#### Main Criteria: National Theatre for Children

Secondary Criteria: Maryland College and Career-Ready Standards, Common Core State Standards

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

# **National Theatre for Children**

# How energy is used unwisely

# Common Core State Standards Language Arts

		Grade 3 - Adopted: 2010
STRAND / DOMAIN	CCSS.EL A- Literacy.R	Reading Standards for Informational Text
	1.3	
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.3.4	in a text relevant to a grade 3 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	A-	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.3.4	
EXPECTATION	CCSS.EL A- Literacy.R F.3.4a	3
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL	Ask questions to check understanding of information presented, stay on topic, and

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

#### Language Arts

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

CATEGORY/ CUSTER   CSCS.EL   A- Literacy.R		I.4.10	
CCSS.EL A. A. Literacy.R. F.4.4  EXPECTATION CCS.EL A. Literacy.R. Literacy		A- Literacy.R	
EXPECTATION   CCSS.EL   A			Fluency
STRAND I CCSS.EL A.1   EXPECTATION CCSS.EL Literacy.S L.4.1   EXPECTATION CCSS.EL Literacy.S L.4.2   EXPECTATION CCSS.EL Literacy.S Literacy.S L.4.2   EXPECTATION CCSS.EL Literacy.S	STANDARD	A- Literacy.R	
CATEGORY / Literacy.S  STANDARD CCSS.EL A. Literacy.S  EXPECTATION CCSS.EL A. Literacy.S L.4.1a  EXPECTATION CCSS.EL A. Literacy.S L.4.1b  EXPECTATION CCSS.EL A. Literacy.S L.4.1b  EXPECTATION CCSS.EL A. Literacy.S L.4.1b  EXPECTATION CCSS.EL A. Literacy.S L.4.1c  EXPECTATION CCSS.EL A. Literacy.S L.4.1b  EXPECTATION CCSS.EL A. Literacy.S L.4.1c  EXPECTATION CCSS.EL A. Literacy.S L.4.1d  EXPECTATION CCSS.EL A. COMMAIN A. Literacy.S L.4.1d  EXPECTATION CCSS.EL A. Literacy.S L.4.2  EXPECTATION CCSS.EL A. COMPENSION and Collaboration  EXPECTATION CCSS.EL A. Literacy.S L.4.2  EXPECTATION CCSS.EL DOMAIN A. Literacy.S L.4.2  EXPECTATION CCSS.EL A. COMPENSION and Collaboration  EXPECTATION CCSS.EL DOMAIN A. Literacy.S L.4.2  EXPECTATION CCSS.EL DOMAIN A. Literacy.S L.4.2  EXPECTATION CCSS.EL DOMAIN CCSS.EL DOMAIN CSS.EL A. EXPECTATION CCSS.EL DOMAIN CSS.EL A. EXPECTATION CCSS.EL DOMAIN CSS.EL A. EXPECTATION CCSS.EL A. EXPECTATION CCSS	EXPECTATION	A- Literacy.R	· ·
CCSS.EL A-Literacy.S L.4.1 CCSS.EL A-Literacy.S L.4.2 CCSS.EL A-Literacy.S L.4.2 CCSS.EL A-Literacy.S L.4.2 CCSS.EL A-Literacy.S L.4.3 CCSS.EL A-Literacy.S L.4.4 CCSS.EL A-Literacy.S L.4.2 CCSS.EL A-Literacy.S L.4.3 CCSS.EL Literacy.S L.4.3 CCSS.EL Literacy.S L.4.3 CCSS.EL Literacy.S L.4.3 CCSS.EL Literacy.S L.4.3 CC		A- Literacy.S	Speaking and Listening Standards
A- Literacy.S L.4.1  EXPECTATION CCSS.EL A- Literacy.S L.4.1a  CCME to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.  EXPECTATION CCSS.EL A- Literacy.S L.4.1b  EXPECTATION CCSS.EL A- Literacy.S L.4.1c  A- Literacy.S L.4.1c  EXPECTATION CCSS.EL A- Literacy.S L.4.1c  EXPECTATION CCSS.EL A- Literacy.S L.4.1d  CCSS.EL A- Literacy.S L.4.1d  EXPECTATION CCSS.EL A- Literacy.S L.4.1d  CABLE COMMAIN COMMAIN CCSS.EL A- Literacy.S L.4.1d  CCOSS.EL A- Literacy.S L.4.1d  CCSS.EL A- Literacy.S L.4.1d  CCSS.EL A- Literacy.S L.4.1d  CCSS.EL A- Literacy.S L.4.1d  CCSS.EL A-			Comprehension and Collaboration
A- Literacy.S   L.4.1a   Follow agreed-upon rules for discussions and carry out assigned roles.	STANDARD	A- Literacy.S	and teacher-led) with diverse partners on grade 4 topics and texts, building on
