# **Standards Side by Side:** *Grade Four – Grade Six*

## **Foundations for Reading**

### FFR.3- Phonics and Word Analysis

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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.
 | See Kindergarten through grade five for the Foundations for Reading standards. |

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

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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).**
 | 1. Read a variety of grade-level complex text 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 when 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 grade 6-8 band (See the Quantitative and Qualitative Analysis chart for determining complexity in the Appendix.) **(Text Complexity, 2-12)**.
3. When responding to text 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 level 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 text structure, common organizational structures, summarizing, asking questions of the text, and others **(Reading Strategies 3-12)**.
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## **Reading and Vocabulary**

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

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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. Discuss meanings of complex words and phrases acquired through conversation~~s~~ and literature.
2. Determine the meaning of complex words using frequently occurring root words and inflectional affixes (e.g. *-s, -ing, -ed*).
3. Use the context of a sentence to apply knowledge of homophones.
4. Apply knowledge of morphology, synonyms, and antonyms to determine the meaning of complex words.
5. Develop breadth of vocabulary knowledge by listening to and reading high quality, complex text.
6. Distinguish shades of meaning among verbs and adjectives.
7. Use strategies to infer word meanings.
8. Use glossaries, beginning dictionaries, and thesauruses, both print and digital, to determine or clarify the meaning of words and phrases.
9. 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.
 | 1. Develop and accurately use general academic language and content-specific vocabulary by listening to, reading, and discussing a variety of grade-six texts and topics.
2. Use context and sentence structure to determine multiple meanings of words and clarify the meanings of unfamiliar words and phrases.
3. Apply knowledge of Greek and Latin roots and affixes to predict the meaning of unfamiliar words.
4. Use the relationship between particular words, including synonyms and antonyms to better understand each word.
5. Explain the construction and meaning of figurative language, including simile, hyperbole, metaphor, and personification.
6. Clarify the meaning of an unknown word or select the applicable definition of a word from a text by using word reference materials.
7. Use general and specialized word-reference materials, print and digital, to identify word origins, derivations, and pronunciations.
8. Use newly learned words and phrases in multiple contexts, including in students’ discussions and speaking and writing activities.
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## **Reading Literary Text**

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

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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.
 | 1. Summarize texts, including determining the central theme of stories, plays, or poems, and how they are conveyed through specific details.
2. Describe plot developments in stories and dramas by examining the exposition, initiating event, central conflict, rising action, climax, falling action, and resolution.
3. Differentiate between internal and external conflicts (e.g., individual vs. Individual, individual vs. Nature, individual vs. Society, individual vs. Technology, and individual vs. Self) and explain how they impact character development and plot.
4. Explain how static and dynamic characters impact the plot.
5. Explain the role of the protagonist and antagonist on plot events.
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### RL.2-Craft and Style

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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. Describe how an author develops a character through what characters say, think, do, and how other characters respond.
2. Analyze the author’s use of language (e.g., synonyms, figurative language, sensory words, dialogue, dialect) and their impact on understanding characters, setting, and plot events.
3. Analyze how the characteristics of a poem and the author’s use of patterns of sound (e.g., rhyme, rhythm, alliteration, consonance) impact meaning.
 | 1. Describe the poetic elements in prose and poetry (e.g., rhyme, rhythm, repetition, alliteration, and onomatopoeia) and their intended impact on the reader.
2. Explain elements of author’s style as purposeful choices (e.g., imagery, figurative language, and word choice) to develop tone.
3. Explain how an author develops the point of view (e.g., first-person, third person limited, third-person omniscient) of the narrator or speaker in a text and influences how events are described in stories, plays, or poems.
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### RL.3-Intergration of Concepts

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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.
 | 1. Describe how the interactions between individuals, settings, events, and ideas within a text influence one another.
2. Compare and contrast details in two or more paired literary fiction and nonfiction texts on the same topic or with similar themes, including how chapters, scenes, or stanzas work together to provide the overall structure of each text.
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## **Reading Informational Text**

