

Amazing Amusement Park: Classic Carousel

Language Arts

CCRA.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.L.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.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.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.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.3.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.1.3.

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.3.

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.8.

Recall information from experiences or gather information from provided sources to answer a question.

Amazing Amusement Park: Remix the Ride

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.6.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1.c.

Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Amazing Amusement Park: Snack Stand

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.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.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.3.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.1.8.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.8.

Recall information from experiences or gather information from provided sources to answer a question.

Amazing Amusement Park: The Fast Lane

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.3.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.1.8.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.8.

Recall information from experiences or gather information from provided sources to answer a question.

Amazing Amusement Park: The Most Amazing Amusement Park

Language Arts

CCRA.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.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.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.3.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.1.2.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.2.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.8.

Recall information from experiences or gather information from provided sources to answer a question.

Amazing Amusement Park: The Perfect Swing

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.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.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.3.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.1.8.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.8.

Recall information from experiences or gather information from provided sources to answer a question.

Amazing Amusement Park: The Spinning Ferris Wheel

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.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.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.3.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.1.8.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.8.

Recall information from experiences or gather information from provided sources to answer a question.

Amazing Amusement Park: Twirling Teacups

Language Arts

CCRA.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.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.

CCRA.W.1.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.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.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.3.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.7.

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8.

Recall information from experiences or gather information from provided sources to answer a question.

Animals and Their Environments: Lesson 1 Preparing for the Weather

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.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.

CCRA.W.1.

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.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.

CCRA.W.9.

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

L.3.4.a.

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

L.3.5.a.

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

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).

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.

RI.3.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.3.

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.

RI.3.7.

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RL.3.1.

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

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.

RL.3.2.

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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.

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.7.

Conduct short research projects that build knowledge about a topic.

W.3.8.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Animals and Their Environments: Lesson 2 Life Cycles

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.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.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.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.

CCRA.W.9.

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

L.3.4.a.

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

L.3.5.a.

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

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).

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.

RI.3.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.3.

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.

RI.3.7.

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8.

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

RL.3.1.

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

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.

RL.3.2.

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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.

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

W.3.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.7.

Conduct short research projects that build knowledge about a topic.

W.3.8.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Animals and Their Environments: Lesson 3 Animal Behavior

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.3.3.a.

Choose words and phrases for effect.

L.3.4.a.

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

L.3.5.a.

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

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).

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.

RI.3.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.3.

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.

RI.3.7.

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.1.

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

RI.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.

RI.3.2.

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RI.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RI.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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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.

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.3.a.

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.b.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.c.

Use temporal words and phrases to signal event order.

W.3.3.d.

Provide a sense of closure.

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.

Animals and Their Environments: Lesson 4 Solving Problems When Environments Change

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.3.4.a.

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

L.3.5.a.

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

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).

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.

RI.3.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.3.

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.

RI.3.7.

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.1.

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

RI.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.

RI.3.2.

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RI.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RI.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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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.

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

W.3.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

Animals and Their Environments: Lesson 5 Animals in Their Habitats

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.3.3.a.

Choose words and phrases for effect.

L.3.4.a.

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

L.3.5.a.

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

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).

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.

RI.3.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.3.

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.

RI.3.7.

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.1.

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

RI.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.

RI.3.2.

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RI.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RI.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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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.

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.3.a.

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.b.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.c.

Use temporal words and phrases to signal event order.

W.3.3.d.

Provide a sense of closure.

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.

Crazy Carnival Games: A-Maze-Ing - Math Extension

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.3.3.a.

Choose words and phrases for effect.

L.4.1.f.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

RI.3.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.3.

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.

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.3.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RI.5.3.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7.

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.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4.

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.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.2.a.

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.b.

Develop the topic with facts, definitions, and details.

W.3.2.c.

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2.d.

Provide a concluding statement or section.

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.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2.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.

W.4.2.b.

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

W.4.2.c.

