National Theatre for Children

How to conserve and be safe around natural gas

Common Core State Standards

Language Arts

Grade **3** - Adopted: **2010**

STRAND / DOMAIN	CCSS.ELA-Literacy.RL.3	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RL.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.ELA-Literacy.RL.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.ELA-Literacy.RL.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.ELA-Literacy.RL.3	Reading Standards for Literature
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RL.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.ELA-Literacy.RL.3	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RL.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.ELA-Literacy.RI.3	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.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.ELA-Literacy.RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.
STANDARD	CCSS.ELA	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.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.3	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Craft and Structure**
STANDARD	CCSS.ELA-Literacy.RI.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.3	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Integration of Knowledge and Ideas**
STANDARD	CCSS.ELA-Literacy.RI.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.ELA-Literacy.RI.3	**Reading Standards for Informational Text**
CATEGORY / CLUSTER		**Range of Reading and Level of Text Complexity**
STANDARD	CCSS.ELA-Literacy.RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.3	**Reading Standards: Foundational Skills**
CATEGORY / CLUSTER		**Fluency**
STANDARD	CCSS.ELA-Literacy.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.3.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.ELA-Literacy.RF.3.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.3	**Writing Standards**
CATEGORY / CLUSTER		**Text Types and Purposes**
STANDARD	CCSS.ELA-Literacy.W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	CCSS.ELA-Literacy.W.3.3a	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	CCSS.ELA-Literacy.W.3.3b	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

EXPECTATION	CCSS.ELA-Literacy.W.3.3c	Use temporal words and phrases to signal event order.
EXPECTATION	CCSS.ELA-Literacy.W.3.3d	Provide a sense of closure.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.3	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	CCSS.ELA-Literacy.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 29.)
STRAND / DOMAIN	CCSS.ELA-Literacy.W.3	Writing Standards
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.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.ELA-Literacy.SL.3.1c	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
EXPECTATION	CCSS.ELA-Literacy.SL.3.1d	Explain their own ideas and understanding in light of the discussion.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.3	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

STRAND / DOMAIN	CCSS.ELA-Literacy.L.3	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.ELA-Literacy.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	CCSS.ELA-Literacy.L.3.2e	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
EXPECTATION	CCSS.ELA-Literacy.L.3.2f	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.3	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCSS.ELA-Literacy.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	CCSS.ELA-Literacy.L.3.3a	Choose words and phrases for effect.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-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.ELA-Literacy.L.3.4a	Use sentence-level context as a clue to the meaning of a word or phrase.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.3.5	Demonstrate understanding of word relationships and nuances in word meanings.
EXPECTATION	CCSS.ELA-Literacy.L.3.5a	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
STRAND / DOMAIN	CCSS.ELA-Literacy.L.3	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L	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.ELA-Literacy.RL.4	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RL.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.ELA-Literacy.RL.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.ELA-Literacy.RL.4	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RL.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.ELA-Literacy.RI.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.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.ELA-Literacy.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
STANDARD	CCSS.ELA-Literacy.RI.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.ELA-Literacy.RI.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RI.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.ELA-Literacy.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.4	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.4.10	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.4	Reading Standards: Foundational Skills
CATEGORY / CLUSTER		Fluency
STANDARD	CCSS.ELA-Literacy.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
EXPECTATION	CCSS.ELA-Literacy.RF.4.4a	Read on-level text with purpose and understanding.
EXPECTATION	CCSS.ELA-Literacy.RF.4.4c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.4	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.ELA-Literacy.W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	CCSS.ELA-Literacy.W.4.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	CCSS.ELA-Literacy.W.4.3b	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
EXPECTATION	CCSS.ELA-Literacy.W.4.3c	Use a variety of transitional words and phrases to manage the sequence of events.
EXPECTATION	CCSS.ELA-Literacy.W.4.3e	Provide a conclusion that follows from the narrated experiences or events.
STRAND / DOMAIN	CCSS.ELA-Literacy.W.4	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.ELA-Literacy.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	CCSS.ELA	With guidance and support from peers and adults, develop and strengthen writing as

