

Inquiry-Based Literacy Standards (I)

Standard 1: Formulate relevant, self-generated questions based on interests and/or needs that can be investigated.

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.	1.1 Formulate questions to focus thinking on an idea to narrow and direct further inquiry.

Standard 2: Transact with texts to formulate questions, propose explanations, and consider alternative views and multiple perspectives.

2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	2.1 Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.	<ul style="list-style-type: none"> Explore topics of interest to formulate logical questions; build knowledge; generate possible explanations; consider alternative views.
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Standard 3: Construct knowledge, applying disciplinary concepts and tools, to build deeper understanding of the world through exploration, collaboration, and analysis.

3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.	3.1 Develop a plan of action for collecting relevant information from primary and secondary sources.
3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.	3.2 Organize and categorize important information; collaborate to validate or revise thinking; report relevant findings.

Standard 4: Synthesize information to share learning and/or take action.

4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.	4.1 Draw logical conclusions from relationships and patterns discovered during the inquiry process.
4.2 Reflect on findings to build deeper understanding and determine next steps.	4.2 Reflect on findings to build deeper understanding and determine next steps.	4.2 Reflect on findings to build deeper understanding and determine next steps.
4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.	4.3 Determine appropriate tools and develop plan to communicate findings and/or take informed action.

Standard 5: Reflect throughout the inquiry process to assess metacognition, broaden understanding, and guide actions, both individually and collaboratively.

5.1 Acknowledge and value individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.	5.1 Acknowledge and value individual and collective thinking.
5.2 Employ past learning to monitor and assess current learning to guide inquiry.	5.2 Employ past learning to monitor and assess current learning to guide inquiry.	5.2 Employ past learning to monitor and assess current learning to guide inquiry.
5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.	5.3 Assess the process and determine strategies to revise the plan and apply learning for future inquiry.

Reading – Literary Text (RL)

Expectations for Teaching and Learning

*Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.
Teachers should continue to address earlier standards as they apply to more complex text.
Students are expected to build upon and continue applying concepts learned previously.*

By the end of fifth grade, students read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. In the category of fiction, they read the following specific types of texts: chapter books, adventure stories, historical fiction, contemporary realistic fiction, science fiction, picture books, folktales, legends, tall tales, and myths. In the category of literary nonfiction, they read personal essays, autobiographical and biographical sketches, and speeches. In the category of poetry, they read narrative poems, lyrical poems, humorous poems, and free verse.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Students are expected to build upon and continue applying previous learning. <i>Grade 1</i> Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. <i>Kindergarten</i> Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. <i>Kindergarten</i> Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. <i>Kindergarten</i> Recognize and name all upper- and lowercase letters of the alphabet.		

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.*2.1 Students are expected to build upon and continue applying previous learning.***Grade 1** Distinguish long from short vowel sounds in spoken single-syllable words.*2.2 Students are expected to build upon and continue applying previous learning.***Grade 1** Orally produce single-syllable words by blending sounds including consonant blends in spoken words.*2.3 Students are expected to build upon and continue applying previous learning.***Grade 1** Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.*2.4 Students are expected to build upon and continue applying previous learning.***Grade 1** Segment spoken single-syllable words into their complete sequence of individual sounds.*2.5 Students are expected to build upon and continue applying previous learning.***Kindergarten** Add or substitute individual sounds in simple, one-syllable words to make new words.**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.****3.1** Identify and know the meaning of the most common prefixes and derivational suffixes.**3.1** Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.*3.1 Students are expected to build upon and continue applying previous learning.**3.2 Students are expected to build upon and continue applying previous learning.***Grade 2** Use knowledge of how syllables work to read multisyllabic words.*3.3 Students are expected to build upon and continue applying previous learning.***Grade 2** Read irregularly spelled two-syllable words and words with common prefixes and suffixes.*3.4 Students are expected to build upon and continue applying previous learning.***Grade 2** Use and apply knowledge of vowel diphthongs.*3.5 Students are expected to build upon and continue applying previous learning.***Grade 2** Use and apply knowledge of how inflectional endings change words.**3.6** Read grade-appropriate irregularly spelled words.**3.6** Students are expected to build upon and continue applying previous learning.**Standard 4: Read with sufficient accuracy and fluency to support comprehension.***4.1 Students are expected to build upon and continue applying previous learning.***Grade 2** Read grade-level text with purpose and understanding.**4.2** Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.**4.2** Students are expected to build upon and continue applying previous learning.*4.3 Students are expected to build upon and continue applying previous learning.***Grade 1** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