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

W.4.2.d.

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

W.4.2.e.

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

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9.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].").

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.2.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.

W.5.2.b.

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

W.5.2.c.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.d.

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

W.5.2.e.

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

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

Crazy Carnival Games: Avoid the Edge - Math Extension

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.
L.4.3.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).

RI.3.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.3.

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.

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.3.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RI.5.3.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7.

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.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4.

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.

W.4.9.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].").

Crazy Carnival Games: Bowling Fun

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.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.

CCRA.W.9.

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

L.3.3.a.

Choose words and phrases for effect.

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

RI.3.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.3.

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.

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.3.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RI.5.3.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7.

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.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4.

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.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.2.a.

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.b.

Develop the topic with facts, definitions, and details.

W.3.2.c.

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2.d.

Provide a concluding statement or section.

W.3.3.b.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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.

W.3.7.

Conduct short research projects that build knowledge about a topic.

W.3.8.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2.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.

W.4.2.b.

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

W.4.2.c.

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

W.4.2.d.

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

W.4.2.e.

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

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7.

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8.

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.

W.4.9.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].").

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.2.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.

W.5.2.b.

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

W.5.2.c.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.d.

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

W.5.2.e.

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

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

W.5.7.

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8.

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.

Crazy Carnival Games: Creative Carnival Games

Language Arts

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.3.3.a.

Choose words and phrases for effect.

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

RI.3.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.3.

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.

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.3.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RI.5.3.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7.

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4.

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.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.2.a.

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.b.

Develop the topic with facts, definitions, and details.

W.3.2.c.

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2.d.

Provide a concluding statement or section.

W.3.3.b.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2.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.

W.4.2.b.

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

W.4.2.c.

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

W.4.2.d.

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

W.4.2.e.

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

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.2.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.

W.5.2.b.

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

W.5.2.c.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.d.

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

W.5.2.e.

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

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

Crazy Carnival Games: High Stick Hockey - Math Extension

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.
L.4.3.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).

RI.3.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.3.

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.

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.3.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RI.5.3.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7.

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.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4.

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.

W.4.9.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].").

Crazy Carnival Games: Junior Pinball

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.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.

CCRA.W.9.

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

L.3.3.a.

Choose words and phrases for effect.

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

RI.3.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.3.

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.

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.3.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RI.5.3.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7.

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.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4.

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.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.2.a.

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.b.

Develop the topic with facts, definitions, and details.

W.3.2.c.

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2.d.

Provide a concluding statement or section.

W.3.3.b.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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.

W.3.7.

Conduct short research projects that build knowledge about a topic.

W.3.8.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2.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.

W.4.2.b.

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

W.4.2.c.

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

W.4.2.d.

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

W.4.2.e.

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

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7.

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8.

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.

W.4.9.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].").

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.2.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.

W.5.2.b.

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

W.5.2.c.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.d.

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

W.5.2.e.

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

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

W.5.7.

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8.

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.

Crazy Carnival Games: Mini Mini-Golf

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

L.4.3.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).

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4.

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.

W.3.2.a.

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.4.9.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].").

W.5.2.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.

Great Adventures: Animal Alarm

Language Arts

CCRA.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.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.

L.1.1.c.

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.3.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.1.2.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.2.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.7.

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8.

Recall information from experiences or gather information from provided sources to answer a question.

Great Adventures: Arctic Ride

Language Arts

CCRA.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.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.

L.1.1.c.

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.3.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.1.2.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.7.

Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).

W.1.8.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.2.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.7.

Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

W.2.8.

Recall information from experiences or gather information from provided sources to answer a question.

Great Adventures: Boat Trip

Language Arts

CCRA.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.L.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.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.1.3.

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.2.3.

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Great Adventures: Cave Car

Language Arts

CCRA.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.1.2.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.2.2.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Great Adventures: The Great Desert Adventure

Language Arts

CCRA.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.L.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.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.1.3.

