

Main Criteria: National Theatre for Children
Secondary Criteria: Kentucky 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

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| 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 |

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| | 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). |

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| 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

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| 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 |

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| | 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. |

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| 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. |

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| 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

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| 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 |

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| 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 |

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| | 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 |

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| 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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Kentucky Academic Standards

Language Arts

Grade 3 - Adopted: 2010

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| STRAND | KY.CC.3. RL. | Reading Standards for Literature |
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | 3.RL.1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| STANDARD / ORGANIZER | 3.RL.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 / ORGANIZER | 3.RL.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 | KY.CC.3. RL. | Reading Standards for Literature |
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | 3.RL.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 | KY.CC.3. RL. | Reading Standards for Literature |
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | 3.RL.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 | KY.CC.3. RI. | Reading Standards for Informational Text |
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | 3.RI.1. | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. |
| STANDARD / ORGANIZER | 3.RI.2. | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| STANDARD / ORGANIZER | 3.RI.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. |
| STRAND | KY.CC.3. RI. | Reading Standards for Informational Text |
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | 3.RI.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 | KY.CC.3. RI. | Reading Standards for Informational Text |
| CATEGORY / GOAL | | Integration of Knowledge and Ideas |
| STANDARD / ORGANIZER | 3.RI.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 | KY.CC.3. RI. | Reading Standards for Informational Text |
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | 3.RI.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. |

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| STRAND | KY.CC.3.RF. | Reading Standards: Foundational Skills |
| CATEGORY / GOAL | | Fluency |
| STANDARD / ORGANIZER | 3.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | 3.RF.4.a. | Read on-level text with purpose and understanding. |
| EXPECTATION | 3.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND | KY.CC.K-5.RT. | Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods. |
| CATEGORY / GOAL | | Literature |
| STANDARD / ORGANIZER | K-5.RT.1. | Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth |
| STRAND | KY.CC.K-5.RT. | Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods. |
| CATEGORY / GOAL | | Informational Text |
| STANDARD / ORGANIZER | K-5.RT.4. | Literary Nonfiction and Historical, Scientific, and Technical Texts: Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics |
| STRAND | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading |
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | CCRA-R.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. |
| STANDARD / ORGANIZER | CCRA-R.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / ORGANIZER | CCRA-R.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| STRAND | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading |
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | CCRA-R.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. |
| STRAND | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading |
| CATEGORY / GOAL | | Integration of Knowledge and Ideas |
| STANDARD / ORGANIZER | CCRA-R.7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| STANDARD / ORGANIZER | CCRA-R.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. |
| STRAND | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading |
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | CCRA-R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| STRAND | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | CCRA-W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| STRAND | KY.CC.3. | Speaking and Listening Standards |

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| | SL. | |
| CATEGORY / GOAL | | Comprehension and Collaboration |
| STANDARD / ORGANIZER | 3.SL.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 | 3.SL.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. |
| EXPECTATION | 3.SL.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). |
| EXPECTATION | 3.SL.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| EXPECTATION | 3.SL.1.d. | Explain their own ideas and understanding in light of the discussion. |
| STRAND | KY.CC.3.SL. | Speaking and Listening Standards |
| CATEGORY / GOAL | | Comprehension and Collaboration |
| STANDARD / ORGANIZER | 3.SL.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 | KY.CC.C CRA-SL. | College and Career Readiness Anchor Standards for Speaking and Listening |
| CATEGORY / GOAL | | Comprehension and Collaboration |
| STANDARD / ORGANIZER | CCRA-SL.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. |
| STRAND | KY.CC.3.L. | Language Standards |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | 3.L.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 | 3.L.4.a. | Use sentence-level context as a clue to the meaning of a word or phrase. |
| STRAND | KY.CC.3.L. | Language Standards |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | 3.L.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION | 3.L.5.a. | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). |
| STRAND | KY.CC.3.L. | Language Standards |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | 3.L.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). |
| STRAND | KY.CC.C CRA-L. | College and Career Readiness Anchor Standards for Language |
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | CCRA-L.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. |
| STRAND | KY.CC.C CRA-L. | College and Career Readiness Anchor Standards for Language |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | CCRA-L.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. |

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| STANDARD / ORGANIZER | CCRA-L.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. |
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**Kentucky Academic Standards
Language Arts**