GRADE THREE	GRADE FOUR	GRADE FIVE
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	5.1 Quote accurately to analyze the meaning of and beyond the text to support inferences and conclusions.
<i>5.2 Students are expected to build upon and continue applying previous learning.</i>		
<i>Grade 2 Make predictions before and during reading; confirm or modify thinking.</i>		

Standard 6: Summarize key details and ideas to support analysis of thematic development.

6.1 Determine the theme by recalling key details that support the theme.	6.1 Determine the development of a theme within a text; summarize using key details.	6.1 Determine and analyze the development of a theme within a text; summarize using key details.
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Standard 7: Analyze the relationship among ideas, themes, or topics in multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Explain how illustrations contribute to create mood or emphasize aspects of character or setting.	7.1 Explore similarities and differences among textual, dramatic, visual, or oral presentations.	7.1 Compare and contrast textual, dramatic, visual, or oral presentations to identify similarities and differences.
7.2 Compare and contrast how an author uses characters to develop theme and plot in different texts within a series.	7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events in texts and diverse media.	7.2 Compare and contrast the treatment of similar themes, topics, and patterns of events depicted in diverse modalities.

Standard 8: Analyze characters, settings, events, and ideas as they develop and interact within a particular context.

8.1 Use text evidence to: a. describe characters' traits, motivations, and feelings and explain how their actions contribute to the development of the plot; and b. explain the influence of cultural and historical context on characters, setting, and plot development.	8.1 Use text evidence to: a. explain how conflicts cause the characters to change or revise plans while moving toward resolution; and b. explain the influence of cultural, historical, and social context on characters, setting, and plot development.	8.1 Cite evidence within text to: a. analyze two or more characters, events, or settings in a text and explain the impact on the plot; and b. explain the influence of cultural, historical, social and political context on characters, setting, and plot development.
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Language, Craft, and Structure (LCS)

Standard 9: Interpret and analyze the author's use of words, phrases, and conventions, and how their relationships shape meaning and tone in print and multimedia texts.

GRADE THREE	GRADE FOUR	GRADE FIVE
9.1 Identify and explain how the author uses idioms, metaphor, or personification to shape meaning and style.	9.1 Identify and explain how the author uses imagery, hyperbole, adages, or proverbs to shape meaning and tone.	9.1 Cite examples of the author's use of figurative language, dialogue, imagery, idioms, adages, and proverbs to shape meaning and tone.
9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	9.2 Explain how the author's choice of words, illustrations, and conventions combine to create mood, contribute to meaning, and emphasize aspects of a character or setting.	9.2 Analyze and cite examples of how the author's choice of words and conventions combine to create mood, shape meaning, and emphasize aspects of a character or setting.

Standard 10: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

10.1 Use paragraph-level context to determine the meaning of words and phrases.	10.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.	10.1 Use cause and effect relationships and comparisons to determine the meaning of words or phrases.
10.2 Determine the meaning of a word when an affix is added to a base word.	10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	10.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
10.3 <i>Students are expected to build upon and continue applying previous learning.</i> Grade 2 Use a base word to determine the meaning of an unknown word with the same base.		
10.4 <i>Students are expected to continue to build upon concepts learned previously.</i> Grade 2 Use the meanings of individual words to predict the meaning of compound words.		
10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	10.5 <i>Students are expected to build upon and continue applying previous learning.</i>	
10.6 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	10.6 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	10.6 Acquire and use general academic and domain-specific words or phrases that signal contrast, addition, and logical relationships; demonstrate an understanding of nuances and jargon.

