# Arizona's Common Core Standards

## English Language Arts

3rd – 5th Grade

ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS
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# INTRODUCTION

Arizona's Common Core State Standards - English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects ("the Standards") are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The present work, led by the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA), builds on the foundation laid by states in their decades-long work on crafting high-quality education standards. The Standards also draw on the most important international models as well as research and input from numerous sources, including state departments of education, scholars, assessment developers, professional organizations, educators from kindergarten through college, and parents, students, and other members of the public. In their design and content, refined through successive drafts and numerous rounds of feedback, the Standards represent a synthesis of the best elements of standards-related work to date and an important advance over that previous work.

As specified by CCSSO and NGA, the Standards are (1) research and evidence based, (2) aligned with college and work expectations, (3) rigorous, and (4) internationally benchmarked. A particular standard was included in the document only when the best available evidence indicated that its mastery was essential for college and career readiness in a twenty-first-century, globally competitive society. The Standards are intended to be a living work: as new and better evidence emerges, the Standards will be revised accordingly.

The Standards are an extension of a prior initiative led by CCSSO and NGA to develop College and Career Readiness (CCR) standards in reading, writing, speaking, listening, and language as well as in mathematics. The CCR Reading, Writing, and Speaking and Listening Standards, released in draft form in September 2009, serve, in revised form, as the backbone for the present document. Grade-specific K–12 standards in reading, writing, speaking, listening, and language translate the broad (and, for the earliest grades, seemingly distant) aims of the CCR standards into age- and attainment-appropriate terms.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

## Key Design Considerations

### CCR and grade-specific standards

The CCR standards anchor the document and define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school. The CCR and high school (grades 9–12) standards work in tandem to define the college and career readiness line—the former providing broad standards, the latter providing additional specificity. Hence, both should be considered when developing college and career readiness assessments.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the CCR standards.

### Grade levels for K–8; grade bands for 9–10 and 11–12

The Standards use individual grade levels in kindergarten through grade 8 to provide useful specificity; the Standards use two-year bands in grades 9–12 to allow schools, districts, and states flexibility in high school course design.

### A focus on results rather than means

By emphasizing required achievements, the Standards leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed. Thus, the Standards do not mandate such things as a particular writing process or the full range of metacognitive strategies that students may need to monitor and direct their thinking and learning. Teachers are thus free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the Standards.

### An integrated model of literacy

Although the Standards are divided into Reading, Writing, Speaking and Listening, and Language strands for conceptual clarity, the processes of communication are closely connected, as reflected throughout this document. For example, writing standard 9 requires that students be able to write about what they read. Likewise, Speaking and Listening standard 4 sets the expectation that students will share findings from their research.

### Research and media skills blended into the Standards as a whole

To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new. The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section.

### Shared responsibility for students' literacy development

The Standards insist that instruction in reading, writing, speaking, listening, and language is a shared responsibility within the school. The K–5 standards include expectations for reading, writing, speaking, listening, and language applicable to a range of subjects, including but not limited to ELA. The grades 6–12 standards are divided into two sections, one for ELA and the other for history/social studies, science, and technical subjects. This division reflects the unique, time-honored place of ELA teachers in developing students' literacy skills while at the same time recognizing that teachers in other areas must have a role in this development as well.

Part of the motivation behind the interdisciplinary approach to literacy promulgated by the Standards is extensive research establishing the need for college and career ready students to be proficient in reading complex informational text independently in a variety of content areas. Most of the required reading in college and workforce training programs is informational in structure and challenging in content; postsecondary education programs typically provide students with both a higher volume of such reading than is generally required in K–12 schools and comparatively little scaffolding.

The Standards are not alone in calling for a special emphasis on informational text. The 2009 reading framework of the National Assessment of Educational Progress (NAEP) requires a high and increasing proportion of informational text on its assessment as students advance through the grades.

**Distribution of Literary and Informational Passages by Grade in the 2009 NAEP Reading Framework**

| Grade | Literary | Informational |
|---|---|---|
| 4 | 50% | 50% |
| 8 | 45% | 55% |
| 12 | 30% | 70% |

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress.* Washington, DC: U.S. Government Printing Office.

The Standards aim to align instruction with this framework so that many more students than at present can meet the requirements of college and career readiness. In K–5, the Standards follow NAEP's lead in balancing the reading of literature with the reading of informational texts, including texts in history/social studies, science, and technical subjects. In accord with NAEP's growing emphasis on informational texts in the higher grades, the Standards demand that a significant amount of reading of informational texts take place in and outside the ELA classroom. Fulfilling the Standards for 6–12 ELA requires much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. Because the ELA classroom must focus on literature (stories, drama, and poetry) as well as literary nonfiction, a great deal of informational reading in grades 6–12 must take place in other classes if the NAEP assessment framework is to be matched instructionally.[1] To measure students' growth toward college and career readiness, assessments aligned with the Standards should adhere to the distribution of texts across grades cited in the NAEP framework.

