# **Grades Three-Five Side-By-Side**

## **Foundations for Reading**

### FFR.1-Print Concepts

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| **Grade Three** | **Grade Four** | **Grade Five** |
| See Kindergarten for standards that address Print Concepts. | See Kindergarten for standards that address Print Concepts. | See Kindergarten for standards that address Print Concepts. |

### FFR.2- Phonological and Phonemic Awareness

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| **Grade Three** | **Grade Four** | **Grade Five** |
| See Kindergarten through grade two for standards that address Phonological and Phonemic Awareness. | See Kindergarten through grade two for standards that address Phonological and Phonemic Awareness. | See Kindergarten through grade two for standards that address Phonological and Phonemic Awareness. |

### FFR.3- Phonics and Word Analysis

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Decode and encode words with vowel teams and r-controlled vowels. 2. Use knowledge of syllabication and syllable types to decode and encode words. 3. Use knowledge of affixes (e.g., suffixes, prefixes) to decode and encode words. 4. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy. | 1. Use knowledge of syllabication and syllable types to decode and encode words. 2. Use knowledge of morphology (suffixes, prefixes, root/base) to decode words. 3. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy. | 1. Use knowledge of syllabication and syllable types to decode and encode words. 2. Use knowledge of morphology (suffixes, prefixes, root/base) to decode words. 3. Read grade-level high-frequency words, including decodable and irregular words, with automaticity and accuracy. |

## **Developing Skilled Readers and Building Reading Stamina**

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**. 2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 2-3 bands (See Quantitative and Qualitative Analysis charts for determining complexity in the Appendix) **(Text Complexity, 2-12).** 3. When responding to texts through discussions and/or writing, draw several pieces of evidence from read alouds and grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12)**. 4. Regularly engage in listening to a series of conceptually related texts organized around topics of study to build knowledge and vocabulary. Use background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary K-12)**. 5. Use reading strategies as needed to monitor comprehension when encountering challenging sections of text. These sense-making strategies attended to common text organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies, 3-12).** | 1. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**. 2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the lower range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**. 3. When responding to texts through discussion and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences, including quoting or paraphrasing from texts accurately and tracing where relevant evidence is located **(Textual Evidence, K-12)**. 4. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary K-12).** 5. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others **(Reading Strategies 3-12).** | 1. Read a variety of grade-level complex texts with accuracy, automaticity, appropriate rate, and meaningful expression in successive readings to support comprehension. Monitor while reading to confirm or self-correct word recognition and understanding, as necessary **(Reading Fluency, K-12)**. 2. Proficiently read and comprehend a variety of literary and informational texts that exhibit complexity at the higher range of the grades 4-5 band (See the Quantitative and Qualitative Analysis charts for determining complexity in the Appendix.) **(Text Complexity, 2-12)**. 3. When responding to text through discussions and/or writing, draw several pieces of evidence from grade-level complex texts to support claims, conclusions, and inferences from texts, including quoting or paraphrasing accurately and tracing where relevant evidence is located **(Textual Evidence, K-12).** 4. Regularly engage in reading a series of conceptually related texts organized around topics of study to build knowledge and vocabulary (These texts should be at a range of complexity levels so students can read the texts independently, with peers, or with modest support.). Use this background knowledge as context for new learning **(Deep Reading on Topics to Build Knowledge and Vocabulary K-12).** 5. Use reading strategies as needed to aid and monitor comprehension when encountering challenging sections of text. These sense-making strategies attend to common organizational text structures, summarizing, asking questions of the text, and others **(Reading Strategies 3-12).** |

## **Reading and Vocabulary**

### RV.1-Vocabulary Development and Word Analysis

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade three topic or subject area. 2. Discuss meanings of complex words and phrases acquired through conversations and literature. 3. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. *-s, -ing, -ed*). 4. Use the context of a sentence to apply knowledge of homophones. 5. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words. 6. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text. 7. Distinguish shades of meaning among verbs and adjectives. 8. Use strategies to infer word meanings. 9. Use glossaries, beginning dictionaries and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases. 10. Use newly learned words and phrases in discussions and speaking activities. | 1. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of texts relevant to a grade four topic or subject area. 2. Discuss meanings of complex words and phrases acquired through conversation~~s~~ and literature. 3. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. *-s, -ing, -ed*). 4. Use the context of a sentence to apply knowledge of homophones. 5. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words. 6. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text. 7. Distinguish shades of meaning among verbs and adjectives. 8. Use strategies to infer word meanings. 9. Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases. 10. Use newly learned words and phrases in discussions and speaking activities. | 1. Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics. 2. Discuss meanings of complex words and phrases acquired through conversations and literature. 3. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g., *-s, -ing,-ed*). 4. Use the context of a sentence to apply knowledge of homophones. 5. Apply knowledge of grade-level appropriate synonyms and antonyms to better understand each word. 6. Analyze the morphological relationships between words, including how Greek and Latin affixes and roots impact the meaning. 7. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text. 8. Distinguish shades of meaning among verbs and adjectives. 9. Use strategies to infer word meanings. 10. Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases. 11. Use newly learned words and phrases in discussions and speaking activities. |

