

Main Criteria: National Theatre for Children

Secondary Criteria: Wisconsin Academic Standards, Common Core State Standards

Subject: Language Arts

Grades: 3, 4, 5

National Theatre for Children

What YOU can do to conserve energy

Common Core State Standards

Language Arts

Grade 3 - Adopted: 2010

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.3	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD	CCSS.EL A-Literacy.R L.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
STANDARD	CCSS.EL A-Literacy.R L.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.3	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.EL A-Literacy.R L.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.3	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R L.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
STANDARD	CCSS.EL A-Literacy.R I.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD	CCSS.EL	Describe the relationship between a series of historical events, scientific ideas or

	A-Literacy.R I.3.3	concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
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		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
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.
EXPECTATION	CCSS.EL A-Literacy.R F.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.EL A- Literacy.L .3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
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 .3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
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

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

	A-Literacy.R L.4.1	and when drawing inferences from the text.
STANDARD	CCSS.EL A-Literacy.R L.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.4	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.EL A-Literacy.R L.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.EL A-Literacy.R I.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R I.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
STANDARD	CCSS.EL A-Literacy.R I.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD	CCSS.EL A-Literacy.R I.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
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		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A-Literacy.R I.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
STANDARD	CCSS.EL A-Literacy.R I.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
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.
EXPECTATION	CCSS.EL A- Literacy.R F.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.4	Writing Standards
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A- Literacy. W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.EL A- Literacy. W.4.9a	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
EXPECTATION	CCSS.EL A- Literacy. W.4.9b	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
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.
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 .4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A-Literacy.L .4.4a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
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

STRAND / DOMAIN	CCSS.EL A-Literacy.R L.5	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A-Literacy.R L.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
STRAND / DOMAIN	CCSS.EL A-Literacy.R L.5	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity

STANDARD	CCSS.EL A- Literacy.R L.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.EL A- Literacy.R I.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.EL A- Literacy.R I.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
STANDARD	CCSS.EL A- Literacy.R I.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
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		Integration of Knowledge and Ideas
STANDARD	CCSS.EL A- Literacy.R I.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
STRAND / 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.
EXPECTATION	CCSS.EL A- Literacy.R F.5.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.EL A-	Writing Standards

	Literacy. W.5	
CATEGORY / CLUSTER		Research to Build and Present Knowledge
STANDARD	CCSS.EL A- Literacy. W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
EXPECTATION	CCSS.EL A- Literacy. W.5.9a	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
EXPECTATION	CCSS.EL A- Literacy. W.5.9b	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
STRAND / 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 .5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
EXPECTATION	CCSS.EL A- Literacy.L .5.4 a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	CCSS.EL A- Literacy.L .5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use

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

Language Arts

Grade 3 - Adopted: 2010

DOMAIN	WI.CC.3. RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RL.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RL.2.	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RL.3.	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
DOMAIN	WI.CC.3. RL.	Reading Standards for Literature
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RL.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
DOMAIN	WI.CC.3. RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
DOMAIN	WI.CC.3. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RI.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RI.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RI.3.	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
DOMAIN	WI.CC.3. RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RI.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.
DOMAIN	WI.CC.3. RI.	Reading Standards for Informational Text

CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RI.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
DOMAIN	W.CC.3.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RI.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.
DOMAIN	W.CC.3.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	3.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	3.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	3.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	W.CC.3.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	3.SL.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.
DESCRIPTOR / FOCUS AREA	3.SL.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.
DESCRIPTOR / FOCUS AREA	3.SL.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).
DESCRIPTOR / FOCUS AREA	3.SL.1.c.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
DESCRIPTOR / FOCUS AREA	3.SL.1.d.	Explain their own ideas and understanding in light of the discussion.
DOMAIN	W.CC.3.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	3.SL.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.
DOMAIN	W.CC.3.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	3.L.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
DESCRIPTOR / FOCUS AREA	3.L.4.a.	Use sentence-level context as a clue to the meaning of a word or phrase.
DOMAIN	W.CC.3.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use

PERFORMANCE STANDARD / LEARNING PRIORITY	3.L.5.	Demonstrate understanding of word relationships and nuances in word meanings.
DESCRIPTOR / FOCUS AREA	3.L.5.a.	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
DOMAIN	WI.CC.3.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	3.L.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).