Standard 11: Analyze and provide evidence of how the author's choice of point of view, perspective, or purpose shapes content, meaning, and style.

11.1 Explain the differences between first and third person points of view.	11.1 Compare and contrast first and third person points of view; determine how an author's choice of point of view influences the content and meaning.	11.1 Explain how the author's choice of the point of view of a narrator or character impacts content, meaning, and how events are described.
11.2 Compare and contrast the reader's point of view to that of the narrator or a character.	<i>11.2 Students are expected to build upon and continue applying concepts learned previously.</i>	

Standard 12: Analyze and critique how the author uses structures in print and multimedia texts to shape meaning and impact the reader.

12.1 Identify text structures of various genres using the terms paragraph, chapter, scene, and stanza; describe how each part transitions.	12.1 Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.	12.1 Explain how text structures in prose, drama, or poetry differ using terms unique to the genre.
12.2 Identify crafted text structures such as a collection of photographs or poetry texts, texts with a series of short memoirs, an inanimate voice text, and a framing question text.	12.2 Determine characteristics of crafted text structures and describe why an author uses these structure.	12.2 Compare how different crafted text structures contribute to meaning and impact the reader.

Range and Complexity (RC)

Standard 13: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

GRADE THREE	GRADE FOUR	GRADE FIVE
13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.	13.1 Engage in whole and small group reading with purpose and understanding.
13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.	13.2 Read independently for sustained periods of time to build stamina.
13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	13.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Reading – Informational Text (RI)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

By the end of fifth grade, students read informational (expository/persuasive/argumentative) texts in print and multimedia formats of the following types: essays, historical documents, informational trade books, textbooks, news and feature articles, magazine articles, advertisements, encyclopedia entries, reviews (for example, book, movie, product), journals, and speeches. They also read directions, maps, time lines, graphs, tables, charts, schedules, recipes, and photos embedded in informational texts. In addition, they examine commercials, documentaries, and other forms of multimedia informational texts.

Fundamentals of Reading

- Integrate an information (cueing) system that includes meaning (semantics), structure (syntax), visual (graphophonic), and pragmatics (schematic) to make meaning from text.
- Gain understanding by applying reading strategies of monitoring, searching, confirming, cross-checking, rereading and self-correcting.
- Employ comprehension strategies before, during, and after reading text using schema, annotating, questioning, visualizing, drawing inferences, determining importance, summarizing, and synthesizing.
- Use metacognition to monitor meaning and adjust strategies while reading.
- Notice and analyze the styles and techniques authors use to help readers construct meaning.

Principles of Reading (P)

Standard 1: Demonstrate understanding of the organization and basic features of print.

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Students are expected to build upon and continue applying previous learning. Grade 1 Recognize the distinguishing features of a sentence.		
1.2 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize that spoken words are represented in written language by specific sequences of letters.		
1.3 Students are expected to build upon and continue applying previous learning. Kindergarten Understand that words are separated by spaces in print.		
1.4 Students are expected to build upon and continue applying previous learning. Kindergarten Recognize and name all upper- and lowercase letters of the alphabet.		

