#### Main Criteria: National Theatre for Children

Secondary Criteria: Massachusetts Curriculum Frameworks, 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 /<br>DOMAIN    | A-<br>Literacy.R<br>L.3              | Reading Standards for Literature  |
| CATEGORY /<br>CLUSTER |                                      | Key Ideas and Details   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.R<br>L.3.1 | to the text as the basis for the answers.   |
| STANDARD              | A-                                   | 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<br>A-<br>Literacy.R<br>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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>L.3   | Reading Standards for Literature  |
| CATEGORY /<br>CLUSTER |                                      | Craft and Structure   |
| STANDARD              | A-                                   | 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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>L.3   | Reading Standards for Literature  |
| CATEGORY /<br>CLUSTER |                                      | Range of Reading and Level of Text Complexity   |
| STANDARD              | A-                                   | 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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>I.3   | Reading Standards for Informational Text  |
| CATEGORY /<br>CLUSTER |                                      | Key Ideas and Details   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.R<br>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<br>A-<br>Literacy.R<br>I.3.2 | support the main idea.  |
| STANDARD              | CCSS.EL                              | 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 <i>l</i> effect.  |
|-----------------------|---------------------------------------|---|
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>I.3    | Reading Standards for Informational Text  |
| CATEGORY /<br>CLUSTER |                                       | Craft and Structure   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.R<br>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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>I.3    | Reading Standards for Informational Text  |
| CATEGORY /<br>CLUSTER |                                       | Integration of Knowledge and Ideas  |
| STANDARD              | A-                                    | 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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>I.3    | Reading Standards for Informational Text  |
| CATEGORY /<br>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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>F.3    | Reading Standards: Foundational Skills  |
| CATEGORY /<br>CLUSTER |                                       | Fluency   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.R<br>F.3.4  | Read with sufficient accuracy and fluency to support comprehension.   |
| EXPECTATION           | CCSS.EL<br>A-<br>Literacy.R<br>F.3.4a | Read on-level text with purpose and understanding.  |
| EXPECTATION           | CCSS.EL<br>A-<br>Literacy.R<br>F.3.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.S<br>L.3    | Speaking and Listening Standards  |
| CATEGORY /<br>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           | CCSS.EL<br>A-<br>Literacy.S<br>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<br>A-<br>Literacy.S<br>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<br>A-<br>Literacy.S<br>L.3.1d | Explain their own ideas and understanding in light of the discussion.  |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.S<br>L.3    | Speaking and Listening Standards   |
| CATEGORY /<br>CLUSTER |                                       | Comprehension and Collaboration  |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.S<br>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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.L<br>.3     | Language Standards   |
| CATEGORY /<br>CLUSTER |                                       | Vocabulary Acquisition and Use   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.L<br>.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<br>A-<br>Literacy.L<br>.3.4a  | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.L<br>.3     | Language Standards   |
| CATEGORY /<br>CLUSTER |                                       | Vocabulary Acquisition and Use   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.L<br>.3.5   | Demonstrate understanding of word relationships and nuances in word meanings.  |
| EXPECTATION           | CCSS.EL<br>A-<br>Literacy.L<br>.3.5a  | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.L<br>.3     | Language Standards   |
| CATEGORY /<br>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). |