NAEP likewise outlines a distribution across the grades of the core purposes and types of student writing. The 2011 NAEP framework, like the Standards, cultivates the development of three mutually reinforcing writing capacities: writing to persuade, to explain, and to convey real or imagined experience. Evidence concerning the demands of college and career readiness gathered during development of the Standards concurs with NAEP's shifting emphases: standards for grades 9–12 describe writing in all three forms, but, consistent with NAEP, the overwhelming focus of writing throughout high school should be on arguments and informative/explanatory texts.[2]

**Distribution of Communicative Purposes by Grade in the 2011 NAEP Writing Framework**

| Grade | To Persuade | To Explain | To Convey Experience |
|---|---|---|---|
| 4 | 30% | 35% | 35% |
| 8 | 35% | 35% | 30% |
| 12 | 40% | 40% | 20% |

Source: National Assessment Governing Board. (2007). Writing framework for the 2011 National Assessment of Educational Progress, pre-publication edition. Iowa City, IA: ACT, Inc.

It follows that writing assessments aligned with the Standards should adhere to the distribution of writing purposes across grades outlined by NAEP.

[1] The percentages on the table reflect the sum of student reading, not just reading in ELA settings. Teachers of senior English classes, for example, are not required to devote 70 percent of student reading across the grade should be informational.

[2] As with reading, the percentages in the table reflect the sum of student writing, not just writing in ELA settings.

**Focus and coherence in instruction and assessment**

While the Standards delineate specific expectations in reading, writing, speaking, listening, and language, each standard need not be a separate focus for instruction and assessment. Often, several standards can be addressed by a single rich task. For example, when editing writing, students address Writing standard 5 ("Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach") as well as Language standards 1–3 (which deal with conventions of Standard English and knowledge of language). When drawing evidence from literary and informational texts per writing standard 9, students are also demonstrating their comprehension skill in relation to specific standards in Reading. When discussing something they have read or written, students are also demonstrating their speaking and listening skills. The CCR anchor standards themselves provide another source of focus and coherence.

The same ten CCR anchor standards for Reading apply to both literary and informational texts, including texts in history/social studies, science, and technical subjects. The ten CCR anchor standards for Writing cover numerous text types and subject areas. This means that students can develop mutually reinforcing skills and exhibit mastery of standards for reading and writing across a range of texts and classrooms.

## What is Not Covered by the Standards

**The Standards should be recognized for what they are not as well as what they are. The most important intentional design limitations are as follows:**

1. The Standards define what all students are expected to know and be able to do, not how teachers should teach. For instance, the use of play with young children is not specified by the Standards, but it is welcome as a valuable activity in its own right and as a way to help students meet the expectations in this document. Furthermore, while the Standards make references to some particular forms of content, including mythology, foundational U.S. documents, and Shakespeare, they do not—indeed, cannot—enumerate all or even most of the content that students should learn. The Standards must therefore be complemented by a well-developed, content-rich curriculum consistent with the expectations laid out in this document.

2. While the Standards focus on what is most essential, they do not describe all that can or should be taught. A great deal is left to the discretion of teachers and curriculum developers. The aim of the Standards is to articulate the fundamentals, not to set out an exhaustive list or a set of restrictions that limits what can be taught beyond what is specified herein.

3. The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school. For those students, advanced work in such areas as literature, composition, language, and journalism should be available. This work should provide the next logical step up from the college and career readiness baseline established here.

4. The Standards set grade-specific standards but do not define the intervention methods or materials necessary to support students who are well below or well above grade-level expectations. No set of grade-specific standards can fully reflect the great variety in abilities, needs, learning rates, and achievement levels of students in any given classroom. However, the Standards do provide clear signposts along the way to the goal of college and career readiness for all students.

5. It is also beyond the scope of the Standards to define the full range of supports appropriate for English language learners and for students with special needs. At the same time, all students must have the opportunity to learn and meet the same high standards if they are to access the knowledge and skills necessary in their post–high school lives.

6. Each grade will include students who are still acquiring English. For those students, it is possible to meet the standards in reading, writing, speaking, and listening without displaying native-like control of conventions and vocabulary.

7. The Standards should also be read as allowing for the widest possible range of students to participate fully from the outset and as permitting appropriate accommodations to ensure maximum participation of students with special education needs. For example, for students with disabilities *reading* should allow for the use of Braille, screen-reader technology, or other assistive devices, while *writing* should include the use of a scribe, computer, or speech-to-text technology. In a similar vein, *speaking* and *listening* should be interpreted broadly to include sign language.

8. While the ELA and content area literacy components described herein are critical to college and career readiness, they do not define the whole of such readiness. Students require a wide-ranging, rigorous academic preparation and, particularly in the early grades, attention to such matters as social, emotional, and physical development and approaches to learning. Similarly, the Standards define literacy expectations in history/social studies, science, and technical subjects, but literacy standards in other areas, such as mathematics and health education, modeled on those in this document are strongly encouraged to facilitate a comprehensive, school wide literacy program.

## Students who are College and Career Ready in Reading, Writing, Speaking, Listening, and Language

The descriptions that follow are not standards themselves but instead offer a portrait of students who meet the standards set out in this document. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to exhibit with increasing fullness and regularity these capacities of the literate individual.