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

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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).
 | 1. Summarize texts, including their main idea(s) and how they are developed with specific details.
2. Describe how a key individual, event or idea is introduced, illustrated, and elaborated in historical, scientific, or technical texts (e.g., through examples or anecdotes).
3. Trace the argument and specific claims in texts, distinguishing claims that are supported by evidence and reasons, from claims that are not.
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### RI.2-Craft and Style

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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.
 | 1. Determine the purpose of text features (e.g., boldface and italics type; type set in color; underlining; graphics and photographs; and headings and subheadings).
2. Explain how an author’s word choice, organizational pattern, and language structure convey the author’s purpose.
3. Explain how an author establishes and conveys a perspective or purpose in an informational text.
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### RI.3-Intergration of Concepts

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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.
 | 1. Describe ideas within and between selections including how specific sentences, paragraphs, or sections contribute to the development of ideas.
2. Compare and contrast one author’s presentation of ideas or events with another’s, identifying where the texts agree or disagree.
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## **Foundations for Writing**

### FFW.1-Handwriting

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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.
 | *See Kindergarten through grade five for Foundations for Writing standards.* |

### FFW.2-Spelling

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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.
 | *See Kindergarten through grade five for Foundations for Writing standards.* |

## **Writing**

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

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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.
 | 1. Write narratives to entertain, to share a personal experience, or to alter an existing story that uses narrative techniques to develop the characters, event(s), and experience(s).
2. Write expository texts to examine a topic or concept, logically conveying ideas and information using text structures such as description, comparison, or cause-effect to create cohesion.
3. Write persuasively about topics or texts, including media messages, supporting well-defined claims with clear reasons and evidence that are logically grouped.
4. Write reflectively in response to text(s) read to demonstrate thinking with details, examples, and other evidence from the text(s).
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### W.2- Organization and Composition

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 1. Engage in writing as a process to compose well-developed paragraphs. This includes:
2. Providing an introduction that includes a clear topic sentence that connects to the central idea.
3. 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.
4. Using transition words and prepositional phrases to vary sentence structure and link sentences.
5. Providing a concluding statement or section.
 | 1. Engage in writing as a process to compose well-developed paragraphs. This includes:
2. Introducing a clear topic sentence and logically organizing ideas and factual evidence to support the position in persuasive writing.
3. 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.
4. Using transition words and prepositional phrases for sentence variety and link one sentence and paragraph to another.
5. Providing a concluding statement or section.
 | 1. Generate and organize ideas using the writing process (planning, drafting, revising, editing) to develop multi-paragraph texts. This includes:
2. Composing a thesis statement that focuses the topic and introduces the piece clearly.
3. Establishing a central idea incorporating evidence and maintaining an organized structure to fit the form and topic.
4. Elaborating and supporting ideas, using relevant facts, definitions, details, quotations, and/or examples.
5. Using transitions to show relationships between ideas, signal a shift or change in the writer’s thoughts, and make sentences clearer.
6. Selecting vocabulary and information to enhance the central idea, tone, and voice.
7. Expanding and embedding ideas to create sentence variety.
8. Providing a concluding statement or section.
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### W.3- Usage and Mechanics

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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).
 | 1. Revise writing for clarity of content, word choice, sentence variety, and transition among paragraphs.
2. Self-and peer-edit for capitalization, spelling, punctuation, sentence structure, paragraphing, and Standard English (See Language Usage for grade level expectations).
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## **Language Usage**

### LU.1-Grammar

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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.
6. Use standard noun-pronoun 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.
 | 1. Construct simple, compound, and complex sentences to communicate ideas clearly and add variety to writing.
2. Use pronoun-antecedent agreement, including indefinite and reflexive pronouns when speaking and writing.
3. Use adverbs to modify verbs, adjectives, and other adverbs to express manner, place, time, frequency, degree, and level of certainty precisely when speaking and writing.
4. Use phrases and clauses within a sentence and apply appropriate subject-verb agreement when speaking and writing.
5. Form and use often confusing verbs (e.g., lie/lay, sit/set, rise/raise) correctly in sentences.
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### LU.2- Mechanics