## Common Core State Standards Language Arts

Grade 4 - Adopted: 2010

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

|  | A-<br>Literacy.R<br>L.4.1  | and when drawing inferences from the text.  |
|--|--|---|
| STANDARD   | CCSS.EL<br>A-<br>Literacy.R<br>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 /<br>DOMAIN   | CCSS.EL<br>A-<br>Literacy.R<br>L.4   | Reading Standards for Literature  |
| CATEGORY /<br>CLUSTER  |  | Range of Reading and Level of Text Complexity   |
| STANDARD   | A-   | 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 /<br>DOMAIN   | CCSS.EL<br>A-<br>Literacy.R<br>I.4   | Reading Standards for Informational Text  |
| CATEGORY /<br>CLUSTER  |  | Key Ideas and Details   |
| STANDARD   | CCSS.EL<br>A-<br>Literacy.R<br>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<br>A-<br>Literacy.R<br>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<br>A-<br>Literacy.R<br>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.  |
|  | 1.4.3  |   |
| STRAND /<br>DOMAIN   |  | Reading Standards for Informational Text  |
|  | CCSS.EL<br>A-<br>Literacy.R  |   |
| CATEGORY /   | CCSS.EL<br>A-<br>Literacy.R  | Craft and Structure  Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  |
| CATEGORY /<br>CLUSTER  | CCSS.EL A- Literacy.R I.4  CCSS.EL A- Literacy.R   | Craft and Structure  Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  Reading Standards for Informational Text  |
| CATEGORY / CLUSTER STANDARD  | CCSS.EL A- Literacy.R I.4  CCSS.EL A- Literacy.R I.4.4  CCSS.EL A- Literacy.R  | Craft and Structure  Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  Reading Standards for Informational Text  |
| CATEGORY / CLUSTER STANDARD STRAND / DOMAIN CATEGORY /                               | CCSS.EL A- Literacy.R I.4  CCSS.EL A- Literacy.R I.4.4  CCSS.EL A- Literacy.R I.4.4  | Craft and Structure  Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  Reading Standards for Informational Text  |
| CATEGORY / CLUSTER STANDARD STRAND / DOMAIN CATEGORY / CLUSTER                       | CCSS.EL A- Literacy.R I.4  CCSS.EL A- Literacy.R I.4.4  CCSS.EL A- Literacy.R I.4  CCSS.EL A- Literacy.R I.4   | Craft and Structure  Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  Reading Standards for Informational Text  Integration of Knowledge and Ideas  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.  Explain how an author uses reasons and evidence to support particular points in a text.   |
| CATEGORY / CLUSTER STANDARD  STRAND / DOMAIN  CATEGORY / CLUSTER  STANDARD           | CCSS.EL A- Literacy.R I.4  CCSS.EL A- Literacy.R I.4.4  CCSS.EL A- Literacy.R I.4  CCSS.EL A- Literacy.R I.4  CCSS.EL A- Literacy.R I.4.7                                | Craft and Structure  Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  Reading Standards for Informational Text  Integration of Knowledge and Ideas  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.  Explain how an author uses reasons and evidence to support particular points in a text.  Reading Standards for Informational Text |
| CATEGORY / CLUSTER STANDARD  STRAND / DOMAIN  CATEGORY / CLUSTER  STANDARD  STANDARD | CCSS.EL A- Literacy.R I.4  CCSS.EL A- Literacy.R I.4.4  CCSS.EL A- Literacy.R I.4  CCSS.EL A- Literacy.R I.4.7  CCSS.EL A- Literacy.R I.4.8  CCSS.EL A- Literacy.R I.4.8 | Craft and Structure  Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  Reading Standards for Informational Text  Integration of Knowledge and Ideas  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.  Explain how an author uses reasons and evidence to support particular points in a text.  Reading Standards for Informational Text |

| STRAND /              | CCSS.EL                    | Reading Standards: Foundational Skills  |
|-----------------------|----------------------------|---|
| DOMAIN                | A-<br>Literacy.R<br>F.4    |   |
| CATEGORY /<br>CLUSTER |                            | Fluency   |
| STANDARD              | CCSS.EL                    | Read with sufficient accuracy and fluency to support comprehension.   |
|                       | Literacy.R<br>F.4.4        |   |
| EXPECTATION           | CCSS.EL<br>A-              | Read on-level text with purpose and understanding.  |
|                       | Literacy.R<br>F.4.4a       |   |
| EXPECTATION           | CCSS.EL<br>A-              | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
|                       | Literacy.R<br>F.4.4c       |   |
| STRAND /              | CCSS.EL                    | Writing Standards   |
| DOMAIN                | A-<br>Literacy.            |   |
| CATEGORY              | W. 4                       | Pagazanah da Build and Bugazand Knaudadus   |
| CATEGORY /<br>CLUSTER |                            | Research to Build and Present Knowledge   |
| STANDARD              | CCSS.EL                    | Draw evidence from literary or informational texts to support analysis, reflection, and research.   |
|                       | Literacy.<br>W.4.9         | rescaron.   |
| EXPECTATION           | CCSS.EL<br>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 |
|                       | Literacy.<br>W.4.9a        | character's thoughts, words, or actions].'').   |
| EXPECTATION           | CCSS.EL<br>A-              | 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'').                    |
|                       | Literacy.<br>W.4.9b        |   |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-              | Speaking and Listening Standards  |
|                       | Literacy.S<br>L.4          |   |
| CATEGORY /<br>CLUSTER |                            | Comprehension and Collaboration   |
| STANDARD              | CCSS.EL<br>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            |
|                       | Literacy.S<br>L.4.1        | others' ideas and expressing their own clearly.   |
| EXPECTATION           | CCSS.EL<br>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            |
|                       | Literacy.S<br>L.4.1a       | ideas under discussion.   |
| EXPECTATION           | CCSS.EL                    | Follow agreed-upon rules for discussions and carry out assigned roles.  |
|                       | A-<br>Literacy.S<br>L.4.1b |   |
| EXPECTATION           | CCSS.EL<br>A-              | 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.         |
|                       | Literacy.S<br>L.4.1c       | make comments that contribute to the discussion and link to the remarks of others.  |
| STRAND / DOMAIN       | CCSS.EL                    | Speaking and Listening Standards  |
| DOWAIN -              | Literacy.S<br>L.4          |   |
| CATEGORY /<br>CLUSTER |                            | Comprehension and Collaboration   |
| STANDARD              | CCSS.EL<br>A-              | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.                               |
|                       | Literacy.S<br>L.4.2        | and country, and country, quantitatively, and country.  |
|                       |                            |   |

| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.S<br>L.4   | Speaking and Listening Standards   |
|-----------------------|--------------------------------------|--|
| CATEGORY /<br>CLUSTER |                                      | Presentation of Knowledge and Ideas  |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.S<br>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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.L<br>.4    | Language Standards   |
| CATEGORY /<br>CLUSTER |                                      | Knowledge of Language  |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.L<br>.4.3  | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| EXPECTATION           | CCSS.EL<br>A-<br>Literacy.L<br>.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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.L<br>.4    | Language Standards   |
| CATEGORY /<br>CLUSTER |                                      | Vocabulary Acquisition and Use   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.L<br>.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<br>A-<br>Literacy.L<br>.4.4a | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.   |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.L<br>.4    | Language Standards   |
| CATEGORY /<br>CLUSTER |                                      | Vocabulary Acquisition and Use   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.L<br>.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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>L.5 | Reading Standards for Literature  |
|-----------------------|------------------------------------|---|
| CATEGORY /<br>CLUSTER |                                    | Key Ideas and Details   |
| STANDARD              | A-                                 | 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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>L.5 | Reading Standards for Literature  |
| CATEGORY /<br>CLUSTER |                                    | Range of Reading and Level of Text Complexity   |

| STANDARD              | A-                                    | 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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>I.5    | Reading Standards for Informational Text  |
| CATEGORY /<br>CLUSTER |                                       | Key Ideas and Details   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.R<br>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              | A-                                    | 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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>I.5    | Reading Standards for Informational Text  |
| CATEGORY /<br>CLUSTER |                                       | Craft and Structure   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.R<br>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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>I.5    | Reading Standards for Informational Text  |
| CATEGORY /<br>CLUSTER |                                       | Integration of Knowledge and Ideas  |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.R<br>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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>I.5    | Reading Standards for Informational Text  |
| CATEGORY /<br>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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.R<br>F.5    | Reading Standards: Foundational Skills  |
| CATEGORY /<br>CLUSTER |                                       | Fluency   |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.R<br>F.5.4  | , , , , , , , , , , , , , , , , , , ,   |
| EXPECTATION           | CCSS.EL<br>A-<br>Literacy.R<br>F.5.4a | Read on-level text with purpose and understanding.  |
| EXPECTATION           | CCSS.EL<br>A-<br>Literacy.R<br>F.5.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-                         | Writing Standards   |
|                       |                                       |   |

|                       | Literacy.<br>W.5                      |  |
|-----------------------|---------------------------------------|--|
| CATEGORY /<br>CLUSTER |                                       | Research to Build and Present Knowledge  |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.<br>W.5.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| EXPECTATION           | CCSS.EL<br>A-<br>Literacy.<br>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<br>A-<br>Literacy.<br>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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.S<br>L.5    | Speaking and Listening Standards   |
| CATEGORY /<br>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<br>A-<br>Literacy.S<br>L.5.1b | Follow agreed-upon rules for discussions and carry out assigned roles.   |
| EXPECTATION           | CCSS.EL<br>A-<br>Literacy.S<br>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 /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.S<br>L.5    | Speaking and Listening Standards   |
| CATEGORY /<br>CLUSTER |                                       | Comprehension and Collaboration  |
| STANDARD              | CCSS.EL<br>A-<br>Literacy.S<br>L.5.2  | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.   |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.L<br>.5     | Language Standards   |
| CATEGORY /<br>CLUSTER |                                       | Vocabulary Acquisition and Use   |
| STANDARD              | A-                                    | 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<br>A-<br>Literacy.L<br>.5.4a  | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.   |
| STRAND /<br>DOMAIN    | CCSS.EL<br>A-<br>Literacy.L<br>.5     | Language Standards   |
| CATEGORY /<br>CLUSTER |                                       | Vocabulary Acquisition and Use   |

| STANDARD | CCSS.EL    | Acquire and use accurately grade-appropriate general academic and domain-specific        |
|----------|------------|--|
|          | A-         | words and phrases, including those that signal contrast, addition, and other logical     |
|          | Literacy.L | relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
|          | .5.6       |  |