## **Reading Literary Text**

### RL.1-Key Ideas and Plot Details

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Identify thematic topics of stories (e.g. friendship, survival, determination) and the lessons learned. 2. Identify the central conflict and resolution using events from the plot to summarize the text. 3. Describe a character’s attributes, including their traits, motivations, or feelings and how they develop throughout the text. | 1. Summarize the theme of stories, dramas, or poetry, including the thematic topic (e.g., courage, loyalty, family) and how characters respond to challenges. 2. Describe the central conflict and explain the resolution using an understanding of text structure and events from the plot as evidence. 3. Analyze characters in-depth, drawing on specific details from the text, including their words, actions, or a character’s thoughts. | 1. Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details. 2. Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution. 3. Explain how events from the plot cause the character(s) to change or evolve and how the development of character(s) or settings impact the plot. |

### RL.2-Craft and Style

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Discuss how an author uses characters and settings to advance the plot. 2. Identify and explain how an author uses sensory language (e.g., sights, sounds, smells, and tastes) to impact a reader’s understanding of characters, settings, and plot events. 3. Identify the narrator of a story and the speaker of a poem. 4. Identify the characteristics of different genres. | 1. Determine how an author uses language (dialogue, sensory language, and dialect), characters, and settings to advance the plot. 2. Identify the characteristics of different genres of literary texts (e.g., drama, poems, stories) and refer to the structural elements of each. 3. Identify the narrator of a story and the speaker of a poem. 4. Differentiate between first-and third-person point of view. | 1. Summarize the story or play, including the overarching theme and lessons learned, and explain how they are developed or conveyed through specific details. 2. Describe plots in stories as a sequence of events that develops the central conflict and resolution, including initiating events, climax, and resolution. 3. Explain how events from the plot cause the character(s) to change or evolve and how the development of character(s) or settings impact the plot. |

### RL.3-Intergration of Concepts

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Set a purpose for reading by looking at the illustrations and activating prior (experience) and background (content) knowledge. 2. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events. 3. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters. | 1. Set a purpose for reading by activating prior (experience) and background (content) knowledge. 2. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events. 3. Explain the overall structure of stories, poems, and plays and how each successive part builds on earlier sections. | 1. Set a purpose for reading by activating prior (experience) and background (content) knowledge. 2. Compare and contrast the point of view from which different stories are narrated, including the difference between first-and third-person narratives. 3. Compare and contrast details in paired literary and informational nonfiction texts including their treatment of similar themes, topics, and patterns of events. |

## **Reading Informational Text**

### RI.1-Key Ideas and Confirming Details

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Determine the main idea of multi-paragraph texts as well as specific paragraphs within them. 2. Summarize texts using language that pertains to time, sequence, and cause and effect, referring to historical events, scientific ideas, or steps in technical procedures. 3. Identify and explain how an author uses reasons and evidence to support specific points in texts. | 1. Summarize the main idea of multi-paragraph texts and the specific paragraphs within them, explaining how key details support the main ideas. 2. Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened and why. 3. Distinguish between fact and opinion and explain how an author uses reasons and evidence to support opinions within texts. | 1. Summarize the main ideas of texts and specific paragraphs within them, including how they are developed through the details. 2. Summarize events, procedures, ideas, or concepts in historical, scientific, or technical texts, including what happened, how, and why. 3. Describe how an author uses reasons, evidence, and opinions to support points in a text, by identifying (and accurately quoting) which reasons and evidence support which point(s). |