Standard 2: Demonstrate understanding of spoken words, syllables, and sounds.*2.1 Students are expected to build upon and continue applying previous learning.***Grade 1** Distinguish long from short vowel sounds in spoken single-syllable words.*2.2 Students are expected to build upon and continue applying previous learning.***Grade 1** Orally produce single-syllable words by blending sounds including consonant blends in spoken words.*2.3 Students are expected to build upon and continue applying previous learning.***Grade 1** Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.*2.4 Students are expected to build upon and continue applying previous learning.***Grade 1** Segment spoken single-syllable words into their complete sequence of individual sounds.*2.5 Students are expected to build upon and continue applying previous learning.***Kindergarten** Add or substitute individual sounds in simple, one-syllable words to make new words.**Standard 3: Know and apply grade-level phonics and word analysis skills in decoding words.***3.1 Identify and know the meaning of the most common prefixes and derivational suffixes.**3.1 Use combined knowledge of all letter-sound correspondences, syllabication patterns, base words, and affixes to read accurately unfamiliar multisyllabic words in context.**3.1 Students are expected to build upon and continue applying previous learning.**3.2 Students are expected to build upon and continue applying previous learning.***Grade 2** Use knowledge of how syllables work to read multisyllabic words.*3.3 Students are expected to build upon and continue applying previous learning.***Grade 2** Read irregularly spelled two-syllable words and words with common prefixes and suffixes.*3.4 Students are expected to build upon and continue applying previous learning.***Grade 2** Use and apply knowledge of vowel diphthongs.*3.5 Students are expected to build upon and continue applying previous learning.***Grade 2** Use and apply knowledge of how inflectional endings change words.*3.6 Read grade-appropriate irregularly spelled words.**3.6 Students are expected to build upon and continue applying previous learning.***Standard 4: Read with sufficient accuracy and fluency to support comprehension.***4.1 Students are expected to build upon and continue applying previous learning.***Grade 1** Read grade-level text with purpose and understanding.*4.2 Read grade-level prose and poetry orally with accuracy, appropriate rate, expression, intonation, and phrasing on successive readings.**4.2 Students are expected to build upon and continue applying previous learning.**4.3 Students are expected to build upon and continue applying previous learning.***Grade 1** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Meaning and Context (MC)

Standard 5: Determine meaning and develop logical interpretations by making predictions, inferring, drawing conclusions, analyzing, synthesizing, providing evidence, and investigating multiple interpretations.

GRADE THREE	GRADE FOUR	GRADE FIVE
5.1 Ask and answer literal and inferential questions to determine meaning; refer explicitly to the text to support inferences and conclusions.	5.1 Ask and answer inferential questions to analyze meaning beyond the text; refer to details and examples within a text to support inferences and conclusions.	5.1 Quote accurately from a text to analyze meaning in and beyond the text.
5.2 <i>Students are expected to build upon and continue applying previous learning.</i> <i>Grade 2 Make predictions before and during reading; confirm or modify thinking.</i>		

Standard 6: Summarize key details and ideas to support analysis of central ideas.

6.1 Summarize multi-paragraph texts using key details to support the central idea.	6.1 Summarize multi-paragraph texts using key details to support the central idea.	6.1 Summarize a text with two or more central ideas; cite key supporting details.
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Standard 7: Research events, topics, ideas, or concepts through multiple media, formats, and in visual, auditory, and kinesthetic modalities.

7.1 Compare and contrast diverse texts on the same topic, idea, or concept.	7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.	7.1 Compare and contrast how events, topics, concepts, and ideas are depicted in primary and secondary sources.
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Language, Craft, and Structure (LCS)

Standard 8: Interpret and analyze the author's use of words, phrases, text features, conventions, and structures, and how their relationships shape meaning and tone in print and multimedia texts.

GRADE THREE	GRADE FOUR	GRADE FIVE
8.1 Explain how the author uses words and phrases to inform, explain, or describe.	8.1 Determine how the author uses words and phrases to shape and clarify meaning.	8.1 Analyze how the author uses words and phrases to shape and clarify meaning.
8.2 Use knowledge of appendices, timelines, maps, and charts to locate information and gain meaning; explain how these features contribute to a text.	8.2 Apply knowledge of text features to gain meaning; describe the relationship between these features and the text.	8.2 Apply knowledge of text features in multiple sources to gain meaning or solve a problem.

Standard 9: Apply a range of strategies to determine and deepen the meaning of known, unknown, and multiple-meaning words, phrases, and jargon; acquire and use general academic and domain-specific vocabulary.