Grade 4 - Adopted: 2010

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| STRAND | KY.CC.4.RL. | Reading Standards for Literature |
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | 4.RL.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| STANDARD / ORGANIZER | 4.RL.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 | KY.CC.4.RL. | Reading Standards for Literature |
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | 4.RL.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 | KY.CC.4.RI. | Reading Standards for Informational Text |
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | 4.RI.1. | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. |
| STANDARD / ORGANIZER | 4.RI.2. | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| STANDARD / ORGANIZER | 4.RI.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 | KY.CC.4.RI. | Reading Standards for Informational Text |
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | 4.RI.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 | KY.CC.4.RI. | Reading Standards for Informational Text |
| CATEGORY / GOAL | | Integration of Knowledge and Ideas |
| STANDARD / ORGANIZER | 4.RI.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 / ORGANIZER | 4.RI.8. | Explain how an author uses reasons and evidence to support particular points in a text. |
| STRAND | KY.CC.4.RI. | Reading Standards for Informational Text |
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | 4.RI.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 | KY.CC.4.RF. | Reading Standards: Foundational Skills |
| CATEGORY / GOAL | | Fluency |
| STANDARD / ORGANIZER | 4.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |

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| EXPECTATION | 4.RF.4.a. | Read on-level text with purpose and understanding. |
| EXPECTATION | 4.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND | KY.CC.K-5.RT. | Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods. |
| CATEGORY / GOAL | | Literature |
| STANDARD / ORGANIZER | K-5.RT.1. | Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth |
| STRAND | KY.CC.K-5.RT. | Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods. |
| CATEGORY / GOAL | | Informational Text |
| STANDARD / ORGANIZER | K-5.RT.4. | Literary Nonfiction and Historical, Scientific, and Technical Texts: Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics |
| STRAND | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading |
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | CCRA-R.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. |
| STANDARD / ORGANIZER | CCRA-R.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / ORGANIZER | CCRA-R.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| STRAND | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading |
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | CCRA-R.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. |
| STRAND | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading |
| CATEGORY / GOAL | | Integration of Knowledge and Ideas |
| STANDARD / ORGANIZER | CCRA-R.7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| STANDARD / ORGANIZER | CCRA-R.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. |
| STRAND | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading |
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | CCRA-R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| STRAND | KY.CC.4.W. | Writing Standards |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | 4.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 4.W.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]."). |
| EXPECTATION | 4.W.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"). |
| STRAND | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing |

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| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | CCRA-W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| STRAND | KY.CC.4.SL. | Speaking and Listening Standards |
| CATEGORY / GOAL | | Comprehension and Collaboration |
| STANDARD / ORGANIZER | 4.SL.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 | 4.SL.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. |
| EXPECTATION | 4.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 4.SL.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. |
| STRAND | KY.CC.4.SL. | Speaking and Listening Standards |
| CATEGORY / GOAL | | Comprehension and Collaboration |
| STANDARD / ORGANIZER | 4.SL.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND | KY.CC.4.SL. | Speaking and Listening Standards |
| CATEGORY / GOAL | | Presentation of Knowledge and Ideas |
| STANDARD / ORGANIZER | 4.SL.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. |
| STRAND | KY.CC.C CRA-SL. | College and Career Readiness Anchor Standards for Speaking and Listening |
| CATEGORY / GOAL | | Comprehension and Collaboration |
| STANDARD / ORGANIZER | CCRA-SL.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. |
| STRAND | KY.CC.4.L. | Language Standards |
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | 4.L.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION | 4.L.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). |
| STRAND | KY.CC.4.L. | Language Standards |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | 4.L.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 | 4.L.4.a. | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |
| STRAND | KY.CC.4.L. | Language Standards |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | 4.L.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). |
| STRAND | KY.CC.C | College and Career Readiness Anchor Standards for Language |

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| | CRA-L. | |
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | CCRA-L.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. |
| STRAND | KY.CC.C CRA-L. | College and Career Readiness Anchor Standards for Language |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | CCRA-L.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. |
| STANDARD / ORGANIZER | CCRA-L.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. |