### RI.2-Craft and Style

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Describe major structural differences between the organizational patterns of different informational texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological order) and how they support a reader’s understanding of the text. 2. Use text features and search tools (e.g., sidebars, hyperlink) to locate and gain information efficiently. 3. Identify the author’s purpose for writing, including what the author wants to answer, explain, or describe. | 1. Explain how authors select an organizational pattern (e.g., cause/effect, comparison/contrast, problem/solution) using transitional words and phrases to support their purpose and a reader’s understanding of the text. 2. Apply knowledge of text features and search tools in multiple print and digital sources to locate and categorize information efficiently and gain meaning. 3. Explain the author’s purpose for writing, including what the author wants to answer, explain, or describe based on the connections between particular sentences and paragraphs. | 1. Describe the overall organization patterns of texts (e.g., cause/effect, comparison/contrast, problem/solution, description, sequence, and chronological) and how each successive part builds on earlier sections, using available transitional words and phrases. 2. Examine text features and search tools in multiple print and digital sources to evaluate and gain meaning from the information found. 3. Determine the author’s purpose(s) and describe how the author’s perspective (e.g., beliefs, assumptions, biases) influences the meaning of the text. |

### RI.3-Intergration of Concepts

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Use prior (experience) and background (content) knowledge as context for new learning. 2. Compare and contrast the most important points and key details presented in two texts on the same topic. 3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. 4. Demonstrate comprehension by writing about what is read using the text for support. | 1. Use prior (experience) and background (content) knowledge as context for new learning. 2. Compare and contrast multiple accounts of the same event or topic and describe the differences in focus and the information provided. 3. Describe the relationships between a series of historical events, scientific concepts, or steps in technical procedures using words that pertain to comparison, sequence, or cause and effect. | 1. Use prior (experience) and background (content) knowledge as context for new learning. 2. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 3. Explain the relationships or interactions between two or more individuals, events, procedures, ideas, or concepts in a historical, scientific, or technical texts, including what happened and why based on specific information in the text. |

## **Foundations for Writing**

### FFW.1-Handwriting

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Maintain legible printing. 2. Write capital and lowercase letters of the alphabet using correct letter formation in cursive. 3. Sign his/her first and last name. 4. Form cursive letters with flow from one letter to the next within names and words. | 1. Maintain legible printing. 2. Maintain legible cursive. 3. Sign his/her first and last name. | 1. Maintain legible printing. 2. Maintain legible cursive. 3. Sign first and last name. |

### FFW.2-Spelling

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Use phoneme-grapheme correspondence to encode (spell) multisyllabic words. 2. Use common affixes to encode (spell) words. 3. Use phoneme/grapheme (sound/symbol) correspondences to encode (spell) grade-level high-frequency words with automaticity and accuracy. | 1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately. 2. Use phoneme/grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy. | 1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to spell accurately. 2. Use phoneme-grapheme (sound/symbol) correspondences to decode (read) and encode (spell) grade-level high-frequency words with automaticity and accuracy. |

## **Writing**

### W.1-Modes and Purposes for Writing

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Recognize different forms of writing (narrative, expository, and opinion) have distinctive patterns of organization to support their purpose. 2. Write personal or fictional narratives that organize event sequences that unfold naturally. 3. Write informative/explanatory texts to examine a topic that develops the topic with facts and details. 4. Write opinion pieces on topics or texts, supporting a point of view with facts and reasons. 5. Write in response to text(s) read or heard to share thinking using supporting details from the text. | 1. Recognize different forms of writing (narrative, expository, and persuasive) have distinctive patterns of organization to support their purpose. 2. Write personal or fictional narratives that are logically organized around a central problem or experience. 3. Write expository texts to examine a topic that develops the focus with facts, details, or other information and uses linking words to connect ideas. 4. Write persuasive pieces on topics or texts that express a clear opinion supported by facts, details, and reasons. 5. Write in response to text(s) read (including summaries, reflections and descriptions) to demonstrate thinking with details, examples, and other evidence from the text, using linking words to connect ideas. | 1. Write personal or fictional narratives in prose or poetic form that organize the writing around a central problem, conflict, or experience using descriptions or dialogue to develop the experience(s). 2. Write expository texts to examine a topic and convey ideas that develop the focus with relevant facts, concrete details, and examples from multiple sources and are grouped logically. 3. Write persuasive pieces on topics or texts, including media messages, supporting a clear perspective with adequate facts, reasons, and logically grouped information. 4. Write in response to texts read (including summaries, reflections, and descriptions) in which students demonstrate their thinking with details, examples, and other evidence from the text that are logically grouped. |

