#### Main Criteria: National Theatre for Children

Secondary Criteria: Common Core State Standards

**Subject:** Language Arts **Grades:** 3, 4, 5

## **National Theatre for Children**

## How to create a family emergency plan

# Common Core State Standards Language Arts

		Grade 3 - Adopted: 2010
STRAND / DOMAIN	CCSS.EL A- Literacy.R	Reading Standards for Informational Text
	1.3	
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.3.4	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		Range of Reading and Level of Text Complexity
STANDARD	A-	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	
EXPECTATION	CCSS.EL A- Literacy.R F.3.4a	3
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	Ask questions to check understanding of information presented, stay on topic, and

	A- Literacy.S L.3.1c	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.
STANDARD	CCSS.EL A- Literacy.S L.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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 .3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
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).

### Language Arts

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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		Range of Reading and Level of Text Complexity	
STANDARD	A-	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.	

CATEGORY/ CUSTER   CSCS.EL   A- Literacy.R		I.4.10	
CCSS.EL A. A. Literacy.R. F.4.4  EXPECTATION CCS.EL A. Literacy.R. Literacy		A- Literacy.R	
EXPECTATION   CCSS.EL   A			Fluency
STRAND I CCSS.EL A.1   EXPECTATION CCSS.EL Literacy.S L.4.1   EXPECTATION CCSS.EL Literacy.S L.4.2   EXPECTATION CCSS.EL Literacy.S Literacy.S L.4.2   EXPECTATION CCSS.EL Literacy.S	STANDARD	A- Literacy.R	
CATEGORY / Literacy.S  STANDARD CCSS.EL A. Literacy.S  EXPECTATION CCSS.EL A. Literacy.S L.4.1a  EXPECTATION CCSS.EL A. Literacy.S L.4.1b  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.  EXPECTATION CCSS.EL A. Literacy.S L.4.1b  EXPECTATION CCSS.EL A. Literacy.S L.4.1c  EXPECTATION CCSS.EL A. Literacy.S L.4.1d  CCSS.EL A. Literacy.S L.4.1d  EXPECTATION CCSS.EL A. COMPAIN A. Literacy.S L.4.1d  EXPECTATION CCSS.EL A. Literacy.S L.4.2  EXPECTATION CCSS.EL A. COMPAIN CCSS.EL A. COMPAIN COMPA	EXPECTATION	A- Literacy.R	· ·
CCSS.EL A-Literacy.S L.4.1 CCSS.EL A-Literacy.S L.4.2 CCSS.EL A-Literacy.S L.4.2 CCSS.EL A-Literacy.S L.4.2 CCSS.EL A-Literacy.S L.4.2 CCSS.EL A-Literacy.S L.4.3 CCSS.EL A-Literacy.S L.4.4 CCSS.EL A-Literacy.S L.4.2 CCSS.EL A-Literacy.S L.4.3 CCSS.EL Literacy.S L.4.3 CCSS.EL Literacy.S L.4.3 CCSS.EL Literacy.S L.4.3 CCSS.EL Literacy.S L.4.3 CC		A- Literacy.S	Speaking and Listening Standards
A- Literacy.S L.4.1  EXPECTATION CCSS.EL A- Literacy.S L.4.1a  CCME 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  EXPECTATION CCSS.EL A- Literacy.S L.4.1c  A- Literacy.S L.4.1c  EXPECTATION CCSS.EL A- Literacy.S L.4.1c  EXPECTATION CCSS.EL A- Literacy.S L.4.1d  CCSS.EL A- Literacy.S L.4.1d  EXPECTATION CCSS.EL A- Literacy.S L.4.1d  CABLE COMMAIN COMMAIN CCSS.EL A- Literacy.S L.4.1d  CCOSS.EL A- Literacy.S L.4.1d  CCSS.EL A- Literacy.S L.4.1d  CCSS.EL A- Literacy.S L.4.1d  CCSS.EL A- Literacy.S L.4.1d  CCSS.EL A-			Comprehension and Collaboration
A- Literacy.S   L.4.1a   Follow agreed-upon rules for discussions and carry out assigned roles.	STANDARD	A- Literacy.S	and teacher-led) with diverse partners on grade 4 topics and texts, building on