#### ${\bf Massachusetts} \ {\bf Curriculum} \ {\bf Frameworks}$

#### Language Arts

Grade 3 - Adopted: 2011

| Grade 3 - Adopted: 2011          |                  |  |
|----------------------------------|------------------|--|
| FOCUS /<br>COURSE                | MA.CC.R<br>L.3.  | Reading Standards for Literature Pre-K-5   |
| STRAND                           |                  | Key Ideas and Details  |
| STANDARD /<br>CONCEPT /<br>SKILL | RL.3.1.          | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| STANDARD /<br>CONCEPT /<br>SKILL | RL.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 /<br>CONCEPT /<br>SKILL | RL.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.  |
| FOCUS /<br>COURSE                | MA.CC.R<br>L.3.  | Reading Standards for Literature Pre-K-5   |
| STRAND                           |                  | Craft and Structure  |
| STANDARD /<br>CONCEPT /<br>SKILL | RL.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.            |
| FOCUS /<br>COURSE                | MA.CC.R<br>L.3.  | Reading Standards for Literature Pre-K-5   |
| STRAND                           |                  | Integration of Knowledge and Ideas   |
| STANDARD /<br>CONCEPT /<br>SKILL | MA.RL.3.<br>8.A. | Identify elements of fiction (e.g., characters, setting, plot, problem, solution) and elements of poetry (e.g., rhyme, rhythm, figurative language, alliteration, onomatopoeia).                             |
| FOCUS /<br>COURSE                | MA.CC.R<br>L.3.  | Reading Standards for Literature Pre-K-5   |
| STRAND                           |                  | Range of Reading and Level of Text Complexity  |
| STANDARD /<br>CONCEPT /<br>SKILL | RL.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.                        |
| FOCUS /<br>COURSE                | MA.CC.RI         | Reading Standards for Informational Text Pre-K-5   |
| STRAND                           |                  | Key Ideas and Details  |
| STANDARD /<br>CONCEPT /<br>SKILL | RI.3.1.          | Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.  |
| STANDARD /<br>CONCEPT /<br>SKILL | RI.3.2.          | Determine the main idea of a text; recount the key details and explain how they support the main idea.   |
| STANDARD /<br>CONCEPT /<br>SKILL | RI.3.3.          | Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. |
| FOCUS /<br>COURSE                | MA.CC.RI         | Reading Standards for Informational Text Pre-K-5   |
| STRAND                           |                  | Craft and Structure  |
| STANDARD /<br>CONCEPT /<br>SKILL | 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.   |
| FOCUS /<br>COURSE                | MA.CC.RI         | Reading Standards for Informational Text Pre-K-5   |
| STRAND                           |                  | Integration of Knowledge and Ideas   |
| STANDARD /<br>CONCEPT /<br>SKILL | RI.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).                     |
| FOCUS /<br>COURSE                | MA.CC.RI         | Reading Standards for Informational Text Pre-K-5   |

| STRAND                           |                 | Range of Reading and Level of Text Complexity  |
|----------------------------------|-----------------|--|
| STANDARD /<br>CONCEPT /<br>SKILL | 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.                        |
| FOCUS /<br>COURSE                | MA.CC.R<br>F.3. | Reading Standards: Foundational Skills Pre-K-5   |
| STRAND                           |                 | Fluency  |
| STANDARD /<br>CONCEPT /<br>SKILL | RF.3.4.         | Read with sufficient accuracy and fluency to support comprehension.  |
| INDICATOR                        | RF.3.4.a.       | Read grade-level text with purpose and understanding.  |
| INDICATOR                        | RF.3.4.c.       | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| FOCUS /<br>COURSE                | MA.CC.S<br>L.3. | Speaking and Listening Standards Pre-K-5   |
| STRAND                           |                 | Comprehension and Collaboration  |
| STANDARD /<br>CONCEPT /<br>SKILL | 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.                             |
| INDICATOR                        | SL.3.1.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.   |
| INDICATOR                        | SL.3.1.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).  |
| INDICATOR                        | SL.3.1.c.       | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  |
| INDICATOR                        | SL.3.1.d.       | Explain their own ideas and understanding in light of the discussion.  |
| FOCUS /<br>COURSE                | MA.CC.S<br>L.3. | Speaking and Listening Standards Pre-K-5   |
| STRAND                           |                 | Comprehension and Collaboration  |
| STANDARD /<br>CONCEPT /<br>SKILL | 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.  |
| FOCUS /<br>COURSE                | MA.CC.L.        | Language Standards Pre-K-5   |
| STRAND                           |                 | Vocabulary Acquisition and Use   |
| STANDARD /<br>CONCEPT /<br>SKILL | 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.  |
| INDICATOR                        | L.3.4.a.        | Use sentence-level context as a clue to the meaning of a word or phrase.   |
| FOCUS /<br>COURSE                | MA.CC.L.        | Language Standards Pre-K-5   |
| STRAND                           |                 | Vocabulary Acquisition and Use   |
| STANDARD /<br>CONCEPT /<br>SKILL | L.3.5.          | Demonstrate understanding of word relationships and nuances in word meanings.  |
| INDICATOR                        | L.3.5.a.        | Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).  |
| FOCUS /<br>COURSE                | MA.CC.L.        | Language Standards Pre-K-5   |
| STRAND                           |                 | Vocabulary Acquisition and Use   |
| STANDARD /<br>CONCEPT /<br>SKILL | 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). |
|                                  |                 |  |

