CA.CC.3.RL. Reading Standards for Literature

Key Ideas and Details
3.RL.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Craft and Structure
3.RL.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.
3.RL.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.

CA.CC.3.RF. Reading Standards: Foundational Skills

3.RF.4. Read with sufficient accuracy and fluency to support comprehension.
3.RF.4.a. Read on-level text with purpose and understanding.
3.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CA.CC.3.W. Writing Standards

Text Types and Purposes
3.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3.W.2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.
3.W.2.d. Provide a concluding statement or section.

Production and Distribution of Writing
3.W.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.)
3.W.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
CA.CC.3.SL. Speaking and Listening Standards

Comprehension and Collaboration
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.

3.SL.1. 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.

3.SL.1.a. 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).

3.SL.1.b. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

3.SL.1.c. d. Explain their own ideas and understanding in light of the discussion.

3.SL.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.

CA.CC.3.L. Language Standard

Vocabulary Acquisition and Use
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

3.L.4. Use sentence-level context as a clue to the meaning of a word or phrase.

3.L.4.a. Demonstrate understanding of word relationships and nuances in word meanings.

3.L.5. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

3.L.5.a. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

3.L.5.b. 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).

CA.CC.RL.3. **Reading Standards for Literature**

**Key Ideas and Details**

RL.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**Craft and Structure**

RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.

CA.CC.RI.3. **Reading Standards for Informational Text**

**Key Ideas and Details**

RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CA.CC.RF.3. **Reading Standards: Foundational Skills**

RF.3.4. Read with sufficient accuracy and fluency to support comprehension.

RF.3.4.a. Read on-level text with purpose and understanding.

RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

CA.CC.W.3. **Writing Standards**

**Production and Distribution of Writing**

W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
(Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3.)

**CA.CC.SL.3. Speaking and Listening Standards**

**Comprehension and Collaboration**
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.

**SL.3.1.**

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.

**SL.3.1.a.**
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).

**SL.3.1.b.**
Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**SL.3.1.c.**

Explain their own ideas and understanding in light of the discussion.

**SL.3.2.**

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**CA.CC.L.3. Language Standards**

**Vocabulary Acquisition and Use**
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.

**L.3.4.**
Use sentence-level context as a clue to the meaning of a word or phrase.

**L.3.5.**
Demonstrate understanding of word relationships and nuances in word meanings.

**L.3.5.b.**
Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

**L.3.6.**
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).
**CA.CC.4.RL. Reading Standards for Literature**

**Key Ideas and Details**

4.RL.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.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.

4.RL.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.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.

**CA.CC.4.RI. Reading Standards for Informational Text**

**Craft and Structure**

4.RI.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.

(See grade 4 Language standards 4-6 on page 15 for additional expectations.)

**CA.CC.4.RF. Reading Standards: Foundational Skills**

4.RF.4. Read with sufficient accuracy and fluency to support comprehension.

4.RF.4.a. Read on-level text with purpose and understanding.

4.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**CA.CC.4.W. Writing Standards**

**Text Types and Purposes**

4.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

4.W.2.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.
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section related to the information or explanation presented.

**Research to Build and Present Knowledge**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

Apply grade 4 Reading standards to literature (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).

**CA.CC.4.L. Language Standard**

**Vocabulary Acquisition and Use**

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.

Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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).

**CA.CC.RL.4. Reading Standards for Literature**

**Key Ideas and Details**

Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Determine a theme of a story, drama, or poem from details in the text; summarize the text.

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).
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.

CA.CC.RI.4. Reading Standards for Informational Text

Key Ideas and Details
RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

Craft and Structure
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. (See grade 4 Language standards 4-6 for additional expectations.)

CA.CC.W.4. Writing Standards

Research to Build and Present Knowledge
W.4.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.4.9.a. 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).

CA.CC.L.4. Language Standards

Vocabulary Acquisition and Use
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.
Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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).

**CA.CC.5.RL.** Reading Standards for Literature

**Key Ideas and Details**
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.

**Integration of Knowledge and Ideas**
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, poem).

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.

**CA.CC.5.RI.** Reading Standards for Informational Text

**Craft and Structure**
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 on page 15 for additional expectations.)

**CA.CC.5.RF.** Reading Standards: Foundational Skills

Read with sufficient accuracy and fluency to support comprehension.

Read on-level text with purpose and understanding.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
CA.CC.5.W.  Writing Standards

Text Types and Purposes
5.W.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
5.W.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
5.W.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
5.W.2.e. Provide a concluding statement or section related to the information or explanation presented.

Research to Build and Present Knowledge
5.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
5.W.9.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).

CA.CC.5.L.  Language Standard

Vocabulary Acquisition and Use
5.L.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.
5.L.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
5.L.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).

CA.CC.RL.5.  Reading Standards for Literature

Key Ideas and Details
RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to
challenges or how the speaker in a poem reflects upon a topic; summarize the text.

**Integration of Knowledge and Ideas**

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, poem).

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.

**CA.CC.RI.5. Reading Standards for Informational Text**

**Craft and Structure**

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA

**Fluency**

RF.5.4.a. Read on-level text with purpose and understanding.

RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

**CA.CC.W.5. Writing Standards**

**Research to Build and Present Knowledge**

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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).
CA.CC.L.5. **Language Standards**

**Vocabulary Acquisition and Use**

L.5.4.
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4.a.
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

L.5.6.
Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).