**They demonstrate independence.**
Students can, without significant scaffolding, comprehend and evaluate complex texts across a range of types and disciplines, and they can construct effective arguments and convey intricate or multifaceted information. Likewise, students are able independently to discern a speaker's key points, request clarification, and ask relevant questions. They build on others' ideas, articulate their own ideas, and confirm they have been understood. Without prompting, they demonstrate command of Standard English and acquire and use a wide-ranging vocabulary. More broadly, they become self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials.

**They build strong content knowledge.**
Students establish a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and discipline-specific expertise. They refine and share their knowledge through writing and speaking.

**They respond to the varying demands of audience, task, purpose, and discipline.**
Students adapt their communication in relation to audience, task, purpose, and discipline. They set and adjust purpose for reading, writing, speaking, listening, and language use as warranted by the task. They appreciate nuances, such as how the composition of an audience should affect tone when speaking and how the connotations of words affect meaning. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in science).

**They comprehend as well as critique.**
Students are engaged and open-minded—but discerning—readers and listeners. They work diligently to understand precisely what an author or speaker is saying, but they also question an author's or speaker's assumptions and premises and assess the veracity of claims and the soundness of reasoning. They value evidence. Students cite specific evidence when offering an oral or written interpretation of a text. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

**They use technology and digital media strategically and capably.**
Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

**They come to understand other perspectives and cultures.**
Students appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together. Students actively seek to understand other perspectives and cultures through reading and listening, and they are able to communicate effectively with people of varied backgrounds. They evaluate other points of view critically and constructively. Through reading great classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews, students can vicariously inhabit worlds and have experiences much different than their own.

# How to Read This Document

## Overall Document Organization

The Standards comprise three main sections: a comprehensive K–5 section and two content area–specific sections for grades 6–12, one for ELA and one for history/social studies, science, and technical subjects. Three appendices accompany the main document.
Each section is divided into strands. K–5 and 6–12 ELA have Reading, Writing, Speaking and Listening, and Language strands; the 6–12 history/ social studies, science, and technical subjects section focuses on Reading and Writing. Each strand is headed by a strand-specific set of College and Career Readiness Anchor Standards that is identical across all grades and content areas.

Standards for each grade within K–8 and for grades 9–10 and 11–12 follow the CCR anchor standards in each strand. Each grade-specific standard (as these standards are collectively referred to) corresponds to the same-numbered CCR anchor standard. Put another way, each CCR anchor standard has an accompanying grade-specific standard translating the broader CCR statement into grade-appropriate end-of-year expectations.
Individual CCR anchor standards can be identified by their strand, CCR status, and number (R.CCR.6, for example). Individual grade-specific standards can be identified by their strand, grade, and number (or number and letter, where applicable), so that RI.4.3, for example, stands for Reading, Informational Text, grade 4, standard 3 and W.5.1a stands for Writing, grade 5, standard 1a. Strand designations can be found in brackets alongside the full strand title.

**Who is responsible for which portion of the Standards?**
A single K–5 section lists standards for reading, writing, speaking, listening, and language across the curriculum, reflecting the fact that most or all of the instruction students in these grades receive comes from one teacher. Grades 6–12 are covered in two content area–specific sections, the first for the English language arts teacher and the second for teachers of history/social studies, science, and technical subjects. Each section uses the same CCR anchor standards but also includes grade-specific standards tuned to the literacy requirements of the particular discipline(s).

## Key Features of the Standards

**Reading: Text complexity and the growth of comprehension**
The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade "staircase" of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text, including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.

**Writing: Text types, responding to reading, and research**
The Standards acknowledge the fact that whereas some writing skills, such as the ability to plan, revise, edit, and publish, are applicable to many types of writing; other skills are more properly defined in terms of specific writing types: arguments, informative/explanatory texts, and narratives. Standard 9 stresses the importance of the writing-reading connection by requiring students to draw upon and write about evidence from literary and informational texts. Because of the centrality of writing to most forms of inquiry, research standards are prominently included in this strand, though skills important to research are infused throughout the document.

**Speaking and Listening: Flexible communication and collaboration**
Including but not limited to skills necessary for formal presentations, the Speaking and Listening standards require students to develop a range of broadly useful oral communication and interpersonal skills. Students must learn to work together, express and listen carefully to ideas, integrate information from oral, visual, quantitative, and media sources, evaluate what they hear, use media and visual displays strategically to help achieve communicative purposes, and adapt speech to context and task.

**Language: Conventions, effective use, and vocabulary**

The Language standards include the essential "rules" of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives. The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

# 3RD – 5TH GRADE
# ARIZONA READING STANDARDS – LITERATURE AND INFORMATIONAL TEXT

## College and Career Readiness Anchor Standards for Reading

The 3–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

**NOTE ON RANGE AND CONTENT OF STUDENT READING**

*To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths and exposure to visual media from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.*

* Please see "Research to Build and Present Knowledge" in Writing and "Comprehension and Collaboration" in Speaking and Listening for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