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.2.3.

Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Great Adventures: Treehouse Camp

Language Arts

CCRA.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5.

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.1.2.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.2.2.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

Great Adventures: Underwater Quest

Language Arts

CCRA.L.1.

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.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.

CCRA.W.9.

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

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.6.

Produce complete sentences when appropriate to task and situation.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3.

Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.6.

Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

W.1.2.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.5.

With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.

W.1.8.

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

W.2.2.

Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

W.2.5.

With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

W.2.8.

Recall information from experiences or gather information from provided sources to answer a question.

Happy Traveler: Big Bus

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.3.3.a.

Choose words and phrases for effect.

L.4.1.f.

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

L.4.3.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).

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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.

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4.

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.

W.3.1.a.

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.b.

Provide reasons that support the opinion.

W.3.1.c.

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1.d.

Provide a concluding statement or section.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.

W.4.1.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.

W.4.1.b.

Provide reasons that are supported by facts and details.

W.4.1.c.

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1.d.

Provide a concluding statement or section related to the opinion presented.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2.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.

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9.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].").

W.5.1.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.

W.5.1.b.

Provide logically ordered reasons that are supported by facts and details.

W.5.1.c.

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d.

Provide a concluding statement or section related to the opinion presented.

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

Happy Traveler: Cable Car

Language Arts

CCRA.L.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.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.3.2.c.

Use commas and quotation marks in dialogue.

L.3.3.a.

Choose words and phrases for effect.

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

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).

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

RI.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RI.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RI.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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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.

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4.

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.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.3.a.

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.b.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.c.

Use temporal words and phrases to signal event order.

W.3.3.d.

Provide a sense of closure.

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.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.3.a.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3.b.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3.c.

Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3.d.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3.e.

Provide a conclusion that follows from the narrated experiences or events.

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9.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].").

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.3.a.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.b.

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.c.

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.d.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.e.

Provide a conclusion that follows from the narrated experiences or events.

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

Happy Traveler: Get Around Town

Language Arts

CCRA.L.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.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.3.2.c.

Use commas and quotation marks in dialogue.

L.3.3.a.

Choose words and phrases for effect.

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

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).

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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.

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4.

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.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.3.a.

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.b.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.c.

Use temporal words and phrases to signal event order.

W.3.3.d.

Provide a sense of closure.

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.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.3.a.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3.b.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3.c.

Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3.d.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3.e.

Provide a conclusion that follows from the narrated experiences or events.

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.3.a.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.b.

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.c.

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.d.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.e.

Provide a conclusion that follows from the narrated experiences or events.

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

Happy Traveler: Hovering Helicopter

Language Arts

CCRA.L.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.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.3.2.c.

Use commas and quotation marks in dialogue.

L.3.3.a.

Choose words and phrases for effect.

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

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).

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

RI.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RI.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RI.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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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.

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4.

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.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.3.a.

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.b.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.c.

Use temporal words and phrases to signal event order.

W.3.3.d.

Provide a sense of closure.

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.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.3.a.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3.b.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3.c.

Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3.d.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3.e.

Provide a conclusion that follows from the narrated experiences or events.

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9.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].").

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.3.a.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.b.

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.c.

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.d.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.e.

Provide a conclusion that follows from the narrated experiences or events.

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

Happy Traveler: River Ferry

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.
L.4.3.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).

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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.

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4.

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.

W.4.9.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].").

Happy Traveler: Swamp Boat

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.
L.4.3.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).

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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.

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4.

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.

W.4.9.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].").

Happy Traveler: Taxi! Taxi!

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

L.4.3.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).

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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.

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4.

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.

W.4.9.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].").

Quirky Creations: Big Little Helper - Math Extension

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.4.3.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).

RI.3.7.

Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4.

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.

W.3.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9.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].").

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.

Quirky Creations: Good Morning Machine

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.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.

CCRA.W.9.

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

L.3.3.a.

Choose words and phrases for effect.

