

## Common Core Standards Overview

Arts for Learning Lessons are aligned with the Common Core State Standards for Reading, Writing, Speaking and Listening, and Language. The following overview describes the scope of the standards. The tables that follow provide each of the standards, followed by the charts that specifically identify the standards addressed in each lesson and step in the Unit. The standards are also coded and listed for quick reference at the beginning of each lesson in the unit.

### Reading standards for literature and informational text—and across the disciplines

- Nine standards focus on comprehension and one standard focuses on the range and level of text complexity. The nine comprehension standards are more specifically broken down into themes: "key ideas and details," "craft and structure," and "integration of knowledge and ideas." Standard 10 provides a grade-by-grade "staircase" of increasing text complexity that spans early reading through the CCR level.
- The Common Core demands that the quality and volume of students' reading expand in order to help them become proficient in higher-order thinking and reading comprehension. The standards provide specific recommendations of content types, depth, and breadth, but actual text selections are left to individual schools and districts.
- Strong emphasis is also placed on students' ability to closely read and interact with increasingly challenging literature and informational text. From Grades K–5, these two text types are evenly balanced, but from Grades 6–12 the emphasis shifts to nonfiction texts, so that by Grade 12 the reading is 70% informational text.
- Extra guidance comes in the three appendices, which offer explanations and models for measuring text complexity, sample texts, and performance tasks for the various grade levels.
- The reading standards for literacy in history and social studies, science, and technical subjects mirror those for literature and informational text, reinforcing the focus on literacy as a shared responsibility across content areas.

### Writing Standard

- Nine writing standards revolve around the three themes of "text types and purposes," "production and distribution of writing," and "research to build and present knowledge."
- Writing standard 10 addresses the range of writing over short and extended time frames.
- Appendix C of the ELA standards supports the writing strand with extensive annotated models of student writing for different grade levels in the various required forms.
- A shift toward nonfiction writing emphasizes argument and informational or explanatory writing as well as short and formal research projects, reflecting the need for students to be proficient in gathering, comprehending, evaluating, synthesizing, and reporting on ideas quickly and efficiently.
- As with the reading standards, the writing standards are embedded within the content of history and social studies, science, and technical subjects (Grades K-5) and with the CCR writing anchor standards.

### Speaking and Listening Standard

- Six speaking and listening standards are distributed around the two themes of "comprehension and collaboration" and "presentation of knowledge and ideas"—both reinforcing 21st-century skills in establishing the importance of effective oral communication and collaborative discussion.
- Along this spiral, students should have multiple opportunities to grow and expand their expertise in leading and participating in collaborative conversations where increasingly complex information and ideas are shared and negotiated.

### Language Standard

- Six language standards are organized around the themes of "conventions of standard English," "knowledge of language," and "vocabulary acquisition and use," emphasizing the importance of using formal English in writing and speaking.
- Students are expected to demonstrate increasing independence in navigating unknown words important to comprehension and expression.

Adapted from "The Long and Short of CCSS" 2013 Houghton Mifflin Harcourt.

## Anchor Standard: Reading Literature 3–5

CCSSRL

Grade 3 students:			Grade 4 students:			Grade 5 students:		
<b>Theme: Key Ideas and Details</b>								
Code		Standard	Code		Standard	Code		Standard
CCSSRL3.1	1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	CCSSRL4.1	1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	CCSSRL5.1	1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSSRL3.2	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.	CCSSRL4.2	2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	CCSSRL5.2	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.
CCSSRL3.3	3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	CCSSRL4.3	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).	CCSSRL5.3	3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
<b>Theme: Craft and Structure</b>								
CCSSRL3.4	4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	CCSSRL4.4	4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	CCSSRL5.4	4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
CCSSRL3.5	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.	CCSSRL4.5	5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	CCSSRL5.5	5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
CCSSRL3.6	6	Distinguish their own point of view from that of the narrator or those of the characters.	CCSSRL4.6	6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	CCSSRL5.6	6	Describe how a narrator's or speaker's point of view influences how events are described.
<b>Theme: Integration of Knowledge and Ideas</b>								
CCSSRL3.7	7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting)	CCSSRL4.7	7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	CCSSRL5.7	7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
	8	(Not applicable to literature)		8	(Not applicable to literature)		8	(Not applicable to literature)
CCSSRL3.9	9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	CCSSRL4.9	9	Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	CCSSRL5.9	9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
<b>Theme: Range of Reading and Level of Text Complexity</b>								
CCSSRL3.10	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.	CCSSRL4.10	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.	CCSSRL5.10	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.

