

Main Criteria: National Theatre for Children

Secondary Criteria: New York State Learning Standards and Core Curriculum, 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

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

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| | 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). |

Common Core State Standards

Language Arts

Grade 4 - Adopted: 2010

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

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| | I.4.10 | |
| 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 | 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 | CCSS.EL A-Literacy.S L.4.6 | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.) |
| STRAND / DOMAIN | CCSS.EL A-Literacy.L .4 | Language Standards |
| CATEGORY / CLUSTER | | Knowledge of Language |
| STANDARD | CCSS.EL | Use knowledge of language and its conventions when writing, speaking, reading, or |

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| | A-Literacy.L.4.3 | 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). |

Common Core State Standards

Language Arts

Grade 5 - Adopted: 2010

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| 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 | CCSS.EL A-Literacy.R I.5.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R F.5 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.EL A-Literacy.R F.5.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.EL A-Literacy.R F.5.4a | Read on-level text with purpose and understanding. |
| 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. |

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| | 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 | 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). |

New York State Learning Standards and Core Curriculum

Language Arts

Grade 3 - Adopted: 2011

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

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

New York State Learning Standards and Core Curriculum
Language Arts
Grade 4 - Adopted: 2011

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| STRAND / DOMAIN / UNIFYING | NY.CC.RI.4. | Reading Standards for Informational Text |
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| THEME | | |
| CATEGORY / CLUSTER / KEY IDEA | | Craft and Structure |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI.4. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Range of Reading and Level of Text Complexity |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RF.4. | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER / KEY IDEA | | Fluency |
| STANDARD / CONCEPTUAL UNDERSTANDING | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / CONTENT SPECIFICATION | RF.4.4.a. | Read on-level text with purpose and understanding. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.4. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.4.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.c. | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.4. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / | NY.CC.SL | Speaking and Listening Standards |

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| DOMAIN / UNIFYING THEME | .4. | |
| CATEGORY / CLUSTER / KEY IDEA | | Presentation of Knowledge and Ideas |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.4. | Language Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Knowledge of Language |
| STANDARD / CONCEPTUAL UNDERSTANDING | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION / CONTENT SPECIFICATION | L.4.3.c. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.4. | Language Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Vocabulary Acquisition and Use |
| STANDARD / CONCEPTUAL UNDERSTANDING | 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). |

New York State Learning Standards and Core Curriculum

Language Arts

Grade 5 - Adopted: 2011

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

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| STANDARD / CONCEPTUAL UNDERSTANDING | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / CONTENT SPECIFICATION | RF.5.4.a. | Read on-level text with purpose and understanding. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.5. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / CONTENT SPECIFICATION | SL.5.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / CONTENT SPECIFICATION | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION / CONTENT SPECIFICATION | SL.5.1.c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.5. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.5. | Language Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Vocabulary Acquisition and Use |
| STANDARD / CONCEPTUAL UNDERSTANDING | 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). |

How we can use energy efficiently

Common Core State Standards

Language Arts

Grade 3 - Adopted: 2010

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

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| | Literacy.R I.3 | |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.EL A- Literacy.R I.3.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| STRAND / DOMAIN | CCSS.EL A- Literacy.R F.3 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.EL A- Literacy.R F.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.EL A- Literacy.R F.3.4a | Read on-level text with purpose and understanding. |
| 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 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 |

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| 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). |

Common Core State Standards

Language Arts

Grade 4 - Adopted: 2010

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| STRAND / DOMAIN | CCSS.EL A- Literacy.R I.4 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | CCSS.EL A- Literacy.R I.4.4 | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| STRAND / DOMAIN | CCSS.EL A- Literacy.R I.4 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.EL A- Literacy.R I.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| 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 | 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- | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore |

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

Common Core State Standards

Language Arts

Grade 5 - Adopted: 2010

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

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| 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 | CCSS.EL A- Literacy.R I.5.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STRAND / DOMAIN | CCSS.EL A- Literacy.R F.5 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.EL A- Literacy.R F.5.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.EL A- Literacy.R F.5.4a | Read on-level text with purpose and understanding. |
| 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- | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical |

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| Literacy.L .5.6 | relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |
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New York State Learning Standards and Core Curriculum
Language Arts
Grade 3 - Adopted: 2011

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| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI.3. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Craft and Structure |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI.3. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Range of Reading and Level of Text Complexity |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RF.3. | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER / KEY IDEA | | Fluency |
| STANDARD / CONCEPTUAL UNDERSTANDING | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / CONTENT SPECIFICATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.3. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / CONTENT SPECIFICATION | SL.3.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / CONTENT SPECIFICATION | SL.3.1.b. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / CONTENT SPECIFICATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.3. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |

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| IDEA | | |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.3.2. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.3.3. | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.3. | Language Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Vocabulary Acquisition and Use |
| STANDARD / CONCEPTUAL UNDERSTANDING | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION / CONTENT SPECIFICATION | L.3.5.b. | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.3. | Language Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Vocabulary Acquisition and Use |
| STANDARD / CONCEPTUAL UNDERSTANDING | 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). |

New York State Learning Standards and Core Curriculum

Language Arts

Grade 4 - Adopted: 2011

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| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI.4. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Craft and Structure |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI.4. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Range of Reading and Level of Text Complexity |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RF.4. | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER / KEY IDEA | | Fluency |
| STANDARD / | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |

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| CONCEPTUAL UNDERSTANDING | | |
| EXPECTATION / CONTENT SPECIFICATION | RF.4.4.a. | Read on-level text with purpose and understanding. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.4. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.4.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.c. | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.4. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.4. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Presentation of Knowledge and Ideas |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.4. | Language Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Knowledge of Language |
| STANDARD / CONCEPTUAL UNDERSTANDING | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION / CONTENT SPECIFICATION | L.4.3.c. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.4. | Language Standards |

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| CATEGORY / CLUSTER / KEY IDEA | | Vocabulary Acquisition and Use |
| STANDARD / CONCEPTUAL UNDERSTANDING | 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). |

**New York State Learning Standards and Core Curriculum
Language Arts
Grade 5 - Adopted: 2011**

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| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI.5. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Craft and Structure |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI.5. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Range of Reading and Level of Text Complexity |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.5.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RF.5. | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER / KEY IDEA | | Fluency |
| STANDARD / CONCEPTUAL UNDERSTANDING | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / CONTENT SPECIFICATION | RF.5.4.a. | Read on-level text with purpose and understanding. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.5. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / CONTENT SPECIFICATION | SL.5.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / CONTENT SPECIFICATION | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION / CONTENT SPECIFICATION | SL.5.1.c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |

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| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.5. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.5. | Language Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Vocabulary Acquisition and Use |
| STANDARD / CONCEPTUAL UNDERSTANDING | 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). |

How we measure energy

Common Core State Standards

Language Arts

Grade 3 - Adopted: 2010

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

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| CLUSTER | | |
| 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 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). |

Common Core State Standards

Language Arts

Grade 4 - Adopted: 2010

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| STRAND / DOMAIN | CCSS.EL A- Literacy.R I.4 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |

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| 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 | CCSS.EL A- Literacy.R I.4.10 | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| 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 | 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 |

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

Common Core State Standards

Language Arts

Grade 5 - Adopted: 2010

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|---------------------------|---------------------------------------|---|
| 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 | CCSS.EL A- Literacy.R I.5.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STRAND / DOMAIN | CCSS.EL A- Literacy.R F.5 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.EL A- Literacy.R F.5.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.EL A- Literacy.R | Read on-level text with purpose and understanding. |

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| | F.5.4a | |
| 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). |

New York State Learning Standards and Core Curriculum

Language Arts

Grade 3 - Adopted: 2011

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| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI .3. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Craft and Structure |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI .3. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Range of Reading and Level of Text Complexity |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |

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

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| CATEGORY / CLUSTER / KEY IDEA | | Vocabulary Acquisition and Use |
| STANDARD / CONCEPTUAL UNDERSTANDING | 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). |

New York State Learning Standards and Core Curriculum

Language Arts

Grade 4 - Adopted: 2011

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| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI.4. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Craft and Structure |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI.4. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Range of Reading and Level of Text Complexity |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RF.4. | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER / KEY IDEA | | Fluency |
| STANDARD / CONCEPTUAL UNDERSTANDING | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / CONTENT SPECIFICATION | RF.4.4.a. | Read on-level text with purpose and understanding. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.4. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.4.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.c. | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| EXPECTATION / | SL.4.1.d. | Review the key ideas expressed and explain their own ideas and understanding in |

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| CONTENT SPECIFICATION | | light of the discussion. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.4. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.4. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Presentation of Knowledge and Ideas |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.4. | Language Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Knowledge of Language |
| STANDARD / CONCEPTUAL UNDERSTANDING | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION / CONTENT SPECIFICATION | L.4.3.c. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.4. | Language Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Vocabulary Acquisition and Use |
| STANDARD / CONCEPTUAL UNDERSTANDING | 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). |

New York State Learning Standards and Core Curriculum

Language Arts

Grade 5 - Adopted: 2011

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| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI.5. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Craft and Structure |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.5.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI.5. | Reading Standards for Informational Text |