## Reading Standards for Literature 3-5

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Key Ideas and Details** | | |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **(3.RL.1)** | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(4.RL.1)** | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **(5.RL.1)** |
| 1. 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. **(3.RL.2)** | 1. Determine a theme of a story, drama, or poem from details in the text; summarize the text. **(4.RL.2)** | 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. **(5.RL.2)** |
| 3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. **(3.RL.3)** | 3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). **(4.RL.3)** | 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). **(5.RL.3)** |
| **Craft and Structure** | | |
| 4. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **(3.RL.4)** | 4. Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **(4.RL.4)** | 4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. **(5.RL.4)** |
| 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. **(RL.3.5)** | 5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. **(4.RL.5)** | 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. **(5.RL.5)** |
| 6. Distinguish their own point of view from that of the narrator or those of the characters. **(3.RL.6)** | 6. Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. **(4.RL.6)** | 6. Describe how a narrator's or speaker's point of view influences how events are described. **(5.RL.6)** |
| **Integration of Knowledge and Ideas** | | |
| 7. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). **(3.RL.7)** | 7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. **(4.RL.7)** | 7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem). **(5.RL.7)** |
| 8. (Not applicable to literature) **(3.RL.8)** | 8. (Not applicable to literature) **RL.4.8)** | 8. (Not applicable to literature) **(5.RL.8)** |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Integration of Knowledge and Ideas** | | |
| 9. Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series). **(3.RL.9)** | 9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. **(4.RL.9)** | 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. **(5.RL.9)** |
| **Range of Reading and Level of Text Complexity** | | |
| 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. **(3.RL.10)** | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(4.RL.10)** | 10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. **(5.RL.10)** |

## Reading Standards for Informational Text 3-5

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Key Ideas and Details** | | |
| 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **(3.RI.1)** | 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(4.RI.1)** | 1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **(5.RI.1)** |
| 2. Determine the main idea of a text; recount the key details and explain how they support the main idea. **(3.RI.2)** | 2. Determine the main idea of a text and explain how it is supported by key details; summarize the text. **(4.RI.2)** | 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **(5.RI.2)** |
| 3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. **(3.RI.3)** | 3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **(4.RI.3)** | 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. **(5.RI.3)** |
| **Craft and Structure** | | |
| 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.* **(3.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.* **(4.RI.4)** | 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.* **(5.RI.4)** |
| 5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. **(3.RI.5)** | 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in a text or part of a text. **(4.RI.5)** | 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts. **(5.RI.5)** |
| 6. Distinguish their own point of view from that of the author of a text. **(3.RI.6)** | 6. Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. **(4.RI.6)** | 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. **(5.RI.6)** |
| **Integration of Knowledge and Ideas** | | |
| 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). **(3.RI.7)** | 7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. **(4.RI.7)** | 7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. **(5.RI.7)** |
| 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence). **(3.RI.8)** | 8. Explain how an author uses reasons and evidence to support particular points in a text. **(4.RI.8)** | 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). **(5.RI.8)** |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Integration of Knowledge and Ideas** | | |
| 9. Compare and contrast the most important points and key details presented in two texts on the same topic. **(3.RI.9)** | 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. **(4.RI.9)** | 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. **(5.RI.9)** |
| **Range of Reading and Level of Text Complexity** | | |
| 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. **(3.RI.10)**<br>a. By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently**. (AZ.4.RI.10)** | 10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range. **(4.RI.10)**<br>a. By the end of year, read and comprehend functional 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**. (AZ.4.RI.10)** | 10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently. **(RI.5.10)**<br>**a.** By the end of the year, read and comprehend functional texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently**. (AZ.5.RI.10)** |

# 3RD – 5TH GRADE
# ARIZONA READING STANDARDS – FOUNDATIONAL SKILLS

## Reading Standards: Foundational Skills

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

***Note: In kindergarten, children are expected to demonstrate increasing awareness and competence in the areas that follow.***

| Kindergarteners: | Grade 1 students: |
|---|---|
| Print Concepts | |
| 1. Demonstrate understanding of the organization and basic features of print.<br>a. Follow words from left to right, top to bottom, and page by page.<br>b. Recognize that spoken words are represented in written language by specific sequences of letters.<br>c. Understand that words are separated by spaces in print.<br>d. Recognize and name all upper- and lowercase letters of the alphabet. **(K.RF.1)** | 1. Demonstrate understanding of the organization and basic features of print.<br>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). **(1.RF.1)** |
| Phonological Awareness | |
| 2. Demonstrate understanding of spoken words, syllables, and sounds phonemes).<br>a. Recognize and produce rhyming words.<br>b. Count, pronounce, blend, and segment syllables in spoken words.<br>Blend and segment onsets and rimes of single-syllable spoken words.<br>c. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)<br>d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. **(K.RF.2)** | 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).<br>a. Distinguish long from short vowel sounds in spoken single-syllable words.<br>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.<br>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.<br>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). **(1.RF.2)** |

* Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

## Reading Standards: Foundational Skills 3-5

These standards are directed toward fostering students' understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system. These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.

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

# 3RD – 5TH GRADE
# ARIZONA WRITING STANDARDS

## College and Career Readiness Anchor Standards for Writing

The 3–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

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 tasks, purposes, and audiences.

### NOTE ON RANGE AND CONTENT OF STUDENT WRITING

*To build a foundation for college and career readiness, students need to use writing as a tool for learning and communicating to offer and support opinions, demonstrate understanding of the subjects they are studying, and convey real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.*

## Writing Standards 3-5

The following standards for 3–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C.