## Anchor Standard: Reading Informational Text 3–5

CCSSRI

Grade 3 students:			Grade 4 students:			Grade 5 students:		
<b>Theme: Key Ideas and details</b>								
Code		Standard	Code		Standard	Code		Standard
CCSSRI3.1	1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	CCSSRI4.1	1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	CCSSRI5.1	1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
CCSSRI3.2	2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	CCSSRI4.2	2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	CCSSRI5.2	2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCSSRI3.3	3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	CCSSRI4.3	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.	CCSSRI5.3	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.
<b>Theme: Craft and Structure</b>								
CCSSRI3.4	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	CCSSRI4.4	4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	CCSSRI5.4	4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
CCSSRI3.5	5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	CCSSRI4.5	5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	CCSSRI5.5	5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
CCSSRI3.6	6	Distinguish their own point of view from that of the author of a text.	CCSSRI4.6	6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	CCSSRI5.6	6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<b>Theme: Integration of Knowledge and Ideas</b>								
CCSSRI3.7	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).	CCSSRI4.7	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.	CCSSRI5.7	7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
CCSSRI3.8	8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	CCSSRI4.8	8	Explain how an author uses reasons and evidence to support particular points in a text.	CCSSRI5.8	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).
CCSSRI3.9	9	Compare and contrast the most important points and key details presented in two texts on the same topic.	CCSSRI4.9	9	Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	CCSSRI5.9	9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
<b>Theme: Range of Reading and Level of Text Complexity</b>								
CCSSRI3.10	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.	CCSSRI4.10	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.	CCSSRI5.10	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.

## Anchor Standard: Reading Foundational Skills 3–5

CCSSRFS

Grade 3 students:			Grade 4 students:			Grade 5 students:		
Theme: Phonics and Word Recognition								
Code		Standard	Code		Standard	Code		Standard
CCSSRFS3.3	3	Know and apply grade-level phonics and word analysis skills in decoding words.	CCSSRFS4.3	3	Know and apply grade-level phonics and word analysis skills in decoding words.	CCSSRFS5.3	3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCSSRFS3.3a	a	Identify and know the meaning of the most common prefixes and derivational suffixes.	CCSSRFS4.3.a	a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	CCSSRFS5.3.a	a	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
CCSSRFS3.3b	b	Decode words with common Latin suffixes.						
CCSSRFS3.3c	c	Decode multisyllable words.						
CCSSRFS3.3d	d	Read grade-appropriate irregularly spelled words.						
Theme: Fluency								
CCSSRFS3.4	4	Read with sufficient accuracy and fluency to support comprehension.	CCSSRFS4.4	4	Read with sufficient accuracy and fluency to support comprehension.	CCSSRFS5.4	4	Read with sufficient accuracy and fluency to support comprehension.
CCSSRFS3.4a	a	Read on-level text with purpose and understanding.	CCSSRFS4.4a	a	Read on-level text with purpose and understanding.	CCSSRFS5.4a	a	Read on-level text with purpose and understanding.
CCSSRFS3.4b	b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	CCSSRFS4.4b	b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	CCSSRFS5.4b	b	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
CCSSRFS3.4c	c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CCSSRFS4.4c	c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary	CCSSRFS5.4c	c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Anchor Standard: Writing 3–5

Grade 3 students:			Grade 4 students:			Grade 5 students:		
Theme: Text Types and Purposes								
Code	Standard		Code	Standard		Code	Standard	
CCSSW3.1	1	Write opinion pieces on topics or texts, supporting a point of view with reasons.	CCSSW4.1	1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	CCSSW5.1	1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCSSW3.1a	a	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	CCSSW4.1a	a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose	CCSSW5.1a	a	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
CCSSW3.1b	b	Provide reasons that support the opinion.	CCSSW4.1b	b	Provide reasons that are supported by facts and details.	CCSSW5.1b	b	Provide logically ordered reasons that are supported by facts and details.
CCSSW3.1c	c	Use linking words and phrases (e.g., <i>because, therefore, since, for example</i> ) to connect opinion and reasons.	CCSSW4.1c	c	Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i> ).	CCSSW5.1c	c	Link opinion and reasons using words, phrases, and clauses (e.g., <i>onsequently, specifically</i> ).
CCSSW3.1d	d	Provide a concluding statement or section.	CCSSW4.1d	d	Provide a concluding statement or section related to the opinion presented.	CCSSW5.1d	d	Provide a concluding statement or section related to the opinion presented.
CCSSW3.2	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly	CCSSW4.2	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	CCSSW5.2	2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCSSW3.2a	a	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	CCSSW4.2a	a	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	CCSSW5.2a	a	observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
CCSSW3.2b	b	Develop the topic with facts, definitions, and details.	CCSSW4.2b	b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	CCSSW5.2b	b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
CCSSW3.2c	c	Use linking words and phrases (e.g., <i>also, another, and, more, but</i> ) to connect ideas within categories of information.	CCSSW4.2c	c	Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i> ).	CCSSW5.2c	c	Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i> ).
CCSSW3.2d	d	Provide a concluding statement or section.	CCSSW4.2d	d	Use precise language and domain-specific vocabulary to inform about or explain the topic.	CCSSW5.2d	d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
			CCSSW4.2e	e	Provide a concluding statement or section related to the information or explanation presented.	CCSSW5.2e	e	Provide a concluding statement or section related to the information or explanation presented.
CCSSW3.3	3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	CCSSW4.3	3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	CCSSW5.3	3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCSSW3.3a	a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	CCSSW4.3a	a	Orient the reader by establishing a Situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	CCSSW5.3a	a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
CCSSW3.3b	b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	CCSSW4.3b	b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.	CCSSW5.3b	b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
CCSSW3.3c	c	Use temporal words and phrases to signal event order.	CCSSW4.3c	c	Use a variety of transitional words and phrases to manage the sequence of events.	CCSSW5.3c	c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
CCSSW3.3d	d	Provide a sense of closure.	CCSSW4.3d	d	Use concrete words and phrases and sensory details to convey experiences and events precisely.	CCSSW5.3d	d	Use concrete words and phrases and sensory details to convey experiences and events precisely.
			CCSSW4.3e	e	Provide a conclusion that follows from the narrated experiences or events.	CCSSW5.2e	e	Provide a conclusion that follows from the narrated experiences or events.