EXPECTATION  CCSS.EL A-Literacy.S L.4.1c  EXPECTATION  CCSS.EL A-Literacy.S L.4.1c  EXPECTATION  CCSS.EL A-Literacy.S L.4.1c  EXPECTATION  CCSS.EL A-Literacy.S L.4.1c  EXPECTATION  CCSS.EL A-Literacy.S L.4.1d  EXPECTATION  CCSS.EL A-Literacy.S L.4.2d  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4.2  CCTSS.EL A-Literacy.S L.4.3  CCTSS.EL LA-Literacy.S L.4.3  CC	EXPECTATION	A- Literacy.S	draw on that preparation and other information known about the topic to explore
A- Literacy.S L.4.1c  EXPECTATION  CCSS.EL A- Literacy.S L.4.1d  STRAND / DOMAIN  CCSS.EL A- Literacy.S L.4.2  CATEGORY / CLUSTER  CCSS.EL A- Literacy.S L.4.2  STRAND / DOMAIN  CCSS.EL A- Literacy.S L.4.2  Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  STRAND / DOMAIN  CCSS.EL A- Literacy.S L.4.2  STRAND / DOMAIN  CCSS.EL A- Literacy.S L.4.2  SPeaking and Listening Standards  CCSS.EL A- Literacy.S L.4.2  SPeaking and Listening Standards  CCSS.EL A- Literacy.S L.4.2  SPeaking and Listening Standards  CCSS.EL A- Literacy.S L.4  CATEGORY / CLUSTER  CCSS.EL A- Literacy.S L.4  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4)	EXPECTATION	A- Literacy.S	Follow agreed-upon rules for discussions and carry out assigned roles.
A-Literacy.S   L.4.1d	EXPECTATION	A- Literacy.S	
CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4.2  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4.2  STRAND / DOMAIN  CCSS.EL A-Literacy.S L.4.2  STRAND / DOMAIN  CCSS.EL A-Literacy.S L.4  CATEGORY / CLUSTER  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4)	EXPECTATION	A- Literacy.S	
CATEGORY / CLUSTER  STANDARD  CCSS.EL A-Literacy.S L.4.2  STRAND / DOMAIN  CATEGORY / CLUSTER  CCSS.EL A-Literacy.S L.4  CCSS.EL A-Literacy.		A- Literacy.S	
A- Literacy.S L.4.2  STRAND / DOMAIN  CCSS.EL A- Literacy.S L.4  Presentation of Knowledge and Ideas  CLUSTER  CCSS.EL A- Literacy.S L.4  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4)			Comprehension and Collaboration
CATEGORY / CLUSTER  CCSS.EL A- Literacy.S Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4)	STANDARD	A- Literacy.S	
STANDARD  CCSS.EL A- Literacy.S  Literacy.S  CLUSTER  CCSS.EL A- Literacy.S  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4)		A- Literacy.S	
A- and situations where informal discourse is appropriate (e.g., small-group Literacy.S discussion); use formal English when appropriate to task and situation. (See grade 4			Presentation of Knowledge and Ideas
	STANDARD	A- Literacy.S	and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4
STRAND / CCSS.EL Language Standards DOMAIN A- Literacy.L .4		A- Literacy.L	Language Standards
CATEGORY / Knowledge of Language CLUSTER			Knowledge of Language

	A- Literacy.L .4.3	listening.
EXPECTATION	A-	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .4	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A- Literacy.L	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

#### Language Arts

Grade <b>5</b> - Adopted: <b>2010</b>			
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5		
CATEGORY / CLUSTER		Craft and Structure	
STANDARD	CCSS.EL A- Literacy.R I.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text	
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity	
STANDARD	A-	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.	
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.5	Reading Standards: Foundational Skills	
CATEGORY / CLUSTER		Fluency	
STANDARD	CCSS.EL A- Literacy.R F.5.4	Read with sufficient accuracy and fluency to support comprehension.	
EXPECTATION	CCSS.EL A- Literacy.R F.5.4a	Read on-level text with purpose and understanding.	
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards	
CATEGORY / CLUSTER		Comprehension and Collaboration	
STANDARD	CCSS.EL A- Literacy.S L.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.	
EXPECTATION	CCSS.EL A- Literacy.S	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	

