION
EXPECTATION / INDICATOR	3.W.5.1.	Conduct short research on a topic.
INDICATOR	3.W.5.1b.	Locate information in reference texts, electronic resources, or through interviews.
STANDARD / STRAND	IN.3.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	3.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	3.SL.2.2.	Explore ideas under discussion by drawing on readings and other information.
INDICATOR / STANDARD	3.SL.2.3.	Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects.
INDICATOR / STANDARD	3.SL.2.4.	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others.

INDICATOR / STANDARD	3.SL.2.5.	Explain personal ideas and understanding in reference to the discussion.
STANDARD / STRAND	IN.3.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	3.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	3.SL.3.1.	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally.

Indiana Academic Standards

Language Arts

Grade 4 - Adopted: 2014

STANDARD / STRAND	IN.4.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	4.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	4.RF.1.1.	Apply foundational reading skills to demonstrate reading fluency and comprehension.
STANDARD / STRAND	IN.4.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	4.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	4.RF.2.1.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	4.RF.2.2.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	4.RF.2.3.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	4.RF.2.4.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.4.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	4.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	4.RL.1.1.	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
STANDARD / STRAND	IN.4.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	4.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	4.RL.2.1.	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
INDICATOR / STANDARD	4.RL.2.3.	Describe a character, setting, or event in a story or play, drawing on specific details in the text, and how that impacts the plot.
STANDARD / STRAND	IN.4.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	4.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	4.RN.1.1.	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 4, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.
STANDARD / STRAND	IN.4.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	4.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills

SUBSTRAND		
INDICATOR / STANDARD	4.RN.2.1.	Refer to details and examples in a text when explaining what a text says explicitly and when drawing inferences from the text.
INDICATOR / STANDARD	4.RN.2.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
INDICATOR / STANDARD	4.RN.2.3.	Explain the relationships between events, procedures, ideas, or concepts in a historical, scientific, or technical text, based on specific information in the text.
STANDARD / STRAND	IN.4.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	4.RN.3.	FEATURES AND STRUCTURES: Build understanding of nonfiction text, using knowledge of text features, structures, and author's perspective
INDICATOR / STANDARD	4.RN.3.1.	Apply knowledge of text features to locate information and gain meaning from a text (e.g., charts, tables, graphs, headings, subheadings, font/format).
INDICATOR / STANDARD	4.RN.3.2.	Describe the organizational structure (e.g., chronological, problem-solution, comparison/contrast, procedural, cause/effect, sequential, description) of events, ideas, concepts, or information in a text or part of a text.
STANDARD / STRAND	IN.4.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	4.RN.4.	CONNECTION OF IDEAS: Build understanding of nonfiction texts by verifying points and making connections between topics and ideas
INDICATOR / STANDARD	4.RN.4.1.	Distinguish between fact and opinion; explain how an author uses reasons and evidence to support a statement or position (claim) in a text.
STANDARD / STRAND	IN.4.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	4.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	4.RV.1.1.	Build and use accurately general academic and content-specific words and phrases.
STANDARD / STRAND	IN.4.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	4.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	4.RV.2.1.	Apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features (e.g., charts, headings/subheadings, font/format) to determine the meanings of unknown words.
STANDARD / STRAND	IN.4.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	4.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses
INDICATOR / STANDARD	4.RV.3.2.	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a fourth grade topic or subject area.
STANDARD / STRAND	IN.4.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	4.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	4.SL.2.2.	Explore ideas under discussion by drawing on readings and other information.
INDICATOR / STANDARD	4.SL.2.3.	Demonstrate knowledge and use of agreed-upon rules for discussions and carry out assigned roles.
INDICATOR / STANDARD	4.SL.2.4.	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.
STANDARD / STRAND	IN.4.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	4.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	4.SL.3.1.	Summarize major ideas and supportive evidence from text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Indiana Academic Standards