EXPECTATION  CCSS.EL A-Literacy.S L.4.1c  EXPECTATION  CCSS.EL A-Literacy.S L.4.1c  EXPECTATION  CCSS.EL A-Literacy.S L.4.1c  EXPECTATION  CCSS.EL A-Literacy.S L.4.1c  EXPECTATION  CCSS.EL A-Literacy.S L.4.1d  EXPECTATION  CCSS.EL A-Literacy.S L.4.1d  CCSS.EL A-Literacy.S L.4.1d  CCSS.EL A-Literacy.S L.4.1d  COMAIN  CCSS.EL A-Literacy.S L.4  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4.2  STRAND / DOMAIN  CCSS.EL A-Literacy.S L.4.2  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4.2  EXPECTATION  CCSS.EL A-Literacy.S L.4.2  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4.2  CCATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4.2  STRAND / DOMAIN  CCSS.EL A-Literacy.S L.4.2  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4  CCSS.EL LA-Literacy.S L.4  CCSS.EL LA-Literacy.S L.4  CCSS.EL LA-Literacy.S L.4  CCSS.EL LA-Literacy.S L.4  CATEGORY / CLUSTER  CCSS.EL LA-Literacy.S L.4  CCSS.EL LA-	EXPECTATION	A- Literacy.S	draw on that preparation and other information known about the topic to explore
A- Literacy.S L.4.1c  EXPECTATION  CCSS.EL A- Literacy.S L.4.1d  STRAND / DOMAIN  CCSS.EL A- Literacy.S L.4.2  CATEGORY / CLUSTER  CCSS.EL A- Literacy.S L.4.2  STRAND / DOMAIN  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.4.2  STRAND / DOMAIN  CCSS.EL A- Literacy.S L.4.2  SPeaking and Listening Standards  CCSS.EL A- Literacy.S L.4.2  SPeaking and Listening Standards  CCSS.EL A- Literacy.S L.4.2  SPeaking and Listening Standards  CCSS.EL A- Literacy.S L.4  CATEGORY / CLUSTER  SPeaking and Listening Standards  CCSS.EL A- Literacy.S L.4  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)	EXPECTATION	A- Literacy.S	Follow agreed-upon rules for discussions and carry out assigned roles.
A-Literacy.S   L.4.1d	EXPECTATION	A- Literacy.S	
CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4.2  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4.2  STRAND / DOMAIN  CCSS.EL A-Literacy.S L.4.2  STRAND / DOMAIN  CCSS.EL A-Literacy.S L.4  CATEGORY / CLUSTER  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4  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)	EXPECTATION	A- Literacy.S	
CATEGORY / CLUSTER  STANDARD  CCSS.EL A-Literacy.S L.4.2  STRAND / DOMAIN  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4  CCSS.EL A-Literacy.		A- Literacy.S	
A- Literacy.S L.4.2  STRAND / DOMAIN  CCSS.EL A- Literacy.S L.4  Presentation of Knowledge and Ideas  CLUSTER  CCSS.EL A- Literacy.S L.4  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)			Comprehension and Collaboration
CATEGORY / CLUSTER  CCSS.EL A- Literacy.S 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)	STANDARD	A- Literacy.S	
STANDARD  CCSS.EL A- Literacy.S  Literacy.S  CLUSTER  CCSS.EL A- Literacy.S  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)		A- Literacy.S	
A- and situations where informal discourse is appropriate (e.g., small-group Literacy.S discussion); use formal English when appropriate to task and situation. (See grade 4			Presentation of Knowledge and Ideas
	STANDARD	A- Literacy.S	and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4
STRAND / CCSS.EL Language Standards DOMAIN A- Literacy.L .4		A- Literacy.L	Language Standards
CATEGORY / Knowledge of Language CLUSTER			Knowledge of Language

	A- Literacy.L .4.3	listening.
EXPECTATION	A-	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	A- Literacy.L	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## Language Arts

Grade <b>5</b> - Adopted: <b>2010</b>			
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5		
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		Range of Reading and Level of Text Complexity	
STANDARD	A-	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.	
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	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.	