9.1 Use paragraph-level context to determine the meaning of words and phrases.	9.1 Use definitions, examples, and restatements to determine the meaning of words or phrases.	9.1 Use the overall meaning of a text or word's position or function to determine the meaning of a word or phrase.
9.2 Determine the meaning of a word when an affix is added to a base word.	9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.	9.2 Determine the meaning of an unknown word using knowledge of base words and Greek and Latin affixes.
9.3 <i>Students are expected to build upon and continue applying previous learning.</i>		
Grade 2 <i>Use a base word to determine the meaning of an unknown word with the same base.</i>		
9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.	9.4 <i>Students are expected to build upon and continue applying previous learning.</i>	
9.5 Acquire and use general academic and domain-specific words and phrases that signal spatial and temporal relationships; demonstrate an understanding of nuances.	9.5 Acquire and use general academic and domain-specific words or phrases that signal precise actions, emotions, and states of being; demonstrate an understanding of nuances and jargon.	9.5 <i>Students are expected to build upon and continue applying previous learning.</i>

Standard 10: Analyze and provide evidence of how the author's choice of purpose and perspective shapes content, meaning, and style.

10.1 State the author's purpose; distinguish one's own perspective from that of the author.	10.1 Identify and describe the difference between a primary and secondary account of the same event or topic.	10.1 Compare and contrast a primary and secondary account of the same event or topic.
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Standard 11: Analyze and critique how the author uses structures in print and multimedia texts to craft informational and argument writing.

11.1 Identify problem and solution, description, and question and answer structures to locate information and gain meaning.	11.1 Apply knowledge of text structures to describe how structures contribute to meaning.	11.1 Apply knowledge of text structures across multiple texts to locate information and gain meaning.
11.2 Describe the structures an author uses to support specific points.	11.2 Explain how an author uses reasons and evidence to support particular points.	11.2 Explain how an author uses reasons and evidence to support particular points, identifying which reasons and evidence support which points.

Range and Complexity

Standard 12: Read independently and comprehend a variety of texts for the purposes of reading for enjoyment, acquiring new learning, and building stamina; reflect and respond to increasingly complex text over time.

GRADE THREE	GRADE FOUR	GRADE FIVE
12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.	12.1 Engage in whole and small group reading with purpose and understanding.
12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.	12.2 Read independently for sustained periods of time.
12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.	12.3 Read and respond according to task and purpose to become self-directed, critical readers and thinkers.

Writing (W)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

Fundamentals of Writing

- Employ a recursive writing process that includes planning, drafting, revising, editing, rewriting, publishing, and reflecting.
- Interact and collaborate with peers and adults to develop and strengthen writing.
- Produce writing in which the development, organization, and style are appropriate to task, purpose, discipline, and audience.
- Use clear and coherent written language to accomplish a purpose such as learning, enjoyment, argument, and the exchange of information.
- Monitor progress throughout the writing process and adjust strategies as needed from independence to collaboration within a writing community.
- Incorporate authors' craft techniques observed from wide reading of anchor and mentor texts across disciplines to inform, explain, convince/argue, and entertain.

Meaning, Context, and Craft (MCC)

Standard 1: Write arguments to support claims with clear reasons and relevant evidence.

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Write opinion pieces that: a. introduce the topic or text, state an opinion, and create an organizational structure that includes reasons; b. use information from multiple print and multimedia sources; c. organize supporting reasons logically; d. use transitional words or phrases to connect opinions and reasons; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use paraphrasing and original language to avoid plagiarism; and g. provide a concluding statement or section.	1.1 Write opinion pieces that: 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; b. use information from multiple print and multimedia sources; c. provide reasons supported by facts and details; d. use transitional words or phrases to connect opinions and reasons; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use paraphrasing, quotations, and original language to avoid plagiarism; and	1.1 Write arguments that: a. introduce a topic or text clearly, state a claim, and create an organizational structure in which related ideas are grouped to support the writer's purpose; b. use information from multiple print and multimedia sources; c. provide logically ordered reasons supported by relevant facts and details; d. use transitional words, phrases, and clauses to connect claim and reasons; e. develop and strengthen writing as needed by planning, revising, editing, rewriting; f. use paraphrasing, summarizing, quotations, and original language to avoid plagiarism; and