**Wisconsin Academic Standards
Language Arts**

Grade 4 - Adopted: 2010

DOMAIN	WI.CC.4.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	4.RL.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE STANDARD / LEARNING PRIORITY	4.RL.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
DOMAIN	WI.CC.4.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	4.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
DOMAIN	WI.CC.4.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	4.RI.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
PERFORMANCE STANDARD / LEARNING PRIORITY	4.RI.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
PERFORMANCE STANDARD / LEARNING PRIORITY	4.RI.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
DOMAIN	WI.CC.4.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	4.RI.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.
DOMAIN	WI.CC.4.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Integration of Knowledge and Ideas

PERFORMANCE STANDARD / LEARNING PRIORITY	4.RI.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
PERFORMANCE STANDARD / LEARNING PRIORITY	4.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text.
DOMAIN	WI.CC.4.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	4.RI.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.
DOMAIN	WI.CC.4.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	4.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	4.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	4.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	WI.CC.4.W.	Writing Standards
CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / LEARNING PRIORITY	4.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DESCRIPTOR / FOCUS AREA	4.W.9.a.	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").
DESCRIPTOR / FOCUS AREA	4.W.9.b.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
DOMAIN	WI.CC.4.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	4.SL.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.
DESCRIPTOR / FOCUS AREA	4.SL.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.
DESCRIPTOR / FOCUS AREA	4.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
DESCRIPTOR / FOCUS AREA	4.SL.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.
DOMAIN	WI.CC.4.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	4.SL.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN	WI.CC.4.SL.	Speaking and Listening Standards

CONTENT STANDARD		Presentation of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	4.SL.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.
DOMAIN	WI.CC.4.L.	Language Standards
CONTENT STANDARD		Knowledge of Language
PERFORMANCE STANDARD / LEARNING PRIORITY	4.L.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
DESCRIPTOR / FOCUS AREA	4.L.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).
DOMAIN	WI.CC.4.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	4.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
DESCRIPTOR / FOCUS AREA	4.L.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
DOMAIN	WI.CC.4.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	4.L.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).

Wisconsin Academic Standards

Language Arts

Grade 5 - Adopted: 2010

DOMAIN	WI.CC.5.RL.	Reading Standards for Literature
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	5.RL.2.	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
DOMAIN	WI.CC.5.RL.	Reading Standards for Literature
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	5.RL.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.
DOMAIN	WI.CC.5.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Key Ideas and Details
PERFORMANCE STANDARD / LEARNING PRIORITY	5.RI.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
PERFORMANCE STANDARD / LEARNING	5.RI.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

PRIORITY		
DOMAIN	W.CC.5.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Craft and Structure
PERFORMANCE STANDARD / LEARNING PRIORITY	5.RI.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.
DOMAIN	W.CC.5.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Integration of Knowledge and Ideas
PERFORMANCE STANDARD / LEARNING PRIORITY	5.RI.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
DOMAIN	W.CC.5.RI.	Reading Standards for Informational Text
CONTENT STANDARD		Range of Reading and Level of Text Complexity
PERFORMANCE STANDARD / LEARNING PRIORITY	5.RI.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.
DOMAIN	W.CC.5.RF.	Reading Standards: Foundational Skills
CONTENT STANDARD		Fluency
PERFORMANCE STANDARD / LEARNING PRIORITY	5.RF.4.	Read with sufficient accuracy and fluency to support comprehension.
DESCRIPTOR / FOCUS AREA	5.RF.4.a.	Read on-level text with purpose and understanding.
DESCRIPTOR / FOCUS AREA	5.RF.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
DOMAIN	W.CC.5.W.	Writing Standards
CONTENT STANDARD		Research to Build and Present Knowledge
PERFORMANCE STANDARD / LEARNING PRIORITY	5.W.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
DESCRIPTOR / FOCUS AREA	5.W.9.a.	Apply grade 5 reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
DESCRIPTOR / FOCUS AREA	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
DOMAIN	W.CC.5.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	5.SL.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.
DESCRIPTOR / FOCUS AREA	5.SL.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.
DESCRIPTOR / FOCUS AREA	5.SL.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
DESCRIPTOR / FOCUS AREA	5.SL.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

DOMAIN	W.CC.5.SL.	Speaking and Listening Standards
CONTENT STANDARD		Comprehension and Collaboration
PERFORMANCE STANDARD / LEARNING PRIORITY	5.SL.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
DOMAIN	W.CC.5.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	5.L.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
DESCRIPTOR / FOCUS AREA	5.L.4.a.	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
DOMAIN	W.CC.5.L.	Language Standards
CONTENT STANDARD		Vocabulary Acquisition and Use
PERFORMANCE STANDARD / LEARNING PRIORITY	5.L.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).