### Massachusetts Curriculum Frameworks

#### Language Arts

Grade 4 - Adopted: 2011

| FOCUS /<br>COURSE | MA.CC.R<br>L.4. | Reading Standards for Literature Pre-K-5 |
|-------------------|-----------------|--|
| STRAND            |                 | Key Ideas and Details                    |

| And when drawing inferences from the text.   |                             |           |  |
|--|-----------------------------|-----------|--|
| SKILL  Specific details in the text (e.g., a character's thoughts, words, or actions).  SKILL  STRAND  STANDARD / CONCEPT / SKILL  STRAND  STANDARD / COURSE  A. Reading Standards for Literature Pre-K-5  COURSE  A. MA.CC.RI (Reading and Level of Text Complexity)  STANDARD / CONCEPT / SKILL  STRAND  Reading Standards for Informational Text Pre-K-5  COURSE  A. Reading Standards for Informational Text Pre-K-5  STANDARD / CONCEPT / SKILL  MA.CC.RI Reading Standards for Informational Text Pre-K-5  COURSE / A. SCIENT AND CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  MA.CC.RI Reading Standards for Informational Text Pre-K-5  COURSE / A. SCIENT AND CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  MA.CC.RI Reading Standards for Informational Text Pre-K-5  COURSE / A. SCIENT AND CONCEPT / SKILL  STANDARD / CONCEPT / SKILL  MA.CC.RI Reading Standards for Informational Text Pre-K-5  COURSE / A. SCIENT AND CONCEPT / SKILL  MA.CC.RI Reading Standards for Informational Text Pre-K-5  COURSE / A. SCIENT AND CONCEPT / SKILL  MA.CC.RI Reading Standards for Informational Text Pre-K-5  CONCEPT / SKILL  MA.CC.RI Reading Standards for Informational Text Pre-K-5  CONCEPT / SKILL  MA.CC.RI Reading Standards for Informational Text Pre-K-5  COURSE / A. SCIENT AND CONCEPT / SKILL  MA.CC.RI Reading Standards for Informational Text Pre-K-5  COURSE / A. SCIENT AND CONCEPT / SKILL  MA.CC.RI Reading Standards for Informational Text Pre-K-5  COURSE / A. SCIENT AND CONCEPT / SKILL  MA.CC.RI Reading Standards for Informational Text Pre-K-5  COURSE / A. SCIENT AND CONCEPT / SKILL  MA.CC.RI Reading Standards for In | CONCEPT /                   | RL.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    | CONCEPT /                   | RL.4.3.   |  |
| RL.4.10  |                             |           | Reading Standards for Literature Pre-K-5   |
| STRAND   Craft and Structure   STRAND   Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Text Pre-K-5 (COURSE / A. C. Reading Standards for Informational Skills Pre-K-5 (COURSE / A. C. Reading Standards for Informational Skills Pre-K-5 (COURSE / A. C. Reading Standards Foundational Skills Pre-K-5 (COURSE / A. C. Reading Standards Foundational Skills Pre-K-5 (COURSE   | STRAND                      |           | Range of Reading and Level of Text Complexity  |
| STRAND STANDARD / CONCEPT / SKILL STANDARD / STANDARD / CONCEPT / SKILL STANDARD / SCHOOL / STANDARD / CONCEPT / SKILL STANDARD / CONCEPT / SKILL STAND STANDARD / COURSE 4. STRAND STANDARD / COURSE 4. STRAND STANDARD / CONCEPT / SKILL ST | CONCEPT /                   | RL.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.   |
| STANDARD   CRIA.4.1.   Refer to details and examples in a text when explaining what the text says explic and when drawing inferences from the text.  |                             |           | Reading Standards for Informational Text Pre-K-5   |
| STANDARD   CONCEPT   SKILL   R1.4.2.   Determine the main idea of a text and explain how it is supported by key details; SCHOLDER   STANDARD   CONCEPT   SKILL   R2.4.3.   Explain events, procedures, ideas, or concepts in a historical, scientific, or text concepts   SKILL   STANDARD   CONCEPT   SKILL   Reading Standards for Informational Text Pre-K-5   Reading Standards for Informations, or interactive elements on Web pages)   STANDARD   R1.4.3.   Interpret information presented visually, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages)   STANDARD   R1.4.3.   Explain how an author uses reasons and evidence to support particular points intext.   Reading Standards for Informational Text Pre-K-5     | STRAND                      |           | Key Ideas and Details  |
| SITANDARD / CONCEPT / SUMMARIZE the text.  STANDARD / CONCEPT / STANDARD / STANDARD / CONCEPT / STANDARD / STANDARD / STANDARD / CONCEPT / STANDARD / STANDARD / STANDARD / CONCEPT / STANDARD / CONCEPT / STANDARD / STANDARD / STANDARD / STANDARD / STANDARD / CONCEPT / STANDARD / STA | CONCEPT /                   | RI.4.1.   | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.   |
| text, including what happened and why, based on specific information in the text skill.    COUNSE  | CONCEPT /                   | RI.4.2.   | Determine the main idea of a text and explain how it is supported by key details; summarize the text.  |
| STRAND  Craft and Structure  STANDARD / CONCEPT / SKILL  MA.CC.RI Reading Standards for Informational Text Pre-K-5  COURSE  STANDARD / CONCEPT / SKILL  STRAND  RI.4.7. Integration of Knowledge and Ideas  STANDARD / SKILL  STRAND  RI.4.8. Explain how the information contributes to an understanding of the text in whice appears.  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  A.  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STANDARD / CONCEPT / SKILL  FOCUS / CONCEPT / SKILL  READ READ / CONCEPT / SKILL  FOCUS / CONCEPT / SKILL  FOCUS / CONCEPT / SKILL  READ READ / CONCEPT / SKILL  FOCUS / CONCEPT / SKILL  FOUR *  | CONCEPT /                   | RI.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.   |
| STANDARD / CONCEPT / SKILL  FOCUS / COURSE  STRAND  Integration of Knowledge and Ideas  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  A.  FRA.4.a. Read grade-level text with purpose and understanding.  INDICATOR RF.4.4.a. Read grade-level text with purpose and understanding.  INDICATOR RF.4.4.a. Read grade-level text with purpose and understanding.  INDICATOR RF.4.4.a. Read grade-level text with purpose and understanding.  FOCUS / COURSE  A.  STRAND  RESEarch to Build and Present Knowledge  STANDARD / CONCEPT / SKILL  FOCUS / CONCEPT / SKILL  FOUR STANDARD / CONCEPT / |                             |           | Reading Standards for Informational Text Pre-K-5   |
| A text relevant to a grade 4 topic or subject area.  | STRAND                      |           | Craft and Structure  |
| STRAND  STANDARD / CONCEPT / SKILL  STRAND  RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) explain how the information contributes to an understanding of the text in which appears.  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  | CONCEPT /                   | 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.  |