	g. provide a concluding statement or section related to the opinion presented.	g. provide a concluding statement or section related to the claim presented.
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Standard 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic and group related information together; b. use information from multiple print and multimedia sources; c. include illustrations to aid comprehension; d. develop the topic with facts, definitions, and details; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use paraphrasing and original language to avoid plagiarism; g. use transition words and phrases to connect ideas within categories of information; h. develop a style and tone authentic to the purpose; and i. provide a concluding statement or section. 	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic clearly; b. use information from multiple print and multimedia sources; c. group related information in paragraphs and sections; d. include formatting, illustrations, and multimedia to aid comprehension; e. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; f. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; g. use paraphrasing, quotations, and original language to avoid plagiarism; h. link ideas within categories of information using words and phrases; i. use precise language and domain-specific vocabulary to inform or explain the topic; j. develop a style and tone authentic to the purpose; and k. provide a concluding statement or section related to the information or explanation presented. 	<p>2.1 Write informative/explanatory texts that:</p> <ul style="list-style-type: none"> a. introduce a topic clearly; b. use relevant information from multiple print and multimedia sources; c. provide a general observation and focus; d. group related information logically; e. use credible sources; f. include formatting, illustrations, and multimedia to aid comprehension; g. develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; h. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; i. use paraphrasing, quotations, summarizing, and original language to avoid plagiarism; j. link ideas within and across categories of information using words, phrases, and clauses; k. use precise language and domain-specific vocabulary to inform or explain the topic; l. develop a style and tone authentic to the purpose; and m. provide a concluding statement or section related to the information or explanation presented.
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Standard 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. establish a situation and introduce a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use temporal words and phrases to signal event order; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events; and h. provide a sense of closure. 	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue and description to develop experiences and events or show the responses of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use a variety of transitional words and phrases to manage the sequence of events; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences or events. 	<p>3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:</p> <ul style="list-style-type: none"> a. develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences; b. orient the reader by establishing a situation and introducing a narrator and/or characters; c. organize an event sequence that unfolds naturally; d. use dialogue, pacing, and manipulation of time to develop experiences and events or show the responses of characters to situations; e. develop and strengthen writing as needed by planning, revising, and editing building on personal ideas and the ideas of others; f. use a variety of transitional words, phrases, and clauses to manage the sequence of events; g. use imagery, precise words, and sensory details to develop characters and convey experiences and events precisely; and h. provide a conclusion that follows from the narrated experiences or events.
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Language (L)

Standard 4: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking.

GRADE THREE	GRADE FOUR	GRADE FIVE
<p>4.1 When writing:</p> <ul style="list-style-type: none">a. show knowledge of the function of nouns, pronouns, verbs, adjectives, and adverbs;b. form and use regular and irregular plural nouns; use abstract nouns;c. form and use regular and irregular verbs;d. form and use the simple verb tenses;e. ensure subject-verb and pronoun-antecedent agreement;f. form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified;g. form and use prepositional phrases;h. use coordinating and subordinating conjunctions; andi. produce simple, compound, and complex sentences.	<p>4.1 When writing:</p> <ul style="list-style-type: none">a. use relative pronouns and relative adverbs;b. form and use the progressive verb tenses;c. use modal auxiliaries to convey various conditions;d. use modal auxiliaries and the progressive verb tenses, recognizing and correcting inappropriate shifts in verb tense;e. order adjectives within sentences according to conventional patterns;f. explore using prepositional phrases in different positions within a sentence;g. use coordinating and subordinating conjunctions;h. use a variety of sentence types to produce complete sentences, recognizing and correcting inappropriate fragments and run-ons; andi. use frequently confused homonyms correctly.	<p>4.1 When writing:</p> <ul style="list-style-type: none">a. show knowledge of the function of conjunctions, prepositions, and interjections;b. form and use the perfect verb tenses;c. use verb tense to convey various times, sequences, states, and conditions;d. recognize and use appropriate continuity or shifts in verb tense; ande. use correlative conjunctions.