### W.2- Organization and Composition

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| **Grade Three** | **Grade Four** | | | **Grade Five** |
| 1. Engage in writing as a process to compose a well-developed paragraph. This includes: 2. Writing a clear topic sentence focusing on a main idea.    1. Developing, selecting, and organizing ideas relevant to topic, audience, purpose, and genre.    2. Elaborating writing by including supporting details. Using transition words to vary sentence structure. Providing a concluding statement. | | 1. Engage in writing as a process to compose well-developed paragraphs. This includes:    1. Providing an introduction that includes a clear topic sentence that connects to the central idea.    2. Developing, selecting, and organizing ideas relevant to the topic, purpose, and genre using precise language and topic-specific words and phrases, descriptive details, and sensory language.    3. Using transition words and prepositional phrases to vary sentence structure and link sentences.    4. Providing a concluding statement or section. | 1. Engage in writing as a process to compose well-developed paragraphs. This includes:    * 1. Introducing a clear topic sentence and logically organizing ideas and factual evidence to support the position in persuasive writing.      2. Developing, selecting, and organizing ideas relevant to topic, purpose, and genre, using precise and descriptive language and tone-specific vocabulary to enhance the central idea, tone, and voice.      3. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.      4. Providing a concluding statement or section. | |

### W.3- Usage and Mechanics

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice. 2. With guidance and support from peers and adults, edit writing for format and conventions such as capitalization, usage, punctuation, and spelling. (See Language Usage for grade-level expectations). | 1. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and word choice. 2. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations). | 1. With guidance and support from peers and adults, develop and strengthen writing as needed by revising for quality of ideas, organization, sentence fluency, and precise word choice. 2. Self-and peer-edit the writing for capitalization, spelling, punctuation, sentence structures, paragraphing, and Standard English (See Language Usage for grade level expectations). |

## **Language Usage**

### LU.1-Grammar

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Produce, expand, and rearrange simple and compound sentences when speaking and writing. 2. Distinguish between complete and incomplete sentences. 3. Form and use comparative and superlative adjectives when speaking and writing. 4. Form and use regular and irregular verbs when speaking and writing. 5. Use subject-verb agreement in simple sentences. 6. Eliminate double negatives when speaking and writing. | 1. Produce, expand, and rearrange simple and compound sentences, including prepositional phrases, when speaking and writing. 2. Use coordinating (e.g., *and, but*), subordinating (e.g., *although, because)* conjunctions to join words and phrases in a sentence. 3. Use adjectives to compare and describe noun or noun phrases with specificity when speaking and writing. 4. Use modal words (e.g., *can, may, must*) to convey various conditions when speaking and writing. 5. Use standard subject-verb agreement when speaking and writing. | 1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 2. Use adverbs to express time, frequency, degree, and level of certainty when speaking and writing. 3. Use interjections, prepositional phrases, and coordinating and subordinating conjunctions in writing to join words and phrases in a sentence. 4. Recognize and correct inappropriate shifts in verb tense and number in writing. 5. Use standard subject-verb agreement when speaking and writing. |

### LU.2- Mechanics

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Use commas in series, dates, addresses, and in greetings and closings of letters. 2. Use apostrophes to form contractions and frequently occurring possessions in writing. 3. Capitalize holidays, names, and places. 4. Use learned spelling patterns when writing words, including high frequency words and grade level word analysis knowledge. 5. Consult reference materials, including beginning dictionaries to check and correct spelling. | 1. Use commas in series, dates, addresses, and letters in writing. 2. Use commas and quotation marks to indicate dialogue in writing. 3. Use apostrophes to form contractions and to show possession in writing. 4. Use conventional spelling for high-frequency and other studied words and grade level word analysis knowledge. 5. Consult reference materials to check and correct spelling. | 1. Use commas correctly in compound sentences. 2. Use colons to separate hours and minutes and to introduce a list. 3. Use a hyphen to divide words at the end of a line in writing. 4. Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) when pronouncing and writing words. 5. Consult reference materials to check and correct spelling. |

## **Communication and Multimodal Literacy**

### C.1- Communication, Listening, and Collaboration

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| **Grade Three** | **Grade Four** | | | **Grade Five** |
| 1. Participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade three topics and texts. This includes:    1. Listening actively and speaking using agreed-upon discussion rules.    2. Respectfully building on others’ ideas and expressing their own clearly.    3. Asking and responding to questions that acquire or confirm information on a topic and link their comments to the remarks of others.    4. Actively engaging throughout the collaboration. | | 1. Participate in a range of sustained collaborative discussions with diverse partners on grade four topics and texts. This includes:    1. Listening actively and speaking using agreed-upon discussion rules.    2. Respectfully building on others’ ideas and clearly expressing their own.    3. Asking and answering specific questions to clarify concepts, share, or follow up on information, make connections, and confirm new understanding(s).    4. Using evidence, examples, or details to support opinions and conclusions.    5. Actively engaging throughout the collaboration | 1. Prepare for and participate in a range of sustained collaborative discussions with diverse partners on grade five topics and texts. This includes: 2. Listening actively and speaking using agreed-upon discussion rules. 3. Respectfully demonstrating agreement or disagreement with others’ ideas. 4. Asking and answering relevant questions to build on others’ ideas, clarify ideas, and acquire or confirm information. 5. Summarizing the main ideas being discussed, using evidence, examples, and details to support opinions and conclusions. 6. Share responsibility for the learning based on assigned roles and/or task expectations. | |