## Anchor Standard: Speaking and Listening 3–5

CCSSSL

Grade 3 students:			Grade 4 students:			Grade 5 students:		
Theme: Comprehension and Collaboration								
Code	Standard		Code	Standard		Code	Standard	
CCSSSL3.1	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly.	CCSSSL4.1	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.	CCSSSL5.1	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas and expressing their own clearly.
CCSSSL3.1a	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.	CCSSSL4.1a	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.	CCSSSL5.1a	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.
CCSSSL3.1b	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).	CCSSSL4.1b	b	Follow agreed-upon rules for discussions and carry out assigned roles.	CCSSSL5.1b	b	Follow agreed-upon rules for discussions and carry out assigned roles.
CCSSSL3.1c	c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	CCSSSL4.1c	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.	CCSSSL5.1c	c	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
CCSSSL3.1d	d	Explain their own ideas and understanding in light of the discussion.	CCSSSL4.1d	d	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	CCSSSL5.1d	d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
CCSSSL3.2	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.	CCSSSL4.2	2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	CCSSSL5.2	2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSSSL3.3	3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	CCSSSL4.3	3	Identify the reasons and evidence a speaker provides to support particular points.	CCSSSL5.3	3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Theme: Presentation of Knowledge								
CCSSSL3.4	4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	CCSSSL4.4	4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	CCSSSL5.4	4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCSSSL3.5	5	Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	CCSSSL4.5	5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	CCSSSL5.5	5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
CCSSSL3.6	6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3.)	CCSSSL4.6	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.)	CCSSSL5.6	6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)



## Anchor Standard: Language Standards 3–5

CCSSL

Grade 3 students:			Grade 4 students:			Grade 5 students:		
Theme: Knowledge of Language								
Code		Standard	Code		Standard	Code		Standard
CCSSL3.3	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	CCSSL4.3	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	CCSSL5.3	3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCSSL3.3a	a	Choose words and phrases for effect.	CCSSL4.3a	a	Choose words and phrases to convey ideas precisely.	CCSSL5.3a	a	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style
CCSSL3.3b	b	Recognize and observe differences between the conventions of spoken and written standard English.	CCSSL4.3b	b	Choose punctuation for effect.	CCSSL5.3b	b	Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
			CCSSL4.3c	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).			
Theme: Vocabulary Acquisition and Use								
CCSSL3.4	4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.	CCSSL4.4	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	CCSSL5.4	4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.
CCSSL3.4a	a	Use sentence-level context as a clue to the meaning of a word or phrase.	CCSSL4.4a	a	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	CCSSL5.4a	a	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
CCSSL3.4b	b	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i> ).	CCSSL4.4b	b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i> ).	CCSSL5.4b	b	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i> ).
CCSSL3.4c	c	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).	CCSSL4.4c	c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	CCSSL5.4c	c	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
CCSSL3.4d	d	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.						
CCSSL3.5	5	Demonstrate understanding of word relationships and nuances in word meanings.	CCSSL4.5	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	CCSSL5.5	5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSSL3.5a	a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).	CCSSL4.5a	a	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.	CCSSL5.5a	a	Interpret figurative language, including similes and metaphors, in context.
CCSSL3.5b	b	Identify real-life connections between words and their use (e.g., describe people who are <i>friendly or helpful</i> ).	CCSSL4.5b	b	Recognize and explain the meaning of common idioms, adages, and proverbs.	CCSSL5.5b	b	Recognize and explain the meaning of common idioms, adages, and proverbs.
CCSSL3.5c	c	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).	CCSSL4.5c	c	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	CCSSL5.5c	c	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words
CCSSL3.6	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., <i>After dinner that night we went looking for them</i> ).	CCSSL4.6	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., <i>quizzed, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	CCSSL5.6	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., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).