| STANDARD / CONCEPT / SKILL  RI.4.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) explain how the information contributes to an understanding of the text in which appears.  STANDARD / CONCEPT / SKILL  FOCUS / COURSE  A. Reading Standards for Informational Text Pre-K-5  COURSE  STAND  RI.4.10. By the end of year, read and comprehend informational texts, including history/statiles, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.  FOCUS / COURSE  STAND  REA.4.1. Reading Standards: Foundational Skills Pre-K-5  STRAND  Fluency  STANDARD / CONCEPT / SKILL  INDICATOR  RF.4.4.a. Read grade-level text with purpose and understanding.  INDICATOR  RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  FOCUS / COURSE  4. Research to Build and Present Knowledge  STANDARD / COURSE  STANDARD / COURSE  STANDARD / COURSE  STAND  Research to Build and Present Knowledge  STANDARD / CONCEPT / SKILL  Draw evidence from literary or informational texts to support analysis, reflection research.  |                             |           | Reading Standards for Informational Text Pre-K-5   |
| GONCEPT   SKILL   Graphs, diagrams, time lines, animations, or interactive elements on Web pages) explain how the information contributes to an understanding of the text in which appears.  | STRAND                      |           | Integration of Knowledge and Ideas   |
| CONCEPT / SKILL  FOCUS / COURSE .4.  Range of Reading and Level of Text Complexity  STAND  | CONCEPT /                   | RI.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. |
| COURSE STRAND Range of Reading and Level of Text Complexity  STANDARD / CONCEPT / SKILL  RI.4.10. By the end of year, read and comprehend informational texts, including history/s 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.  FOCUS / COURSE F.4.  STRAND Fluency  STANDARD / CONCEPT / SKILL  INDICATOR RF.4.4.a. Read grade-level text with purpose and understanding.  INDICATOR RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  FOCUS / COURSE 4.  STRAND Research to Build and Present Knowledge  STANDARD / CONCEPT / SKILL  Draw evidence from literary or informational texts to support analysis, reflection research.   | CONCEPT /                   | RI.4.8.   | Explain how an author uses reasons and evidence to support particular points in a text.  |
| STANDARD / CONCEPT / SKILL    RI.4.10.   By the end of year, read and comprehend informational texts, including history/s 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.    FOCUS   MA.CC.R COURSE   F.4.   Reading Standards: Foundational Skills Pre-K-5   |                             |           | Reading Standards for Informational Text Pre-K-5   |
| CONCEPT / SKILL  MA.CC.R Reading Standards: Foundational Skills Pre-K-5 COURSE  STRAND  Fluency  STANDARD / CONCEPT / SKILL  INDICATOR  RF.4.4.a. Read grade-level text with purpose and understanding.  INDICATOR  RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  FOCUS / COURSE  MA.CC.W. Writing Standards Pre-K-5 COURSE  STRAND  Research to Build and Present Knowledge  STANDARD / CONCEPT / SKILL  STRAND  Draw evidence from literary or informational texts to support analysis, reflection research.  SKILL  STRAND / CONCEPT / SKILL  | STRAND                      |           | Range of Reading and Level of Text Complexity  |
| STRAND  STANDARD / CONCEPT / SKILL  INDICATOR RF.4.4.c. Read grade-level text with purpose and understanding.  INDICATOR RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  FOCUS / COURSE 4.  STRAND Research to Build and Present Knowledge  STANDARD / CONCEPT / SKILL  STRAND Draw evidence from literary or informational texts to support analysis, reflection research.  | CONCEPT /                   | RI.4.10.  |  |
| STRAND  RF.4.4. Read with sufficient accuracy and fluency to support comprehension.  CONCEPT / SKILL  INDICATOR RF.4.4.a. Read grade-level text with purpose and understanding.  INDICATOR RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  FOCUS / COURSE  STRAND  Research to Build and Present Knowledge  STANDARD / CONCEPT / SKILL  Draw evidence from literary or informational texts to support analysis, reflection research.   |                             |           | Reading Standards: Foundational Skills Pre-K-5   |
| STANDARD / CONCEPT / SKILL  INDICATOR RF.4.4.a. Read grade-level text with purpose and understanding.  INDICATOR RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  FOCUS / COURSE  STRAND  Research to Build and Present Knowledge  STANDARD / CONCEPT / SKILL  SKILL  Read with sufficient accuracy and fluency to support comprehension.  Read with sufficient accuracy and fluency to support comprehension.  Read with sufficient accuracy and fluency to support comprehension.  Read with sufficient accuracy and fluency to support comprehension.  Read with sufficient accuracy and fluency to support comprehension.  Read with sufficient accuracy and fluency to support comprehension.  Read with sufficient accuracy and fluency to support and understanding.   | 11111                       | F.4.      | Eluanov  |
| CONCEPT / SKILL  INDICATOR RF.4.4.a. Read grade-level text with purpose and understanding.  INDICATOR RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  FOCUS / COURSE 4. Writing Standards Pre-K-5  STRAND Research to Build and Present Knowledge  STANDARD / CONCEPT / SKILL Draw evidence from literary or informational texts to support analysis, reflection research.   |                             | RF 4 4    |  |
| INDICATOR  RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  FOCUS / COURSE  MA.CC.W. Writing Standards Pre-K-5 4. Research to Build and Present Knowledge  STANDARD / CONCEPT / SKILL  Draw evidence from literary or informational texts to support analysis, reflection research.   | CONCEPT /                   |           |  |
| FOCUS / COURSE MA.CC.W. Writing Standards Pre-K-5 4. Research to Build and Present Knowledge  STANDARD / CONCEPT / SKILL Draw evidence from literary or informational texts to support analysis, reflection research.  |                             |           |  |
| STRAND  Research to Build and Present Knowledge  STANDARD /  | INDICATOR                   | RF.4.4.c. |  |
| STRAND  Research to Build and Present Knowledge  STANDARD /  |                             |           |  |
| CONCEPT / research.  |                             |           |  |
|  | COURSE                      |           | Writing Standards Pre-K-5  |
| INDICATOR  W.4.9.a. Apply grade 4 Reading standards to literature (e.g., ''Describe in depth a character's thoughts, words, or actions].'').   | STRAND STANDARD / CONCEPT / | 4.        | Writing Standards Pre-K-5  Research to Build and Present Knowledge  Draw evidence from literary or informational texts to support analysis, reflection, and  |