	L.5.1a	
EXPECTATION	CCSS.EL A- Literacy.S L.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

#### Language Arts

STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	3.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (SC, 3)
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	3.RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND/TOPIC/STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	3.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	3.RF4.a.	Read on-level text with purpose and understanding. (SC, 3)
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR /	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations

PROFICIENCY LEVEL		and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	3.SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL1.d.	Explain their own ideas and understanding in light of the discussion.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	3.SL2.	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/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	3.SL3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	3.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L5.b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	3.L6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

#### Language Arts

STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY		Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how

LEVEL		specific word choices shape meaning or tone.
OBJECTIVE	4.RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (SC, 4)
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	4.RI10.	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/TOPIC/STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	4.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	4.RF4.a.	Read on-level text with purpose and understanding.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	4.SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	4.SL1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL1.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.
EXPECTATION	4.SL1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	4.SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	4.SL6.	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 pages 28 and 29 for specific expectations.)
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR /	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language

PROFICIENCY LEVEL		functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	4.L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (SC, 4)
EXPECTATION	4.L3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	4.L6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

# Language Arts

STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	5.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (SC, 5)
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	5.RI10.	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/TOPIC/STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	5.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	5.RF4.a.	Read on-level text with purpose and understanding.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	5.SL1.	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. (SC, 5)
EXPECTATION	5.SL1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.

EXPECTATION	5.SL1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SC, 5)
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	5.SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
	MD.L.	Standards for Language (L)  Vocabulary Acquisition and Use
/ STANDARD TOPIC /	MD.L.	

# How we can use energy efficiently

# Common Core State Standards Language Arts

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

	L.3	
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.3.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	A-	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A- Literacy.S L.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.3.1d	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	CCSS.EL A- Literacy.S L.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Language Arts

STRAND /	CCSS.EL	Reading Standards for Informational Text	
DOMAIN	A-		
	Literacy.R		

	1.4	
CATEGORY /		Craft and Structure
CLUSTER		
STANDARD	CCSS.EL A- Literacy.R I.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	A-	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.4	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.4.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.4.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	A-	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND /	CCSS.EL	Speaking and Listening Standards

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

#### Language Arts

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

EXPECTATION	CCSS.EL A- Literacy.R F.5.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	A-	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

# Maryland College and Career-Ready Standards Language Arts

STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	3.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (SC, 3)
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	3.RI10.	By the end of year, read and comprehend informational texts, including history/social

		studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND/TOPIC	MD.RF.	Standards for Reading Foundational Skills (RF)
/ STANDARD		
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	3.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	3.RF4.a.	Read on-level text with purpose and understanding. (SC, 3)
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	3.SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL1.d.	Explain their own ideas and understanding in light of the discussion.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	3.SL2.	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/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	3.SL3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	3.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L5.b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in

		gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	3.L6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

#### Language Arts

Grade 4 - Adopted: 2011		
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	4.RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (SC, 4)
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	4.RI10.	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/TOPIC/STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	4.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	4.RF4.a.	Read on-level text with purpose and understanding.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	4.SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	4.SL1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL1.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.
EXPECTATION	4.SL1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	4.SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND/TOPIC	MD.SL.	Standards for Speaking and Listening (SL)

TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	4.SL6.	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 pages 28 and 29 for specific expectations.)
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	4.L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (SC, 4)
EXPECTATION	4.L3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	4.L6.	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).

/STANDARD

# Maryland College and Career-Ready Standards

#### Language Arts

		•
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	5.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (SC, 5)
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	5.RI10.	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/TOPIC/STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	5.RF4.	Read with sufficient accuracy and fluency to support comprehension.

OBJECTIVE	5.RF4.a.	Read on-level text with purpose and understanding.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	5.SL1.	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. (SC, 5)
EXPECTATION	5.SL1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SC, 5)
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	5.SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	5.L6.	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).