### C.2- Speaking & Presentation of Ideas

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:    1. Using descriptive details and appropriate facts to support themes or central ideas.    2. Speaking audibly with appropriate pacing, prosody, and voice level.    3. Using language (formal or informal) and style as appropriate to audience, topic, and purpose. | 1. Report orally on a topic or text, tell a story, or recount an experience in an organized manner. This includes:    1. Using descriptive details and appropriate facts to support themes or central ideas.    2. Speaking audibly with appropriate pacing, prosody, and voice level.    3. Using language (formal or informal) and style as appropriate to the audience, topic, or purpose.    4. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathered responses, and movement). | 1. Report orally on a topic or text or present an opinion in an organized manner. This includes:    1. Using content specific vocabulary, appropriate fact’s and relevant descriptive details to support themes or central ideas.    2. Demonstrating appropriate speaking techniques (e.g., adequate volume and clear pronunciation) suitable to the audience, purpose, and situations.    3. Using facial expressions and gestures to support, accentuate, or dramatize the message during oral presentations.    4. Demonstrating awareness of and sensitivity to the appropriate use of words (e.g., avoiding stereotypes, multiple meanings of words).    5. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement). |

### C.3- Integrating Multimodal Literacy

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Create a simple presentation using multimodal tools that enhance the topic and/or presentation. | 1. Select, organize, and create engaging presentations that include multimedia components and visual displays. 2. Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes. | 1. Select, organize, and create engaging presentations that include multimedia components and visual displays. 2. Strategically use two or more interdependent modes of communication to convey the intended message and enhance the development of main ideas or themes. |

### C.4- Examining Media Messages

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| **Grade Three** | **Grade Four** | **Grade Five** |
| \*\*Standards that address Examining Media Messages begin in Grade Four. | 1. Differentiate between auditory, visual, and written media messages (e.g., videos, podcasts, print advertisements) and their purposes (to explain, to inform, to persuade). 2. Compare and contrast how ideas and topics are depicted (e.g., animation, famous images and words, music and sound, photo-editing) in a variety of media and formats. | 1. Deconstruct various types of media to identify the characteristics and determine the effectiveness of the intended messages. 2. Identify the purpose, intended audience, and credibility of information (e.g., auditory, visual, and written media messages) being presented. 3. Compare and contrast techniques used in a variety of media messages (e.g., animation, famous images and words, music and sound, photo-editing). |

## **Research**

### R.1- Evaluation and Synthesis of Information

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| **Grade Three** | **Grade Four** | **Grade Five** |
| 1. Identify a topic and generate questions that explore the topic. 2. Locate information in reference texts, electronic resources, provided sources, or through interviews and take brief notes on sources. 3. Organize evidence into relevant categories, recognizing that some sources may be more reliable than others. 4. Organize and share information orally, in writing, or through visual display. 5. Avoid plagiarism, giving credit to sources of information (title and author when available). | 1. Construct and formulate questions about a topic. 2. Identify search terms to locate information on the topic and gather relevant information from various print and digital sources. 3. Organize and synthesize information from the print and digital resources determining the relevance and reliability of the information gathered. 4. Develop notes that include important concept, summaries, and identification of information sources. 5. Organize and share information orally, in writing, or through visual display. 6. Avoid plagiarism and give proper credit by providing citations whenever using another person’s media, facts, ideas, graphics, music, and direct quotations. | 1. Formulate questions that help narrow the topic and revise questions as needed based on research. 2. Identify search terms to locate information and gather relevant information from various print and digital sources to address the research. 3. Organize and synthesize information from the print and digital resources, evaluating their relevance, reliability, and credibility. 4. Develop notes that include important concepts, summaries, and identification of information sources. 5. Organize and share information orally, in writing, or through visual display. 6. Avoid plagiarism and give proper credit by providing citations whenever using another person’s media, facts, ideas, graphics, music, and direct quotations. |