| INDICATOR                        | W.4.9.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'').   |
|----------------------------------|-----------------|--|
| FOCUS /<br>COURSE                | MA.CC.S<br>L.4. | Speaking and Listening Standards Pre-K-5   |
| STRAND                           |                 | Comprehension and Collaboration  |
| STANDARD /<br>CONCEPT /<br>SKILL | 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.   |
| INDICATOR                        | SL.4.1.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.   |
| INDICATOR                        | SL.4.1.b.       | Follow agreed-upon rules for discussions and carry out assigned roles.   |
| INDICATOR                        | SL.4.1.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.  |
| FOCUS /<br>COURSE                | MA.CC.S<br>L.4. | Speaking and Listening Standards Pre-K-5   |
| STRAND                           |                 | Comprehension and Collaboration  |
| STANDARD /<br>CONCEPT /<br>SKILL | SL.4.2.         | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| FOCUS /<br>COURSE                | MA.CC.S<br>L.4. | Speaking and Listening Standards Pre-K-5   |
| STRAND                           |                 | Presentation of Knowledge and Ideas  |
| STANDARD /<br>CONCEPT /<br>SKILL | SL.4.6.         | Differentiate between contexts that call for formal English (e.g., presenting ideas)<br>and situations where informal discourse is appropriate (e.g., small-group<br>discussion); use formal English when appropriate to task and situation. (See grade 4<br>Language standards 1 and 3 on page 30 for specific expectations.)                 |
| FOCUS /<br>COURSE                | MA.CC.L.        | Language Standards Pre-K-5   |
| STRAND                           |                 | Knowledge of Language  |
| STANDARD /<br>CONCEPT /<br>SKILL | L.4.3.          | Use knowledge of language and its conventions when writing, speaking, reading, or listening.   |
| INDICATOR                        | L.4.3.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).  |
| FOCUS /<br>COURSE                | MA.CC.L.        | Language Standards Pre-K-5   |
| STRAND                           |                 | Vocabulary Acquisition and Use   |
| STANDARD /<br>CONCEPT /<br>SKILL | 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.   |
| INDICATOR                        | L.4.4.a.        | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.   |
| FOCUS /<br>COURSE                | MA.CC.L.        | Language Standards Pre-K-5   |
| STRAND                           |                 | Vocabulary Acquisition and Use   |
| STANDARD /<br>CONCEPT /<br>SKILL | 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). |