# How we measure energy

# Common Core State Standards Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD		Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	A-	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND /	CCSS.EL	Reading Standards: Foundational Skills

DOMAIN	A- Literacy.R F.3	
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.3.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	A-	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	A-	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A- Literacy.S L.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.3.1d	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	CCSS.EL A- Literacy.S L.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .3.5b	ldentify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND / DOMAIN	CCSS.EL A-	Language Standards

	Literacy.L .3	
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

# Common Core State Standards Language Arts

		Grade 4 - Adopted: 2010
STRAND / DOMAIN	CCSS.EL A-	Reading Standards for Informational Text
	Literacy.R I.4	
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	A-	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.4	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.4.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.4.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

EXPECTATION	CCSS.EL A- Literacy.S L.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	A-	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)
		Language standards 1 on page 20 for specific expectations.)
STRAND / DOMAIN		Language Standards  Language Standards
	CCSS.EL A- Literacy.L	
CATEGORY /	CCSS.EL A- Literacy.L	Language Standards
CATEGORY / CLUSTER	CCSS.EL A- Literacy.L .4  CCSS.EL A- Literacy.L	Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or
CATEGORY / CLUSTER STANDARD	CCSS.EL A- Literacy.L .4  CCSS.EL A- Literacy.L .4.3  CCSS.EL A- Literacy.L .4.3c	Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group
CATEGORY / CLUSTER STANDARD  EXPECTATION	CCSS.EL A- Literacy.L .4  CCSS.EL A- Literacy.L .4.3  CCSS.EL A- Literacy.L .4.3c  CCSS.EL A- Literacy.L	Language Standards  Knowledge of Language  Use knowledge of language and its conventions when writing, speaking, reading, or listening.  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

#### Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY /		Range of Reading and Level of Text Complexity

CLUSTER		
STANDARD	A-	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.5.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.5.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A- Literacy.S L.5.1c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .5.6	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).

# Maryland College and Career-Ready Standards Language Arts

Grade 3 - Adopted: 2011

STRAND / TOPIC MD.RI. Standards for Reading Informational Text (RI)
/ STANDARD

TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	3.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (SC, 3)
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	3.RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND/TOPIC/STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	3.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	3.RF4.a.	Read on-level text with purpose and understanding. (SC, 3)
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	3.SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	3.SL1.b.	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	3.SL1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	3.SL1.d.	Explain their own ideas and understanding in light of the discussion.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	3.SL2.	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/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	3.SL3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)

TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	3.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L5.b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	3.L6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

#### Language Arts

		<u> </u>
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	4.RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (SC, 4)
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	4.RI10.	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/TOPIC/STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	4.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	4.RF4.a.	Read on-level text with purpose and understanding.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	4.SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	4.SL1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

EXPECTATION	4.SL1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL1.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.
EXPECTATION	4.SL1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	4.SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	4.SL6.	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 pages 28 and 29 for specific expectations.)
STRAND/TOPIC /STANDARD	MD.L.	Standards for Language (L)
	MD.L.	Standards for Language (L)  Knowledge of Language
/ STANDARD TOPIC /	MD.L.	
/ STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY		Knowledge of Language  Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to
TOPIC / INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Knowledge of Language  Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Use knowledge of language and its conventions when writing, speaking, reading, or
TOPIC / INDICATOR INDICATOR / PROFICIENCY LEVEL OBJECTIVE	L3.CCR. 4.L3. 4.L3.c.	Knowledge of Language  Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (SC, 4)  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group
/ STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  EXPECTATION  STRAND / TOPIC	L3.CCR. 4.L3. 4.L3.c.	Knowledge of Language  Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (SC, 4)  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
/ STANDARD  TOPIC / INDICATOR  INDICATOR / PROFICIENCY LEVEL  OBJECTIVE  EXPECTATION  STRAND / TOPIC / STANDARD  TOPIC /	L3.CCR. 4.L3. 4.L3.c.	Knowledge of Language  Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  Use knowledge of language and its conventions when writing, speaking, reading, or listening. (SC, 4)  Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  Standards for Language (L)

#### Language Arts

	Crade o Adopted. E o I			
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)		
TOPIC / INDICATOR		Craft and Structure		
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		
OBJECTIVE		Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (SC, 5)		
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)		

TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	5.RI10.	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/TOPIC/STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	5.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	5.RF4.a.	Read on-level text with purpose and understanding.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	5.SL1.	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. (SC, 5)
EXPECTATION	5.SL1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SC, 5)
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	5.SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	5.L6.	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 renewable resources are

# Common Core State Standards Language Arts

DOMAIN	CCSS.EL A- Literacy.R I.3	Reading Standards for Informational Text
CATEGORY /		Craft and Structure

CLUSTER		
STANDARD	A- Literacy.R I.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	A-	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.3	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.3.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	A-	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	A-	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.3.1b	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
EXPECTATION	CCSS.EL A- Literacy.S L.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.3.1d	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STANDARD	CCSS.EL A- Literacy.S L.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.EL A- Literacy.L .3.5b	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

#### Language Arts

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	A-	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.4	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.4.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.4.4a	Read on-level text with purpose and understanding.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY /		Comprehension and Collaboration

CLUSTER		
STANDARD	CCSS.EL A- Literacy.S L.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1c	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
EXPECTATION	CCSS.EL A- Literacy.S L.4.1d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.EL A- Literacy.S L.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.4	Speaking and Listening Standards
CATEGORY / CLUSTER		Presentation of Knowledge and Ideas
STANDARD	A-	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)
STRAND / DOMAIN	CCSS.EL A- Literacy.L .4	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCSS.EL A- Literacy.L .4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	CCSS.EL A- Literacy.L .4.3c	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND / DOMAIN	CCSS.EL A- Literacy.L .4	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A- Literacy.R I.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	A-	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R F.5	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.EL A- Literacy.R F.5.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.EL A- Literacy.R F.5.4a	Read on-level text with purpose and understanding.
	110114	
STRAND / DOMAIN	CCSS.EL A- Literacy.S L.5	Speaking and Listening Standards
	CCSS.EL A- Literacy.S	
CATEGORY /	CCSS.EL A- Literacy.S L.5	
CATEGORY / CLUSTER	CCSS.EL A- Literacy.S L.5  CCSS.EL A- Literacy.S L.5.1  CCSS.EL A-	Comprehension and Collaboration  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
CATEGORY / CLUSTER STANDARD	CCSS.EL A- Literacy.S L.5  CCSS.EL A- Literacy.S L.5.1  CCSS.EL A- Literacy.S	Comprehension and Collaboration  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.  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.  Follow agreed-upon rules for discussions and carry out assigned roles.
CATEGORY / CLUSTER STANDARD  EXPECTATION	CCSS.EL A- Literacy.S L.5  CCSS.EL A- Literacy.S L.5.1  CCSS.EL A- Literacy.S L.5.1a  CCSS.EL A- Literacy.S L.5.1a	Comprehension and Collaboration  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.  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.  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CATEGORY / CLUSTER STANDARD  EXPECTATION	CCSS.EL A- Literacy.S L.5  CCSS.EL A- Literacy.S L.5.1  CCSS.EL A- Literacy.S L.5.1a  CCSS.EL A- Literacy.S L.5.1b  CCSS.EL A- Literacy.S L.5.1b	Comprehension and Collaboration  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.  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.  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  Speaking and Listening Standards
CATEGORY / CLUSTER STANDARD  EXPECTATION  EXPECTATION  EXPECTATION	CCSS.EL A- Literacy.S L.5  CCSS.EL A- Literacy.S L.5.1  CCSS.EL A- Literacy.S L.5.1a  CCSS.EL A- Literacy.S L.5.1b  CCSS.EL A- Literacy.S L.5.1c  CCSS.EL A- Literacy.S L.5.1c	Comprehension and Collaboration  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.  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.  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  Speaking and Listening Standards
CATEGORY / CLUSTER STANDARD  EXPECTATION  EXPECTATION  STRAND / DOMAIN  CATEGORY /	CCSS.EL A- Literacy.S L.5  CCSS.EL A- Literacy.S L.5.1  CCSS.EL A- Literacy.S L.5.1a  CCSS.EL A- Literacy.S L.5.1b  CCSS.EL A- Literacy.S L.5.1c  CCSS.EL A- Literacy.S L.5.1c	Comprehension and Collaboration  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.  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.  Follow agreed-upon rules for discussions and carry out assigned roles.  Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  Speaking and Listening Standards  Comprehension and Collaboration  Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

DOMAIN	A- Literacy.L .5	
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	A-	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