Standard 5: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

<p>5.1 Capitalize appropriate words in titles, historical periods, company names, product names, and special events.</p>	<p>5.1 Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations.</p>	<p>5.1 Apply correct usage of capitalization.</p>
<p>5.2 Use:</p> <ul style="list-style-type: none">a. apostrophes to form contractions and singular and plural possessives;b. quotation marks to mark direct speech; andc. commas in locations and addresses, to mark direct speech, and with coordinating adjectives.	<p>5.2 Use:</p> <ul style="list-style-type: none">a. apostrophes to form possessives and contractions;b. quotation marks and commas to mark direct speech; andc. commas before a coordinating conjunction in a compound sentence.	<p>5.2 Use:</p> <ul style="list-style-type: none">a. apostrophes and quotation marks; andb. commas for appositives, to set off the words <i>yes</i> and <i>no</i>, to set off a tag question from the rest of the sentence, and to indicate direct address.

5.3 Use conventional spelling for high-frequency words, previously studied words, and for adding suffixes to base words.	5.3 Students are expected to build upon and continue applying previous learning.	
5.4 Use spelling patterns and generalizations.	5.4 Use spelling patterns and generalizations.	5.4 Students are expected to build upon and continue applying previous learning.
5.5 Consult print and multimedia sources to check and correct spellings.	5.5 Students are expected to build upon and continue applying previous learning.	

Range and Complexity (RC)

Standard 6: Write independently, legibly, and routinely for a variety of tasks, purposes, and audiences over short and extended time frames.

GRADE THREE	GRADE FOUR	GRADE FIVE
6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.	6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.	6.1 Write routinely and persevere in writing tasks: a. over short and extended time frames; b. for a range of domain-specific tasks; c. for a variety of purposes and audiences; and d. by adjusting the writing process for the task, increasing the length and complexity.
6.2 Students are expected to build upon and continue applying previous learning. <i>Grade 1 Print upper- and lower-case letters proportionally using appropriate handwriting techniques.</i>		
6.3 Students are expected to build upon and continue applying previous learning. <i>Grade 1 Write left to right leaving space between words.</i>		
6.4 Continue to develop effective keyboarding skills.	6.4 Demonstrate effective keyboarding skills.	6.4 Students are expected to build upon and continue applying previous learning.
6.5 Connect upper- and lower-case letters efficiently and proportionately in cursive handwriting.	6.5 Students are expected to build upon and continue applying previous learning.	

Communication (C)

Expectations for Teaching and Learning

Learning should be modeled, supported, and reflect gradual release of responsibility at all levels.

Teachers should continue to address earlier standards as they apply to more complex text.

Students are expected to build upon and continue applying concepts learned previously.

Fundamentals of Communication

- Employ a reciprocal communication process that includes planning, drafting, revising, editing, reviewing, presenting, and reflecting.
- Communicate using style, language, and nonverbal cues appropriate to task, purpose, and audience.
- Use active and attentive communication skills, building on other's ideas to explore, learn, enjoy, argue, and exchange information.
- Monitor delivery and reception throughout the communication process and adjust approach and strategies as needed.
- Adjust speech, using standard English when indicated or appropriate, in a variety of contexts and tasks for presenting or participating in the social exchange of ideas.
- Acquire vocabulary from multiple forms of communication; use newly acquired vocabulary to appropriately communicate in a variety of situations and contexts.

Meaning and Context (MC)

Standard 1: Interact with others to explore ideas and concepts, communicate meaning, and develop logical interpretations through collaborative conversations; build upon the ideas of others to clearly express one's own views while respecting diverse perspectives.

GRADE THREE	GRADE FOUR	GRADE FIVE
1.1 Explore and create meaning through conversation and interaction with peers and adults.	1.1 Explore and create meaning by formulating questions, engaging in purposeful dialogue with peers and adults, sharing ideas and considering alternate viewpoints.	1.1 Consider viewpoints of others by listening, reflecting, and formulating questions before articulating personal contributions.
1.2 Participate in discussions; ask questions to acquire information concerning a topic, text, or issue.	1.2 Participate in discussions; ask and respond to questions to acquire information concerning a topic, text, or issue.	1.2 Participate in discussions; ask and respond to probing questions to acquire and confirm information concerning a topic, text, or issue.
1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.	1.3 Apply techniques of articulation, adequate volume, eye contact, facial expressions, posture, gestures, and space; take one's own turn in a respectful way.	1.3 Apply effective communication techniques and the use of formal or informal voice based on audience and setting.
1.4 Engage in focused conversations about grade appropriate topics and texts; build on ideas of others to clarify thinking and	1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions,	1.4 Engage in focused conversations about grade appropriate topics and texts; build on the ideas of others, pose specific questions,