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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.
 | 1. Construct complete sentences with appropriate punctuation, avoiding comma splices and run-ons in writing.
2. Use and punctuate dialogue and direct quotations appropriately in writing.
3. Recognize and consistently spell frequently used words accurately.
4. Consult reference materials to check and correct spelling.
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## **Communication and Multimodal Literacy**

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

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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:
	1. Listening actively and speaking using agreed-upon discussion rules.
	2. Respectfully demonstrating agreement or disagreement with others’ ideas.
	3. Asking and answering relevant questions to build on others’ ideas, clarify ideas, and acquire or confirm information.
	4. Summarizing the main ideas being discussed, using evidence, examples, and details to support opinions and conclusions.
2. Share responsibility for the learning based on assigned roles and/or task expectations.
 | 1. Facilitate and contribute to a range of sustained collaborative discussions with diverse partners on grade six topics and texts. This includes:
2. Listening actively through verbal and nonverbal communication and using agreed-upon discussion rules.
3. Working respectfully by building on others’ ideas and showing value for others’ ideas and contributions.
4. Asking relevant questions to clarify others’ perspectives.
5. Communicating agreement or tactful disagreement with others’ ideas, using carefully constructed responses.
6. Paraphrasing and summarizing key ideas being discussed by using ample evidence, examples, or details to support opinions and conclusions.
7. Evaluating the effectiveness of participant interactions and one’s own contributions to the collaborative work.
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### C.2- Speaking & Presentation of Ideas

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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).
 | 1. Report orally on a topic or present an opinion. This includes:
2. Clearly communicating information in an organized or succinct manner.
3. Providing evidence to support the main idea.
4. Using language, vocabulary, and style appropriate to the audience, topic, and purpose.
5. Using verbal communication skills, such as volume, tone, and enunciation to enhance the overall message.
6. Using nonverbal skills, such as proper posture and stance, gestures, and eye movement to enhance the overall message.
7. Encouraging audience participation through planned interactions (e.g., questioning, discussion, gathering responses, and movement).
8. Referencing source material as appropriate during the presentation.
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### C.3- Integrating Multimodal Literacy

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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.
 | 1. Use media and visual literacy skills to select, organize, and create multimodal content that articulates the purpose of the presentation, using two or more communication modes to make meaning (e.g., still or moving images, gestures, spoken language, and written language).
2. Craft and publish audience-specific media messages that present claims and findings in a logical sequence.
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### C.4- Examining Media Messages

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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).
 | 1. Interpret information presented in diverse media formats and explain how it contributes to the topic.
2. Explain how media messages are intentionally constructed to impact a specific audience.
3. Explain the characteristics and analyze the effectiveness of a variety of media messages by considering the results and/or impact on the intended audience.
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## **Research**

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

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| **Grade Four**  | **Grade Five** | **Grade 6** |
| 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.
 | 1. Formulate appropriately narrow questions about a research topic and refocus the inquiry when appropriate.
2. Collect information from multiple sources, using search terms effectively.
3. Organize and synthesize information from multiple sources (primary, secondary, digital, and print) evaluating the relevance, usefulness, validity, and credibility of each source.
4. Develop notes that include important concepts and summaries, including quoting, summarizing, and paraphrasing research findings, avoiding plagiarism by using own words and following ethical and legal guidelines for gathering and using information.
5. Organize and share findings in formal and informal oral or written formats.
6. Give credit for information quoted or paraphrased using standard citations (e.g., author, article title, webpage, and publication date).
7. Demonstrate ethical and responsible use of all sources, including the Internet, Artificial Intelligence (AI), and new technologies as they develop.
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