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

RI.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RI.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RI.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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4.

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.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.2.a.

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.b.

Develop the topic with facts, definitions, and details.

W.3.2.c.

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2.d.

Provide a concluding statement or section.

W.3.3.b.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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.

W.3.7.

Conduct short research projects that build knowledge about a topic.

W.3.8.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2.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.

W.4.2.b.

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

W.4.2.c.

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

W.4.2.d.

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

W.4.2.e.

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

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7.

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8.

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.

W.4.9.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].").

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.2.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.

W.5.2.b.

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

W.5.2.c.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.d.

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

W.5.2.e.

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

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

W.5.7.

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8.

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.

Quirky Creations: High-Tech Playground

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.3.3.a.

Choose words and phrases for effect.

L.4.3.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).

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4.

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.

W.3.1.a.

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.b.

Provide reasons that support the opinion.

W.3.1.c.

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1.d.

Provide a concluding statement or section.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.3.b.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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.

W.4.1.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.

W.4.1.b.

Provide reasons that are supported by facts and details.

W.4.1.c.

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1.d.

Provide a concluding statement or section related to the opinion presented.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2.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.

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9.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].").

W.5.1.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.

W.5.1.b.

Provide logically ordered reasons that are supported by facts and details.

W.5.1.c.

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d.

Provide a concluding statement or section related to the opinion presented.

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

Quirky Creations: Literary Randomizer

Language Arts

CCRA.L.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.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.3.2.c.

Use commas and quotation marks in dialogue.

L.3.3.a.

Choose words and phrases for effect.

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

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).

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

RI.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RI.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RI.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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4.

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.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.3.a.

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

W.3.3.b.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

W.3.3.c.

Use temporal words and phrases to signal event order.

W.3.3.d.

Provide a sense of closure.

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.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.3.a.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.4.3.b.

Use dialogue and description to develop experiences and events or show the responses of characters to situations.

W.4.3.c.

Use a variety of transitional words and phrases to manage the sequence of events.

W.4.3.d.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.4.3.e.

Provide a conclusion that follows from the narrated experiences or events.

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9.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].").

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.3.a.

Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

W.5.3.b.

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.3.c.

Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

W.5.3.d.

Use concrete words and phrases and sensory details to convey experiences and events precisely.

W.5.3.e.

Provide a conclusion that follows from the narrated experiences or events.

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

Quirky Creations: Loads of Laundry

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.6.

Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.3.3.a.

Choose words and phrases for effect.

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).

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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).

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4.

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.

SL.5.6.

Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

W.3.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9.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].").

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.

Quirky Creations: Trash Monster Machine

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.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.

CCRA.W.9.

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

L.3.3.a.

Choose words and phrases for effect.

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

RI.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RI.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

RI.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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4.

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.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.2.a.

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

W.3.2.b.

Develop the topic with facts, definitions, and details.

W.3.2.c.

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

W.3.2.d.

Provide a concluding statement or section.

W.3.3.b.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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.

W.3.7.

Conduct short research projects that build knowledge about a topic.

W.3.8.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2.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.

W.4.2.b.

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

W.4.2.c.

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

W.4.2.d.

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

W.4.2.e.

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

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7.

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8.

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.

W.4.9.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].").

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.2.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.

W.5.2.b.

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

W.5.2.c.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.d.

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

W.5.2.e.

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

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

W.5.7.

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8.

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.

Quirky Creations: Winning Goal

Language Arts

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.3.3.a.

Choose words and phrases for effect.

L.4.3.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).

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.7.

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.

RL.3.3.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.4.

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.

W.3.1.a.

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.b.

Provide reasons that support the opinion.

W.3.1.c.

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1.d.

Provide a concluding statement or section.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.3.b.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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.

W.4.1.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.

W.4.1.b.

Provide reasons that are supported by facts and details.

W.4.1.c.

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1.d.

Provide a concluding statement or section related to the opinion presented.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2.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.