express new thoughts.	respond to clarify thinking, and express new thoughts.	respond to clarify thinking, and express new thoughts.
1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	1.5 Explain personal ideas and build on the ideas of others by responding and relating to comments made in multiple exchanges.	1.5 Explain personal ideas while building on the ideas of others to demonstrate understanding of diverse perspectives.
<i>1.6 This indicator does not begin until English 1.</i> English 1 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives.		

Standard 2: Articulate ideas, claims, and perspectives in a logical sequence using information, findings, and credible evidence from sources.

2.1 Recall information from experiences and gather information from print and multimedia sources; take brief notes from sources, categorize, and organize.	2.1 Articulate ideas, perspectives and information with details and supporting evidence in a logical sequence with a clear introduction, body, and conclusion.	2.1 Analyze ideas, perspectives and information using examples and supporting evidence related to the topic.
2.2 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details.	2.2 Discuss the purpose and the credibility of information presented in diverse media and formats.	2.2 Analyze the credibility of information presented in diverse media and formats.
<i>2.3 This indicator does not begin until Grade 6.</i> Grade 6: Quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		
2.4 Speak clearly at an understandable pace, adapting speech to a variety of contexts and tasks; use standard English when indicated or appropriate.	2.4 Students are expected to build upon and continue applying previous learning.	

Standard 3: Communicate information through strategic use of multiple modalities and multimedia to enrich understanding when presenting ideas and information.

3.1 Compare how ideas and topics are depicted in a variety of media and formats.	3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.	3.1 Compare and contrast how ideas and topics are depicted in a variety of media and formats.
3.2 Create presentations using video, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	3.2 Create presentations using videos, photos, and other multimedia elements to support communication and clarify ideas, thoughts, and feelings.	3.2 Create presentations that integrate visual displays and other multimedia to enrich the presentation.

Language, Craft, and Structure (LCS)

Standard 4: Critique how a speaker addresses content and uses stylistic and structural craft techniques to inform, engage, and impact audiences.

GRADE THREE	GRADE FOUR	GRADE FIVE
4.1 Identify the presentation style a speaker uses to present content.	4.1 Identify the presentation style a speaker uses to enhance the development of a central idea or theme.	4.1 Identify a speaker's claim and determine the effectiveness of how each point is presented to support the claim.
4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.	4.2 Determine if the presentation has a purposeful organizational strategy, with appropriate transitions.	4.2 Identify the speaker's use of chronological, cause/effect, problem/solution, and compare/contrast relationships to convey messages.
4.2 Identify why the speaker: a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices.	4.3 Identify how and why the speaker: a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices.	4.3 Identify how and why the speaker: a. uses intonation and word stress; b. includes media; c. addresses the audience; d. determines word choice; and e. incorporates figurative language and literary devices.

Standard 5: Incorporate craft techniques to engage and impact audience and convey messages.

5.1 Set a purpose and integrate craft techniques to create presentations.	5.1 Set a purpose and integrate craft techniques to create presentations.	5.1 Set a purpose, integrate craft techniques and maintain a clear focus in presentations.
5.2 Employ metaphor, imagery, personification, and hyperbole when appropriate to impact the audience.	5.2 Employ hyperbole, imagery, personification, idioms, adages, and proverbs when appropriate to convey messages.	5.2 Articulate clearly a message using figurative language, dialogue, idioms, adages, proverbs, and imagery when appropriate to impact the audience.
5.3 This indicator does not begin until English 1. <i>English 1 Develop messages that use logical, emotional, and ethical appeals.</i>		