Kentucky Academic Standards

Language Arts

Grade 5 - Adopted: 2010

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| STRAND | KY.CC.5. RL. | Reading Standards for Literature |
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | 5.RL.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 | KY.CC.5. RL. | Reading Standards for Literature |
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | 5.RL.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 | KY.CC.5. RI. | Reading Standards for Informational Text |
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | 5.RI.2. | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |
| STANDARD / ORGANIZER | 5.RI.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 | KY.CC.5. RI. | Reading Standards for Informational Text |
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | 5.RI.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 | KY.CC.5. RI. | Reading Standards for Informational Text |
| CATEGORY / GOAL | | Integration of Knowledge and Ideas |
| STANDARD / ORGANIZER | 5.RI.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 | KY.CC.5. RI. | Reading Standards for Informational Text |
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | 5.RI.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. |

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| STRAND | KY.CC.5.RF. | Reading Standards: Foundational Skills |
| CATEGORY / GOAL | | Fluency |
| STANDARD / ORGANIZER | 5.RF.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | 5.RF.4.a. | Read on-level text with purpose and understanding. |
| EXPECTATION | 5.RF.4.c. | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND | KY.CC.K-5.RT. | Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods. |
| CATEGORY / GOAL | | Literature |
| STANDARD / ORGANIZER | K-5.RT.1. | Stories: Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth |
| STRAND | KY.CC.K-5.RT. | Range of Text Types for K-5: Students in K-5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods. |
| CATEGORY / GOAL | | Informational Text |
| STANDARD / ORGANIZER | K-5.RT.4. | Literary Nonfiction and Historical, Scientific, and Technical Texts: Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics |
| STRAND | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading |
| CATEGORY / GOAL | | Key Ideas and Details |
| STANDARD / ORGANIZER | CCRA-R.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. |
| STANDARD / ORGANIZER | CCRA-R.2. | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| STANDARD / ORGANIZER | CCRA-R.3. | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| STRAND | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading |
| CATEGORY / GOAL | | Craft and Structure |
| STANDARD / ORGANIZER | CCRA-R.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. |
| STRAND | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading |
| CATEGORY / GOAL | | Integration of Knowledge and Ideas |
| STANDARD / ORGANIZER | CCRA-R.7. | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| STANDARD / ORGANIZER | CCRA-R.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. |
| STRAND | KY.CC.C CRA-R. | College and Career Readiness Anchor Standards for Reading |
| CATEGORY / GOAL | | Range of Reading and Level of Text Complexity |
| STANDARD / ORGANIZER | CCRA-R.10. | Read and comprehend complex literary and informational texts independently and proficiently. |
| STRAND | KY.CC.5.W. | Writing Standards |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | 5.W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| EXPECTATION | 5.W.9.a. | Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or |

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| | | more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]''). |
| EXPECTATION | 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]"). |
| STRAND | KY.CC.C CRA-W. | College and Career Readiness Anchor Standards for Writing |
| CATEGORY / GOAL | | Research to Build and Present Knowledge |
| STANDARD / ORGANIZER | CCRA-W.9. | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| STRAND | KY.CC.5. SL. | Speaking and Listening Standards |
| CATEGORY / GOAL | | Comprehension and Collaboration |
| STANDARD / ORGANIZER | 5.SL.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 | 5.SL.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. |
| EXPECTATION | 5.SL.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION | 5.SL.1.c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| STRAND | KY.CC.5. SL. | Speaking and Listening Standards |
| CATEGORY / GOAL | | Comprehension and Collaboration |
| STANDARD / ORGANIZER | 5.SL.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND | KY.CC.C CRA-SL. | College and Career Readiness Anchor Standards for Speaking and Listening |
| CATEGORY / GOAL | | Comprehension and Collaboration |
| STANDARD / ORGANIZER | CCRA-SL.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. |
| STRAND | KY.CC.5. L. | Language Standards |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | 5.L.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 | 5.L.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 | KY.CC.5. L. | Language Standards |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |
| STANDARD / ORGANIZER | 5.L.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). |
| STRAND | KY.CC.C CRA-L. | College and Career Readiness Anchor Standards for Language |
| CATEGORY / GOAL | | Knowledge of Language |
| STANDARD / ORGANIZER | CCRA-L.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. |
| STRAND | KY.CC.C CRA-L. | College and Career Readiness Anchor Standards for Language |
| CATEGORY / GOAL | | Vocabulary Acquisition and Use |

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| STANDARD / ORGANIZER | CCRA-L.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. |
| STANDARD / ORGANIZER | CCRA-L.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. |

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