	A-Literacy.W.4.5	needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)
STRAND / DOMAIN	**CCSS.ELA-Literacy.W.4**	**Writing Standards**
CATEGORY / CLUSTER		**Research to Build and Present Knowledge**
STANDARD	**CCSS.ELA-Literacy.W.4.9**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
EXPECTATION	**CCSS.ELA-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.ELA-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.ELA-Literacy.W.4**	**Writing Standards**
CATEGORY / CLUSTER		**Range of Writing**
STANDARD	**CCSS.ELA-Literacy.W.4.10**	**Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.**
STRAND / DOMAIN	**CCSS.ELA-Literacy.SL.4**	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	**CCSS.ELA-Literacy.SL.4.1**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.**
EXPECTATION	**CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.4.1b**	**Follow agreed-upon rules for discussions and carry out assigned roles.**
EXPECTATION	**CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.4**	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Comprehension and Collaboration**
STANDARD	**CCSS.ELA-Literacy.SL.4.2**	**Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.**
STRAND / DOMAIN	**CCSS.ELA-Literacy.SL.4**	**Speaking and Listening Standards**
CATEGORY / CLUSTER		**Presentation of Knowledge and Ideas**

STANDARD	CCSS.ELA-Literacy.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)
STRAND / DOMAIN	CCSS.ELA-Literacy.L.4	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.ELA-Literacy.L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	CCSS.ELA-Literacy.L.4.2d	Spell grade-appropriate words correctly, consulting references as needed.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.4	Language Standards
CATEGORY / CLUSTER		Knowledge of Language
STANDARD	CCSS.ELA-Literacy.L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
EXPECTATION	CCSS.ELA-Literacy.L.4.3a	Choose words and phrases to convey ideas precisely.
EXPECTATION	CCSS.ELA-Literacy.L.4.3b	Choose punctuation for effect.
EXPECTATION	CCSS.ELA-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.ELA-Literacy.L.4	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-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.ELA-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.ELA-Literacy.L.4	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-Literacy.L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

STRAND / DOMAIN	CCSS.ELA-Literacy.RL.5	Reading Standards for Literature
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RL.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.ELA-Literacy.RL.5	Reading Standards for Literature
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RL.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.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Key Ideas and Details
STANDARD	CCSS.ELA-Literacy.RI.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.ELA-Literacy.RI.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.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Craft and Structure
STANDARD	CCSS.ELA-Literacy.RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
STRAND / DOMAIN	CCSS.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Integration of Knowledge and Ideas
STANDARD	CCSS.ELA-Literacy.RI.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.ELA-Literacy.RI.5	Reading Standards for Informational Text
CATEGORY / CLUSTER		Range of Reading and Level of Text Complexity
STANDARD	CCSS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
STRAND / DOMAIN	CCSS.ELA-Literacy.RF.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- Literacy. W.5	Writing Standards
CATEGORY / CLUSTER		Text Types and Purposes
STANDARD	CCSS.EL A- Literacy. W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
EXPECTATION	CCSS.EL A- Literacy. W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
EXPECTATION	CCSS.EL A- Literacy. W.5.3c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
EXPECTATION	CCSS.EL A- Literacy. W.5.3e	Provide a conclusion that follows from the narrated experiences or events.
STRAND / DOMAIN	CCSS.EL A- Literacy. W.5	Writing Standards
CATEGORY / CLUSTER		Production and Distribution of Writing
STANDARD	CCSS.EL A- Literacy. W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	CCSS.EL A- Literacy. W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)
STRAND / DOMAIN	CCSS.EL A- Literacy. W.5	Writing Standards
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 /	CCSS.EL	Writing Standards

DOMAIN	A-Literacy.W.5	
CATEGORY / CLUSTER		Range of Writing
STANDARD	CCSS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
STRAND / DOMAIN	CCSS.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles.
EXPECTATION	CCSS.ELA-Literacy.SL.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.ELA-Literacy.SL.5	Speaking and Listening Standards
CATEGORY / CLUSTER		Comprehension and Collaboration
STANDARD	CCSS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
EXPECTATION	CCSS.ELA-Literacy.L.5.1d	Recognize and correct inappropriate shifts in verb tense.
STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Conventions of Standard English
STANDARD	CCSS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
EXPECTATION	CCSS.ELA-Literacy.L.5.2e	Spell grade-appropriate words correctly, consulting references as needed.

STRAND / DOMAIN	CCSS.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-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.ELA-Literacy.L.5.4a	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.ELA-Literacy.L.5	Language Standards
CATEGORY / CLUSTER		Vocabulary Acquisition and Use
STANDARD	CCSS.ELA-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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