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Text Types and Purposes** | | |
| 1. Write opinion pieces on topics or texts, supporting a point of view with reasons.<br>a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.<br>b. Provide reasons that support the opinion.<br>c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.<br>d. Provide a concluding statement or section. **(3.W.1)** | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.<br>b. Provide reasons that are supported by facts and details.<br>c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).<br>d. Provide a concluding statement or section related to the opinion presented. **(4.W.1)** | 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.<br>a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.<br>b. Provide logically ordered reasons that are supported by facts and details.<br>c. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently, specifically*).<br>d. Provide a concluding statement or section related to the opinion presented. **(5.W.1)** |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Text Types and Purposes** | | |
| 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, and details.<br>c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.<br>d. Provide a concluding statement or section. **(3.W.2)** | 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Provide a concluding statement or section related to the information or explanation presented. **(4.W.2)** | 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast, especially*).<br>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>e. Provide a concluding statement or section related to the information or explanation presented. **(5.W.2)** |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Text Types and Purposes** | | |
| 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.<br>c. Use temporal words and phrases to signal event order.<br>d. Provide a sense of closure. **(3.W.3)** | 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.<br>c. Use a variety of transitional words and phrases to manage the sequence of events.<br>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>e. Provide a conclusion that follows from the narrated experiences or events. **(4.W.3)** | 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.<br>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.<br>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.<br>d. Use concrete words and phrases and sensory details to convey experiences and events precisely.<br>e. Provide a conclusion that follows from the narrated experiences or events. **(5.W.3)** |
| **Production and Distribution of Writing** | | |
| 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.) **(3.W.4)**<br>a. With guidance and support from adults, produce functional writing (e.g., friendly and formal letters, recipes experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose**. (AZ.3.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.) **(4.W.4)**<br>a. Produce clear and coherent functional writing (e.g., friendly and formal letters, recipes, experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose**. (AZ.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. **(5.W.4)**<br>a. Produce clear and coherent functional writing (e.g., formal letters, recipes, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose**. (AZ.W.4)** |
| 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.) **(3.W.5)** | 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 4.) **(4.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.) **(5.W.5)** |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Production and Distribution of Writing** | | |
| 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. **(3.W.6)** | 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. **(4.W.6)** | 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. **(5.W.6)** |
| **Research to Build and Present Knowledge** | | |
| 7. Conduct short research projects that build knowledge about a topic. **(3.W.7)** | 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic. **(4.W.7)** | 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **(5.W.7)** |
| 8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. **(3.W.8)** | 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **(4.W.8)** | 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **(5.W.8)** |
| 9. (Begins in grade 4) **(3.W.9)** | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. 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]."). <br>b. 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".)**(4.W.9)** | 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.<br>a. 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]"). <br>b. 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]"). **(5.W.9)** |
| **Range of Writing** | | |
| 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. **(3.W.10)** | 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. **(4.W.10)** | 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. **(5.W.10)** |

# 3RD – 5TH GRADE
# ARIZONA SPEAKING AND LISTENING STANDARDS

## College and Career Readiness Anchor Standards for Speaking and Listening

The 3–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

### Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**NOTE ON RANGE AND CONTENT OF STUDENT SPEAKING AND LISTENING**

*To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.*

*New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.*

## Speaking and Listening Standards 3-5

The following standards for 3-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Comprehension and Collaboration** | | |
| 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.<br>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).<br>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.<br>d. Explain their own ideas and understanding in light of the discussion. **(3.SL.1)** | 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.<br>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>b. Follow agreed-upon rules for discussions and carry out assigned roles.<br>c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.<br>d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. **(4.SL.1)** | 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.<br>a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.<br>b. Follow agreed-upon rules for discussions and carry out assigned roles.<br>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.<br>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. **(5.SL.1)** |
| 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. **(3.SL.2)** | 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **(4.SL.2)** | 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **(5.SL.2)** |
| 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **(3.SL.3)** | 3. Identify the reasons and evidence a speaker provides to support particular points. **(4.SL.3)** | 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **(5.SL.3)** |
| **Presentation of Knowledge and Ideas** | | |
| 4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. **(3.SL.4)** | 4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **(4.SL.4)** | 4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **(5.SL.4)** |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Presentation of Knowledge and Ideas** | | |
| 5. Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details. **(3.SL.5)** | 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes. **(4.SL.5)** | 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. **(5.SL.5)** |
| 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.) **(3.SL.6)** | 6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.) **(4.SL.6)** | 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.) **(5.SL.6)** |

# 3RD – 5TH GRADE
# ARIZONA LANGUAGE STANDARDS

## College and Career Readiness Anchor Standards for Language

The 3–5 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

### Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**NOTE ON RANGE AND CONTENT OF STUDENT LANGUAGE USE**

*To build a foundation for college and career readiness in language, students must gain control over many conventions of Standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.*

## Language Standards 3-5

The following standards for grades 3–5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.* Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See page 31 in Appendix A for an example of how these skills develop in sophistication.