#### Massachusetts Curriculum Frameworks

### Language Arts

Grade 5 - Adopted: 2011

| FOCUS /<br>COURSE                | MA.CC.R<br>L.5. | Reading Standards for Literature Pre-K-5  |
|----------------------------------|-----------------|---|
| STRAND                           |                 | Key Ideas and Details   |
| STANDARD /<br>CONCEPT /<br>SKILL |                 | 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. |
| FOCUS /<br>COURSE                | MA.CC.R<br>L.5. | Reading Standards for Literature Pre-K-5  |

| STRAND                           |                 | Range of Reading and Level of Text Complexity  |
|----------------------------------|-----------------|--|
| STANDARD /<br>CONCEPT /<br>SKILL | RL.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.                                      |
| FOCUS /<br>COURSE                | MA.CC.RI        | Reading Standards for Informational Text Pre-K-5   |
| STRAND                           |                 | Key Ideas and Details  |
| STANDARD /<br>CONCEPT /<br>SKILL | RI.5.2.         | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  |
| STANDARD /<br>CONCEPT /<br>SKILL | RI.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.                            |
| FOCUS /<br>COURSE                | MA.CC.RI        | Reading Standards for Informational Text Pre-K-5   |
| STRAND                           |                 | Craft and Structure  |
| STANDARD /<br>CONCEPT /<br>SKILL | 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.   |
| FOCUS /<br>COURSE                | MA.CC.RI        | Reading Standards for Informational Text Pre-K-5   |
| STRAND                           |                 | Integration of Knowledge and Ideas   |
| STANDARD /<br>CONCEPT /<br>SKILL | RI.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).   |
| FOCUS /<br>COURSE                | MA.CC.RI        | Reading Standards for Informational Text Pre-K-5   |
| STRAND                           |                 | Range of Reading and Level of Text Complexity  |
| STANDARD /<br>CONCEPT /<br>SKILL | 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.    |
| FOCUS /<br>COURSE                | MA.CC.R<br>F.5. | Reading Standards: Foundational Skills Pre-K-5   |
| STRAND                           |                 | Fluency  |
| STANDARD /<br>CONCEPT /<br>SKILL | RF.5.4.         | Read with sufficient accuracy and fluency to support comprehension.  |
| INDICATOR                        | RF.5.4.a.       | Read grade-level text with purpose and understanding.  |
| INDICATOR                        | RF.5.4.c.       | Use context to confirm or self-correct word recognition and understanding, rereading as necessary.   |
| FOCUS /<br>COURSE                | MA.CC.W.<br>5.  | Writing Standards Pre-K-5  |
| STRAND                           |                 | Research to Build and Present Knowledge  |
| STANDARD /<br>CONCEPT /<br>SKILL | W.5.9.          | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| INDICATOR                        | W.5.9.a.        | Apply grade 5 Reading standards to literature (e.g., ''Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]''). |
| INDICATOR                        | W.5.9.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]'').  |
| FOCUS /<br>COURSE                | MA.CC.S<br>L.5. | Speaking and Listening Standards Pre-K-5   |
| STRAND                           |                 | Comprehension and Collaboration  |
| STANDARD /<br>CONCEPT /<br>SKILL | 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.         |
| INDICATOR                        | SL.5.1.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.                                 |
| INDICATOR                        | SL.5.1.b.       | Follow agreed-upon rules for discussions and carry out assigned roles.   |
| INDICATOR                        | SL.5.1.c.       | Pose and respond to specific questions by making comments that contribute to the   |

|                                  |                 | discussion and elaborate on the remarks of others.  |
|----------------------------------|-----------------|---|
| FOCUS /<br>COURSE                | MA.CC.S<br>L.5. | Speaking and Listening Standards Pre-K-5  |
| STRAND                           |                 | Comprehension and Collaboration   |
| STANDARD /<br>CONCEPT /<br>SKILL | SL.5.2.         | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  |
| FOCUS /<br>COURSE                | MA.CC.L.<br>5.  | Language Standards Pre-K-5  |
| STRAND                           |                 | Vocabulary Acquisition and Use  |
| STANDARD /<br>CONCEPT /<br>SKILL | 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.  |
| INDICATOR                        | 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.  |
| FOCUS /<br>COURSE                | MA.CC.L.<br>5.  | Language Standards Pre-K-5  |
| STRAND                           |                 | Vocabulary Acquisition and Use  |
| STANDARD /<br>CONCEPT /<br>SKILL | 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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