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9.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].").

W.5.1.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.

W.5.1.b.

Provide logically ordered reasons that are supported by facts and details.

W.5.1.c.

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d.

Provide a concluding statement or section related to the opinion presented.

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

Quirky Creations: Your School Creation

Language Arts

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.3.3.a.

Choose words and phrases for effect.

L.4.3.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).

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

RI.3.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.

RI.3.3.

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.

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.3.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.7.

Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

RI.5.3.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7.

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.

SL.3.1.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.

SL.3.1.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).

SL.3.1.c.

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

SL.3.1.d.

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.

SL.3.3.

Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

SL.3.4.

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.

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4.

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.

W.3.1.a.

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

W.3.1.b.

Provide reasons that support the opinion.

W.3.1.c.

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

W.3.1.d.

Provide a concluding statement or section.

W.3.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.3.3.b.

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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.

W.4.1.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.

W.4.1.b.

Provide reasons that are supported by facts and details.

W.4.1.c.

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

W.4.1.d.

Provide a concluding statement or section related to the opinion presented.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2.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.

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.5.1.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.

W.5.1.b.

Provide logically ordered reasons that are supported by facts and details.

W.5.1.c.

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d.

Provide a concluding statement or section related to the opinion presented.

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

Science Connections: Lesson 1 How Eyes See

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.4.a.

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

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

RF.4.4.a.

Read on-level text with purpose and understanding.

RF.4.4.c.

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

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.3.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RL.4.1.

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

RL.4.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2.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.

W.4.2.b.

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

W.4.2.c.

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

W.4.2.d.

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

W.4.2.e.

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

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9.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].").

Science Connections: Lesson 2 Animal Structures

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.4.a.

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

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

RF.4.4.a.

Read on-level text with purpose and understanding.

RF.4.4.c.

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

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.3.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RL.4.1.

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

RL.4.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2.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.

W.4.2.b.

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

W.4.2.c.

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

W.4.2.d.

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

W.4.2.e.

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

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9.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].").

Science Connections: Lesson 3 Energy Resources

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.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.

CCRA.W.9.

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

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.4.a.

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

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

RF.4.4.a.

Read on-level text with purpose and understanding.

RF.4.4.c.

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

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.3.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RL.4.1.

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

RL.4.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2.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.

W.4.2.b.

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

W.4.2.c.

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

W.4.2.d.

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

W.4.2.e.

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

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7.

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8.

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.

W.4.9.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].").

Science Connections: Lesson 4 Prepare for Natural Hazards

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.4.3.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).

L.4.4.a.

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

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

RF.4.4.a.

Read on-level text with purpose and understanding.

RF.4.4.c.

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

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.3.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RL.4.1.

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

RL.4.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.9.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].").

Science Connections: Lesson 5 Information Transfer

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

L.4.3.a.

Choose words and phrases to convey ideas precisely.

L.4.3.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).

L.4.4.a.

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

L.4.6.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

RF.4.4.a.

Read on-level text with purpose and understanding.

RF.4.4.c.

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

RI.4.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.4.3.

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RL.4.1.

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

RL.4.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.4.3.

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

SL.4.1.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.

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.4.1.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.

SL.4.1.d.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

SL.4.2.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.4.6.

Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.

W.4.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.4.2.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.

W.4.2.b.

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

W.4.2.c.

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

W.4.2.d.

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

W.4.2.e.

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

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.)

W.4.5.

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.7.

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8.

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.

W.4.9.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].").

Science in Nature and our Daily Life: Lesson 1 Habitats

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.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.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.4.a.

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

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RF.2.4.a.

Read on-level text with purpose and understanding.

RF.2.4.c.

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

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.3.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RL.2.1.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.10.

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

SL.2.5.

Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

Science in Nature and our Daily Life: Lesson 2 Redesigning to Make New Objects

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.4.a.

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

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RF.2.4.a.