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Conventions of Standard English** | | |
| 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.<br>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.<br>b. Form and use regular and irregular plural nouns.<br>c. Use abstract nouns (e.g., *childhood*).<br>d. Form and use regular and irregular verbs.<br>e. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.<br>f. Ensure subject-verb and pronoun-antecedent agreement.<br>g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.<br>h. Use coordinating and subordinating conjunctions.<br>i. Produce simple, compound, and complex sentences. **(3.L.1)**<br>j. Write multiple sentences in an order that supports a main idea or story**. (AZ.3.L.1)** | 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.<br>a. Use relative pronouns (*who, whose, whom, which, that*) and relative adverbs (*where, when, why*).<br>b. Form and use the progressive (e.g., *I was walking; I am walking; I will be walking*) verb tenses.<br>c. Use modal auxiliaries (e.g., *can, may, must*) to convey various conditions.<br>d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).<br>e. Form and use prepositional phrases.<br>f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.<br>g. Correctly use frequently confused words (e.g., *to, too, two; there, their*). **(4.L.1)**<br>h. Write and organize one or more paragraphs about a topic**. (AZ.4.L.1)** | 1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.<br>a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.<br>b. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.<br>c. Use verb tense to convey various times, sequences, states, and conditions.<br>d. Recognize and correct inappropriate shifts in verb tense.*<br>e. Use correlative conjunctions (e.g., *either/or, neither/nor*). **(5.L.1)**<br>f. Construct one or more paragraphs that contain:<br>• a topic sentence,<br>• supporting details,<br>• relevant information, and<br>• concluding sentences**. (AZ.5.L.1)** |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Conventions of Standard English** | | |
| 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.<br>a. Capitalize appropriate words in titles.<br>b. Use commas in addresses.<br>c. Use commas and quotation marks in dialogue.<br>d. Form and use possessives.<br>e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).<br>f. Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.<br>g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. **(3.L.2)** | 2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.<br>a. Use correct capitalization.<br>b. Use commas and quotation marks to mark direct speech and quotations from a text.<br>c. Use a comma before a coordinating conjunction in a compound sentence.<br>d. Spell grade-appropriate words correctly, consulting references as needed. **(4.L.2)** | 3. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.<br>a. Use punctuation to separate items in a series.*<br>b. Use a comma to separate an introductory element from the rest of the sentence.<br>c. Use a comma to set off the words yes and no (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).<br>d. Use underlining, quotation marks, or italics to indicate titles of works.<br>e. Spell grade-appropriate words correctly, consulting references as needed. **(5.L.2)** |
| **Knowledge of Language** | | |
| 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases for effect.<br>b. Recognize and observe differences between the conventions of spoken and written Standard English. **(3.L.3)** | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Choose words and phrases to convey ideas precisely.<br>b. Choose punctuation for effect.*<br>c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). **(4.L.3)** | 3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.<br>a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.<br>b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems. **(5.L.3)** |

| Grade 3 students: | Grade 4 students: | Grade 5 students: |
|---|---|---|
| **Vocabulary Acquisition and Use** | | |
| 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.<br>a. Use sentence-level context as a clue to the meaning of a word or phrase.<br>b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., *agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat*).<br>c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *company, companion*).<br>d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. **(3.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.<br>a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *telegraph, photograph, autograph*).<br>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. **(4.L.4)** | 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.<br>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.<br>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).<br>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or<br>d. clarify the precise meaning of key words and phrases. **(5.L.4)** |
| 5. Demonstrate understanding of word relationships and nuances in word meanings.<br>a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).<br>b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).<br>c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, and wondered*). **(3.L.5)** | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Explain the meaning of simple similes and metaphors (e.g., *as pretty as a picture*) in context.<br>b. Recognize and explain the meaning of common idioms, adages, and proverbs.<br>c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms). **(4.L.5)** | 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.<br>a. Interpret figurative language, including similes and metaphors, in context.<br>b. Recognize and explain the meaning of common idioms, adages, and proverbs.<br>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. **(5.L.5)** |
| 6. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*). **(3.L.6)** | 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., *quizzed, whined, stammered*) and that are basic to a particular topic (e.g., *wildlife, conservation,* and *endangered* when discussing animal preservation). **(4.L.6)** | 6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*). **(5.L.6)** |

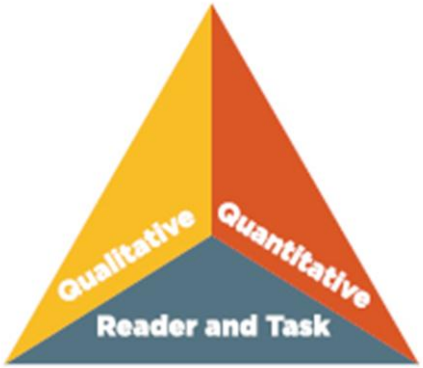
## Language Progressive Skills, by Grade

The following skills, marked with an asterisk (*) in Language standards 1–3, are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking.

