National Theatre for Children

How to create a family emergency plan

Common Core State Standards

Language Arts

Grade **3** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.3.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA	Ask questions to check understanding of information presented, stay on topic, and

	A-Literacy.SL.3.1c	link their comments to the remarks of others.
EXPECTATION	CCSS.ELA-Literacy.SL.3.1d	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.ELA-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.ELA-Literacy.L.3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Common Core State Standards

Language Arts

Grade **4** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.R	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.ELA-Literacy.RF.4**	**Reading Standards: Foundational Skills**
CATEGORY / CLUSTER		**Fluency**
STANDARD	**CCSS.ELA-Literacy.RF.4.4**	**Read with sufficient accuracy and fluency to support comprehension.**
EXPECTATION	**CCSS.ELA-Literacy.RF.4.4a**	**Read on-level text with purpose and understanding.**
STRAND / DOMAIN	**CCSS.ELA-Literacy.SL.4**	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	**CCSS.ELA-Literacy.SL.4.1**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**
EXPECTATION	**CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.4.1b**	**Follow agreed-upon rules for discussions and carry out assigned roles.**
EXPECTATION	**CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.4.1d**	**Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.**
STRAND / DOMAIN	**CCSS.ELA-Literacy.SL.4**	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	**CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.4**	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Presentation of Knowledge and Ideas**
STANDARD	**CCSS.ELA-Literacy.SL.4.6**	**Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)**
STRAND / DOMAIN	**CCSS.ELA-Literacy.L.4**	**Language Standards**
CATEGORY / CLUSTER		**Knowledge of Language**
STANDARD	**CCSS.ELA**	**Use knowledge of language and its conventions when writing, speaking, reading, or**

	A-Literacy.L.4.3	listening.
EXPECTATION	CCSS.ELA-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.ELA-Literacy.L.4	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.5.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-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.

EXPECTATION	CCSS.ELA-Literacy.SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-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).

The difference between a disaster, emergency and hazard

Common Core State Standards

Language Arts

Grade **3** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-	Read on-level text with purpose and understanding.

	Literacy.RF.3.4a	
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.3	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA-Literacy.SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	CCSS.ELA-Literacy.SL.3.1d	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.3	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.3	**Language Standards**
CATEGORY / CLUSTER		**Vocabulary Acquisition and Use**
STANDARD	CCSS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.ELA-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.ELA-Literacy.L.3	**Language Standards**
CATEGORY / CLUSTER		**Vocabulary Acquisition and Use**
STANDARD	CCSS.ELA-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).

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.4	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.4.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration

STANDARD	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)
STRAND / DOMAIN	CCSS.ELA-Literacy.L.4	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCSS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	CCSS.ELA-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.ELA-Literacy.L.4	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency

STANDARD	CCSS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.5.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA-Literacy.SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-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).

What a family emergency plan is

Common Core State Standards

Language Arts

Grade **3** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND /	CCSS.ELA	Reading Standards for Informational Text

DOMAIN	A-Literacy.RI.3	
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.3.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA-Literacy.SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	CCSS.ELA-Literacy.SL.3.1d	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

STANDARD	CCSS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.ELA-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.ELA-Literacy.L.3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Common Core State Standards

Language Arts

Grade **4** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.4	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.4.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL	Come to discussions prepared, having read or studied required material; explicitly

	A-Literacy.SL.4.1a	draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.ELA-Literacy.SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)
STRAND / DOMAIN	CCSS.ELA-Literacy.L.4	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCSS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	CCSS.ELA-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.ELA-Literacy.L.4	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Common Core State Standards

Language Arts

Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY /		Craft and Structure

CLUSTER		
STANDARD	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.5.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA-Literacy.SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA	Acquire and use accurately grade-appropriate general academic and domain-specific

	A-Literacy.L.5.6	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

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Grade **3** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.3.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA-Literacy.SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	CCSS.ELA-	Explain their own ideas and understanding in light of the discussion.

	Literacy.SL.3.1d	
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.3	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	CCSS.ELA-Literacy.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.3	**Language Standards**
CATEGORY / CLUSTER		**Vocabulary Acquisition and Use**
STANDARD	CCSS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.ELA-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.ELA-Literacy.L.3	**Language Standards**
CATEGORY / CLUSTER		**Vocabulary Acquisition and Use**
STANDARD	CCSS.ELA-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).

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Grade **4** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.4	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Craft and Structure**
STANDARD	CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.4	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Range of Reading and Level of Text Complexity**
STANDARD	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.4	**Reading Standards: Foundational Skills**

CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.4.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)
STRAND / DOMAIN	CCSS.ELA-Literacy.L.4	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCSS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	CCSS.ELA-	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.ELA-Literacy.L.4	**Language Standards**
CATEGORY / CLUSTER		**Vocabulary Acquisition and Use**
STANDARD	CCSS.ELA-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).

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Grade **5** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Craft and Structure**
STANDARD	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Range of Reading and Level of Text Complexity**
STANDARD	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.5	**Reading Standards: Foundational Skills**
CATEGORY / CLUSTER		**Fluency**
STANDARD	CCSS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.5.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA-Literacy.SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-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).