# Maryland College and Career-Ready Standards Language Arts

		·
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	3.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (SC, 3)
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	3.RI10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND/TOPIC/STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	3.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	3.RF4.a.	Read on-level text with purpose and understanding. (SC, 3)
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	3.SL1.	
OBJECTIVE	3.3LI.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	3.SL1.a.	and teacher led) with diverse partners on grade 3 topics and texts, building on
		and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore
EXPECTATION	3.SL1.a.	and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  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.  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
EXPECTATION EXPECTATION	3.SL1.a. 3.SL1.b.	and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  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.  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).  Ask questions to check understanding of information presented, stay on topic, and
EXPECTATION  EXPECTATION	3.SL1.a.  3.SL1.b.  3.SL1.c.	and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  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.  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).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION  EXPECTATION  EXPECTATION  EXPECTATION  STRAND / TOPIC	3.SL1.a.  3.SL1.b.  3.SL1.c.	and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.  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.  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).  Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  Explain their own ideas and understanding in light of the discussion.

PROFICIENCY LEVEL		formats, including visually, quantitatively, and orally.
OBJECTIVE	3.SL2.	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/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL3.CCR.	Anchor Standard: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
OBJECTIVE	3.SL3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L5.CCR.	Anchor Standard: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
OBJECTIVE	3.L5.	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	3.L5.b.	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	3.L6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

#### Language Arts

		·
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	4.RI4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (SC, 4)
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	4.RI10.	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/TOPIC/STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY	4.RF4.	Read with sufficient accuracy and fluency to support comprehension.

LEVEL		
OBJECTIVE	4.RF4.a.	Read on-level text with purpose and understanding.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	4.SL1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	4.SL1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	4.SL1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	4.SL1.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.
EXPECTATION	4.SL1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	4.SL2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Presentation of Knowledge and Ideas
INDICATOR / PROFICIENCY LEVEL	SL6.CCR	Anchor Standard: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
OBJECTIVE	4.SL6.	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 pages 28 and 29 for specific expectations.)
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Knowledge of Language
INDICATOR / PROFICIENCY LEVEL	L3.CCR.	Anchor Standard: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
OBJECTIVE	4.L3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening. (SC, 4)
EXPECTATION	4.L3.c.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
OBJECTIVE	4.L6.	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).

# Maryland College and Career-Ready Standards Language Arts

		Grade <b>5</b> - Adopted: <b>2011</b>
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Craft and Structure
INDICATOR / PROFICIENCY LEVEL	RI4.CCR.	Anchor Standard: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
OBJECTIVE	5.RI4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (SC, 5)
STRAND/TOPIC/STANDARD	MD.RI.	Standards for Reading Informational Text (RI)
TOPIC / INDICATOR		Range of Reading and Level of Text Complexity
INDICATOR / PROFICIENCY LEVEL	RI10.CC R.	Anchor Standard: Read and comprehend complex literary and informational texts independently and proficiently.
OBJECTIVE	5.RI10.	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/TOPIC/STANDARD	MD.RF.	Standards for Reading Foundational Skills (RF)
TOPIC / INDICATOR		Fluency
INDICATOR / PROFICIENCY LEVEL	5.RF4.	Read with sufficient accuracy and fluency to support comprehension.
OBJECTIVE	5.RF4.a.	Read on-level text with purpose and understanding.
STRAND/TOPIC	MD.SL.	Standards for Speaking and Listening (SL)
/ STANDARD	WD.SL.	
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL1.CCR.	Anchor Standard: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	5.SL1.	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. (SC, 5)
EXPECTATION	5.SL1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
EXPECTATION	5.SL1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	5.SL1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. (SC, 5)
STRAND/TOPIC/STANDARD	MD.SL.	Standards for Speaking and Listening (SL)
TOPIC / INDICATOR		Comprehension and Collaboration
INDICATOR / PROFICIENCY LEVEL	SL2.CCR.	Anchor Standard: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
OBJECTIVE	5.SL2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND/TOPIC/STANDARD	MD.L.	Standards for Language (L)
TOPIC / INDICATOR		Vocabulary Acquisition and Use
INDICATOR / PROFICIENCY LEVEL	L6.CCR.	Anchor Standard: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to

	comprehension or expression.
OBJECTIVE	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).

© 2015 EdGate Correlation Services, LLC. All Rights reserved. Contact Us - Privacy - Service Agreement