| Standard | Grade(s) | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 3 | 4 | 5 | 6 | 7 | 8 | 9–10 | 11–12 |
| **L.3.1f.** Ensure subject-verb and pronoun-antecedent agreement. | | | | | | | | |
| **L.3.3a.** Choose words and phrases for effect. | | | | | | | | |
| **L.4.1f.** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. | | | | | | | | |
| **L.4.1g**. Correctly use frequently confused words (e.g., to/too/two; there/their). | | | | | | | | |
| **L.4.3a.** Choose words and phrases to convey ideas precisely.* | | | | | | | | |
| **L.4.3b.** Choose punctuation for effect. | | | | | | | | |
| **L.5.1d.** Recognize and correct inappropriate shifts in verb tense. | | | | | | | | |
| **L.5.2a.** Use punctuation to separate items in a series.† | | | | | | | | |
| **L.6.1c.** Recognize and correct inappropriate shifts in pronoun number and person. | | | | | | | | |
| **L.6.1d.** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). | | | | | | | | |
| **L.6.1e.** Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. | | | | | | | | |
| **L.6.2a.** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. | | | | | | | | |
| **L.6.3a**. Vary sentence patterns for meaning, reader/listener interest, and style.‡ | | | | | | | | |
| **L.6.3b.** Maintain consistency in style and tone. | | | | | | | | |
| **L.7.1c.** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. | | | | | | | | |
| **L.7.3a**. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. | | | | | | | | |
| **L.8.1d.** Recognize and correct inappropriate shifts in verb voice and mood. | | | | | | | | |
| **L.9–10.1a.** Use parallel structure. | | | | | | | | |

## Standard 10: Range, Quality, and Complexity of Student Reading K-5

### Measuring Text Complexity: Three Factors




**Qualitative evaluation of the text:** Levels of meaning, structure, language conventionality and clarity, and knowledge demands

**Quantitative evaluation of the text:** Readability measures and other scores of text complexity

**Matching reader to text and task:** Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

### Range of Text Types for K-5

Students in K–5 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

| Literature | | | Informational Text |
|---|---|---|---|
| Stories | Dramas | Poetry | Literary Nonfiction and Historical, Scientific and Technical Text |
| Includes children's adventure stories, folktales, legends, fables, fantasy, realistic fiction, and myth | Includes staged dialogue and brief familiar scenes | Includes nursery rhymes and the subgenres of the narrative poem, limerick, and free verse poem | Includes biographies and autobiographies; books about history, social studies, science, and the arts; technical texts, including directions, forms, and information displayed in graphs, charts, or maps; and digital sources on a range of topics |

* Read-aloud
** Read-along

## Texts Illustrating the Range, Quality, and Complexity of Student Reading K–5

| | Literature: Stories, Drama, Poetry | Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts |
|---|---|---|
| K♦ | • *Over in the Meadow* by John Langstaff (traditional) (c1800)*<br>• *A Boy, a Dog, and a Frog* by Mercer Mayer (1967)<br>• *Pancakes for Breakfast* by Tomie DePaola (1978)<br>• *A Story, A Story* by Gail E. Haley (1970)*<br>• *Kitten's First Full Moon* by Kevin Henkes (2004)* | • *My Five Senses* by Aliki (1962)**<br>• *Truck* by Donald Crews (1980)<br>• *I Read Signs* by Tana Hoban (1987)<br>• *What Do You Do With a Tail Like This?* by Steve Jenkins and Robin Page (2003)*<br>• *Amazing Whales!* by Sarah L. Thomson (2005)* |
| 1♦ | • "Mix a Pancake" by Christina G. Rossetti (1893)**<br>• *Mr. Popper's Penguins* by Richard Atwater (1938)*<br>• *Little Bear* by Else Holmelund Minarik, illustrated by Maurice Sendak (1957)**<br>• *Frog and Toad Together* by Arnold Lobel (1971)**<br>• *Hi! Fly Guy* by Tedd Arnold (2006) | • *A Tree Is a Plant* by Clyde Robert Bulla, illustrated by Stacey Schuett (1960)**<br>• *Starfish* by Edith Thacher Hurd (1962)<br>• *Follow the Water from Brook to Ocean* by Arthur Dorros (1991)**<br>• *From Seed to Pumpkin* by Wendy Pfeffer, illustrated by James Graham Hale (2004)*<br>• *How People Learned to Fly* by Fran Hodgkins and True Kelley (2007)* |
| 2–3 | • "Who Has Seen the Wind?" by Christina G. Rossetti (1893)<br>• *Charlotte's Web* by E. B. White (1952)*<br>• *Sarah, Plain and Tall* by Patricia MacLachlan (1985)<br>• *Tops and Bottoms* by Janet Stevens (1995)<br>• *Poppleton in Winter* by Cynthia Rylant, illustrated by Mark Teague (2001) | • *A Medieval Feast* by Aliki (1983)<br>• *From Seed to Plant* by Gail Gibbons (1991)<br>• *The Story of Ruby Bridges* by Robert Coles (1995)*<br>• *A Drop of Water: A Book of Science and Wonder* by Walter Wick (1997)<br>• *Moonshot: The Flight of Apollo 11* by Brian Floca (2009) |
| 4–5 | • *Alice's Adventures in Wonderland* by Lewis Carroll (1865)<br>• "Casey at the Bat" by Ernest Lawrence Thayer (1888)<br>• *The Black Stallion* by Walter Farley (1941)<br>• "Zlateh the Goat" by Isaac Bashevis Singer (1984)<br>• *Where the Mountain Meets the Moon* by Grace Lin (2009) | • *Discovering Mars: The Amazing Story of the Red Planet* by Melvin Berger (1992)<br>• *Hurricanes: Earth's Mightiest Storms* by Patricia Lauber (1996)<br>• *A History of US* by Joy Hakim (2005)<br>• *Horses* by Seymour Simon (2006)<br>• *Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea* by Sy Montgomery (2006) |