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| CATEGORY / CLUSTER / KEY IDEA | | Range of Reading and Level of Text Complexity |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.5.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RF.5. | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER / KEY IDEA | | Fluency |
| STANDARD / CONCEPTUAL UNDERSTANDING | RF.5.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / CONTENT SPECIFICATION | RF.5.4.a. | Read on-level text with purpose and understanding. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.5. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / CONTENT SPECIFICATION | SL.5.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / CONTENT SPECIFICATION | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION / CONTENT SPECIFICATION | SL.5.1.c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.5. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.5. | Language Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Vocabulary Acquisition and Use |
| STANDARD / CONCEPTUAL UNDERSTANDING | L.5.6. | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition). |

What renewable resources are

Grade 3 - Adopted: 2010

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

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| | A-Literacy.S L.3.2 | 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). |

Common Core State Standards

Language Arts

Grade 4 - Adopted: 2010

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

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

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| | A-Literacy.L.4.6 | words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). |
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Common Core State Standards

Language Arts

Grade 5 - Adopted: 2010

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| 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 | CCSS.EL A-Literacy.R I.5.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |
| STRAND / DOMAIN | CCSS.EL A-Literacy.R F.5 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.EL A-Literacy.R F.5.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.EL A-Literacy.R F.5.4a | Read on-level text with purpose and understanding. |
| 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 |

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| CLUSTER | | |
| 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). |

New York State Learning Standards and Core Curriculum

Language Arts

Grade 3 - Adopted: 2011

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| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI .3. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Craft and Structure |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.3.4. | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI .3. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Range of Reading and Level of Text Complexity |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.3.10. | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.R F.3. | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER / KEY IDEA | | Fluency |
| STANDARD / CONCEPTUAL UNDERSTANDING | RF.3.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / CONTENT SPECIFICATION | RF.3.4.a. | Read on-level text with purpose and understanding. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL .3. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.3.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / CONTENT | SL.3.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore |

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| SPECIFICATION | | ideas under discussion. |
| EXPECTATION / CONTENT SPECIFICATION | SL.3.1.b. | Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). |
| EXPECTATION / CONTENT SPECIFICATION | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.3. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.3.2. | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.3.3. | Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.3. | Language Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Vocabulary Acquisition and Use |
| STANDARD / CONCEPTUAL UNDERSTANDING | L.3.5. | Demonstrate understanding of word relationships and nuances in word meanings. |
| EXPECTATION / CONTENT SPECIFICATION | L.3.5.b. | Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful). |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.3. | Language Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Vocabulary Acquisition and Use |
| STANDARD / CONCEPTUAL UNDERSTANDING | 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). |

New York State Learning Standards and Core Curriculum
Language Arts
Grade 4 - Adopted: 2011

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| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI.4. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY IDEA | | Craft and Structure |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.4.4. | Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RI.4. | Reading Standards for Informational Text |
| CATEGORY / CLUSTER / KEY | | Range of Reading and Level of Text Complexity |

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| IDEA | | |
| STANDARD / CONCEPTUAL UNDERSTANDING | RI.4.10. | By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.RF.4. | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER / KEY IDEA | | Fluency |
| STANDARD / CONCEPTUAL UNDERSTANDING | RF.4.4. | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION / CONTENT SPECIFICATION | RF.4.4.a. | Read on-level text with purpose and understanding. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.4. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.4.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.c. | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| EXPECTATION / CONTENT SPECIFICATION | SL.4.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.4. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.4.2. | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL.4. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Presentation of Knowledge and Ideas |
| STANDARD / CONCEPTUAL UNDERSTANDING | SL.4.6. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.4. | Language Standards |

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| CATEGORY / CLUSTER / KEY IDEA | | Knowledge of Language |
| STANDARD / CONCEPTUAL UNDERSTANDING | L.4.3. | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| EXPECTATION / CONTENT SPECIFICATION | L.4.3.c. | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L.4. | Language Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Vocabulary Acquisition and Use |
| STANDARD / CONCEPTUAL UNDERSTANDING | 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). |

New York State Learning Standards and Core Curriculum

Language Arts

Grade 5 - Adopted: 2011

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

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| STANDARD / CONCEPTUAL UNDERSTANDIN G | SL.5.1. | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. |
| EXPECTATION / CONTENT SPECIFICATION | SL.5.1.a. | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. |
| EXPECTATION / CONTENT SPECIFICATION | SL.5.1.b. | Follow agreed-upon rules for discussions and carry out assigned roles. |
| EXPECTATION / CONTENT SPECIFICATION | SL.5.1.c. | Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.SL .5. | Speaking and Listening Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Comprehension and Collaboration |
| STANDARD / CONCEPTUAL UNDERSTANDIN G | SL.5.2. | Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. |
| STRAND / DOMAIN / UNIFYING THEME | NY.CC.L. 5. | Language Standards |
| CATEGORY / CLUSTER / KEY IDEA | | Vocabulary Acquisition and Use |
| STANDARD / CONCEPTUAL UNDERSTANDIN G | 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). |