	L.5.1a	
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	A-	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).

## The difference between a disaster, emergency and hazard

# Common Core State Standards Language Arts

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		Range of Reading and Level of Text Complexity
STANDARD	A-	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-	Read on-level text with purpose and understanding.

	Literacy.R F.3.4a	
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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	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	A-	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.
STANDARD	CCSS.EL A- Literacy.S L.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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 .3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	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).

### Language Arts

STRAND /	CCSS.EL	Reading Standards for Informational Text
DOMAIN	A- Literacy.R I.4	
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		Range of Reading and Level of Text Complexity
STANDARD	A-	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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	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	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.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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	A-	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 .4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

## Language Arts

Print		
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		Range of Reading and Level of Text Complexity
STANDARD	A-	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.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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	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	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	A-	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).

## What a family emergency plan is

# Common Core State Standards Language Arts

Grade 3 - Adopted: 2010			
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.3	Reading Standards for Informational Text	
CATEGORY / CLUSTER		Craft and Structure	
STANDARD		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 /	CCSS.EL	Reading Standards for Informational Text	

DOMAIN	A- Literacy.R I.3		
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity	
STANDARD	A-	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.	
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.3	Speaking and Listening Standards	
CATEGORY / CLUSTER		Comprehension and Collaboration	
STANDARD	A-	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	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	A-	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.	
STANDARD	CCSS.EL A- Literacy.S L.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	
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 .3.5b	ldentify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	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).

### Language Arts

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		Range of Reading and Level of Text Complexity	
STANDARD	A-	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.	
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards	
CATEGORY / CLUSTER		Comprehension and Collaboration	
STANDARD	A-	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	Come to discussions prepared, having read or studied required material; explicitly	

	A- Literacy.S L.4.1a	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.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
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 .4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

### Language Arts

DOMAIN	CCSS.EL A- Literacy.R	Reading Standards for Informational Text	
	I.5		
CATEGORY /		Craft and Structure	

CLUSTER			
STANDARD	CCSS.EL A- Literacy.R I.5.4		
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	A-	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.	
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	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	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	Acquire and use accurately grade-appropriate general academic and domain-specific	

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words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

#### Who to seek for help in an emergency

# Common Core State Standards Language Arts

		Grade 3 - Adopted, 2010	
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		Range of Reading and Level of Text Complexity	
STANDARD	A-	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.	
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.3	Speaking and Listening Standards	
CATEGORY / CLUSTER		Comprehension and Collaboration	
STANDARD	A-	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	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	A-	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-	Explain their own ideas and understanding in light of the discussion.	

	Literacy.S L.3.1d	
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.
STANDARD	CCSS.EL A- Literacy.S L.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
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 .3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A-	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal

## Language Arts

	Ordad 4 Adopted. 2020			
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 <i>I</i> DOMAIN	CCSS.EL A- Literacy.R I.4	Reading Standards for Informational Text		
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity		
STANDARD	A-	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	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	J
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	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	draw on that preparation and other information known about the topic to explore
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.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND /	CCSS.EL	Speaking and Listening Standards
DOMAIN	A- Literacy.S L.4	
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-	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group

	Literacy.L .4.3c	discussion).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .4	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A- Literacy.L	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

### Language Arts

	Grade 5 - Adopted: 2010					
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		Range of Reading and Level of Text Complexity				
STANDARD	A-	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	, , , , , , , , , , , , , , , , , , ,				
EXPECTATION	CCSS.EL A- Literacy.R F.5.4a	Read on-level text with purpose and understanding.				
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	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	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 .5.6	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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