**Note:** Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K–5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.

## Staying on Topic within a Grade and Across Grades

*How to Build Knowledge Systematically in English Language Arts K–5*

Building knowledge systematically in English language arts is like giving children various pieces of a puzzle in each grade that, over time, will form one big picture. At a curricular or instructional level, texts—within and across grade levels—need to be selected around topics or themes that systematically develop the knowledge base of students. Within a grade level, there should be an adequate number of titles on a single topic that would allow children to study that topic for a sustained period. The knowledge children have learned about particular topics in early grade levels should then be expanded and developed in subsequent grade levels to ensure an increasingly deeper understanding of these topics. Children in the upper elementary grades will generally be expected to read these texts independently and reflect on them in writing. However, children in the early grades (particularly K–2) should participate in rich, structured conversations with an adult in response to the written texts that are read aloud, orally comparing and contrasting as well as analyzing and synthesizing, in the manner called for by the Standards.

Preparation for reading complex informational texts should begin at the very earliest elementary school grades. What follows is one example that uses domain-specific nonfiction titles across grade levels to illustrate how curriculum designers and classroom teachers can infuse the English language arts block with rich, age-appropriate content knowledge and vocabulary in history/social studies, science, and the arts. Having students listen to informational read-alouds in the early grades helps lay the necessary foundation for students' reading and understanding of increasingly complex texts on their own in subsequent grades.

| Exemplar Texts on a Topic Across Grades | K | 1 | 2–3 | 4–5 |
|---|---|---|---|---|
| **The Human Body**<br><br>**Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.** | **The five senses and associated body parts**<br>• *My Five Senses* by Aliki (1989)<br>• *Hearing* by Maria Rius (1985)<br>• *Sight* by Maria Rius (1985)<br>• *Smell* by Maria Rius (1985)<br>• *Taste* by Maria Rius (1985)<br>• *Touch* by Maria Rius (1985)<br>**Taking care of your body: Overview (hygiene, diet, exercise, rest)**<br>• *My Amazing Body: A First Look at Health & Fitness* by Pat Thomas (2001)<br>• *Get Up and Go!* by Nancy Carlson (2008)<br>• *Go Wash Up* by Doering Tourville (2008)<br>• *Sleep* by Paul Showers (1997)<br>• *Fuel the Body* by Doering Tourville (2008) | **Introduction to the systems of the human body and associated body parts**<br>• *Under Your Skin: Your Amazing Body* by Mick Manning (2007)<br>• *Me and My Amazing Body* by Joan Sweeney (1999)<br>• *The Human Body* by Gallimard Jeunesse (2007)<br>• *The Busy Body Book* by Lizzy Rockwell (2008)<br>• *First Encyclopedia of the Human Body* by Fiona Chandler (2004)<br>**Taking care of your body: Germs, diseases, and preventing illness**<br>• *Germs Make Me Sick* by Marilyn Berger (1995)<br>• *Tiny Life on Your Body* by Christine Taylor-Butler (2005)<br>• *Germ Stories* by Arthur Kornberg (2007)<br>• *All About Scabs* by GenichiroYagu (1998) | **Digestive and excretory systems**<br>• *What Happens to a Hamburger* by Paul Showers (1985)<br>• *The Digestive System* by Christine Taylor-Butler (2008)<br>• *The Digestive System* by Rebecca L. Johnson (2006)<br>• *The Digestive System* by Kristin Petrie (2007)<br>**Taking care of your body: Healthy eating and nutrition**<br>• *Good Enough to Eat* by Lizzy Rockwell (1999)<br>• *Showdown at the Food Pyramid* by Rex Barron (2004)<br>**Muscular, skeletal, and nervous systems**<br>• *The Mighty Muscular and Skeletal Systems* Crabtree Publishing (2009)<br>• *Muscles* by Seymour Simon (1998)<br>• *Bones* by Seymour Simon (1998)<br>• *The Astounding Nervous System* Crabtree Publishing (2009)<br>• *The Nervous System* by Joelle Riley (2004) | **Circulatory system**<br>• *The Heart* by Seymour Simon (2006)<br>• *The Heart and Circulation* by Carol Ballard (2005)<br>• *The Circulatory System* by Kristin Petrie (2007)<br>• *The Amazing Circulatory System* by John Burstein (2009)<br>**Respiratory system**<br>• *The Lungs* by Seymour Simon (2007)<br>• *The Respiratory System* by Susan Glass (2004)<br>• *The Respiratory System* by Kristin Petrie (2007)<br>• *The Remarkable Respiratory System* by John Burstein (2009)<br>**Endocrine system**<br>• *The Endocrine System* by Rebecca Olien (2006)<br>• *The Exciting Endocrine System* by John Burstein (2009) |