Language Arts

Grade 5 - Adopted: 2014

STANDARD / STRAND	IN.5.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	5.RF.1.	LEARNING OUTCOME FOR READING FOUNDATIONS: Develop, build, and apply knowledge of foundational reading skills
INDICATOR / STANDARD	5.RF.1.1.	Apply foundational reading skills to demonstrate reading fluency and comprehension.
STANDARD / STRAND	IN.5.RF.	READING: Foundations
PROFICIENCY STATEMENT / SUBSTRAND	5.RF.2.	PRINT CONCEPTS: Demonstrate understanding of the organization and basic features of print, including that printed materials provide information and tell stories
INDICATOR / STANDARD	5.RF.2.1.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	5.RF.2.2.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	5.RF.2.3.	Students are expected to build upon and continue applying concepts learned previously.
INDICATOR / STANDARD	5.RF.2.4.	Students are expected to build upon and continue applying concepts learned previously.
STANDARD / STRAND	IN.5.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	5.RL.1.	LEARNING OUTCOME FOR READING LITERATURE: Read and comprehend a variety of literature independently and proficiently
INDICATOR / STANDARD	5.RL.1.1.	Read and comprehend a variety of literature within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.
STANDARD / STRAND	IN.5.RL.	READING: Literature
PROFICIENCY STATEMENT / SUBSTRAND	5.RL.2.	KEY IDEAS AND TEXTUAL SUPPORT: Build comprehension and appreciation of literature by identifying, describing, and making inferences about literary elements and themes
INDICATOR / STANDARD	5.RL.2.2.	Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
INDICATOR / STANDARD	5.RL.2.3.	Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.
STANDARD / STRAND	IN.5.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	5.RN.1.	LEARNING OUTCOME FOR READING NONFICTION: Read and comprehend a variety of nonfiction independently and proficiently
INDICATOR / STANDARD	5.RN.1.1.	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 4-5. By the end of grade 5, students interact with texts proficiently and independently.
STANDARD / STRAND	IN.5.RN.	READING: Nonfiction
PROFICIENCY STATEMENT / SUBSTRAND	5.RN.2.	KEY IDEAS AND TEXTUAL SUPPORT: Extract and construct meaning from nonfiction texts using a range of comprehension skills
INDICATOR / STANDARD	5.RN.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
INDICATOR / STANDARD	5.RN.2.3.	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.
STANDARD / STRAND	IN.5.RN.	READING: Nonfiction
PROFICIENCY STATEMENT /	5.RN.4.	CONNECTION OF IDEAS: Build understanding of nonfiction texts by verifying points and making connections between topics and ideas

SUBSTRAND		
INDICATOR / STANDARD	5.RN.4.1.	Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.
STANDARD / STRAND	IN.5.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	5.RV.1.	LEARNING OUTCOME FOR READING VOCABULARY: Build and apply vocabulary using various strategies and sources
INDICATOR / STANDARD	5.RV.1.1.	Build and use accurately general academic and content-specific words and phrases.
STANDARD / STRAND	IN.5.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	5.RV.2.	VOCABULARY BUILDING: Use strategies to determine and clarify words and understand their relationships
INDICATOR / STANDARD	5.RV.2.1.	Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.
STANDARD / STRAND	IN.5.RV.	READING: Vocabulary
PROFICIENCY STATEMENT / SUBSTRAND	5.RV.3.	VOCABULARY IN LITERATURE AND NONFICTION TEXTS: Build appreciation and understanding of literature and nonfiction texts by determining or clarifying the meanings of words and their uses
INDICATOR / STANDARD	5.RV.3.2.	Determine the meaning of general academic and content-specific words and phrases in a nonfiction text relevant to a fifth grade topic or text.
STANDARD / STRAND	IN.5.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	5.SL.2.	DISCUSSION AND COLLABORATION: Develop and apply reciprocal communication skills by participating in a range of collaborative discussions
INDICATOR / STANDARD	5.SL.2.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly.
INDICATOR / STANDARD	5.SL.2.2.	Reflect on and contribute to ideas under discussion by drawing on readings and other resources.
INDICATOR / STANDARD	5.SL.2.3.	Establish and follow agreed-upon rules for discussion.
INDICATOR / STANDARD	5.SL.2.4.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STANDARD / STRAND	IN.5.SL.	SPEAKING AND LISTENING
PROFICIENCY STATEMENT / SUBSTRAND	5.SL.3.	COMPREHENSION: Develop and apply active listening and interpretation skills using various strategies
INDICATOR / STANDARD	5.SL.3.1.	Orally summarize or respond to a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.