Read on-level text with purpose and understanding.

RF.2.4.c.

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

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.3.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RL.2.1.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.10.

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Science in Nature and our Daily Life: Lesson 3 Pollination

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.2.4.a.

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

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RF.2.4.a.

Read on-level text with purpose and understanding.

RF.2.4.c.

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

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.3.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RI.2.7.

Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

RL.2.1.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.10.

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Science in Nature and our Daily Life: Lesson 4 Classify and Choose Materials

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.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.

L.2.1.f.

Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).

L.2.4.a.

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

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RF.2.4.a.

Read on-level text with purpose and understanding.

RF.2.4.c.

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

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.3.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RL.2.1.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.10.

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

W.2.8.

Recall information from experiences or gather information from provided sources to answer a question.

Science in Nature and our Daily Life: Lesson 5 Protection from Wind

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

L.2.4.a.

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

L.2.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

RF.2.4.a.

Read on-level text with purpose and understanding.

RF.2.4.c.

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

RI.2.10.

By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RI.2.3.

Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

RL.2.1.

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RL.2.10.

By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.2.3.

Describe how characters in a story respond to major events and challenges.

RL.2.7.

Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

SL.2.1.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.2.1.b.

Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1.c.

Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2.

Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.4.

Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

Science We Cannot See: Lesson 1 Matter

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

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).

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.

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RI.5.3.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7.

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.

RL.5.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

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.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4.

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.

W.5.1.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.

W.5.1.b.

Provide logically ordered reasons that are supported by facts and details.

W.5.1.c.

Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

W.5.1.d.

Provide a concluding statement or section related to the opinion presented.

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

W.5.9.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]").

Science We Cannot See: Lesson 2 Gravity

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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).

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.

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RI.5.3.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7.

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.

RL.5.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

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.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4.

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.

W.5.2.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.

W.5.2.b.

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

W.5.3.b.

Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

W.5.9.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]").

Science We Cannot See: Lesson 3 Daytime and Nighttime

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.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.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.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.

CCRA.W.9.

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

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).

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.

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RI.5.3.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7.

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.

RL.5.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

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.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4.

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.

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.

W.5.7.

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8.

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.

W.5.9.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]").

Science We Cannot See: Lesson 4 Protect the Environment

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.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.

CCRA.W.9.

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

L.5.1.d.

Recognize and correct inappropriate shifts in verb tense.

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).

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.

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RI.5.3.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7.

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.

RL.5.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

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.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4.

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.

W.5.10.

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

W.5.2.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.

W.5.2.b.

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

W.5.2.c.

Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W.5.2.d.

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

W.5.2.e.

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

W.5.4.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

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.

W.5.7.

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8.

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.

W.5.9.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]").

Science We Cannot See: Lesson 5 Energy Flow

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.2.

Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCRA.SL.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.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCRA.W.7.

Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

CCRA.W.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.

CCRA.W.9.

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

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).

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.

RI.5.10.

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RI.5.3.

Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RI.5.7.

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.

RL.5.10.

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

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.

SL.5.1.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.

SL.5.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.2.

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.5.4.

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.

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.

W.5.7.

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

W.5.8.

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.

W.5.9.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]").

See it! Hear It! Build It!: Lesson 1 Illumination

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.1.1.c.

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.4.a.

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

L.1.5.a.

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.b.

Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

L.1.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

RF.1.4.a.

Read on-level text with purpose and understanding.

RF.1.4.c.

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

RL.1.1.

Ask and answer questions about key details in a text.

RL.1.2.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

W.1.2.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

See it! Hear It! Build It!: Lesson 2 Musical Vibrations

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.1.1.c.

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.4.a.

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

L.1.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

RF.1.4.a.

Read on-level text with purpose and understanding.

RF.1.4.c.

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

RL.1.1.

Ask and answer questions about key details in a text.

RL.1.2.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5.

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

W.1.2.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

See it! Hear It! Build It!: Lesson 3 Transparency

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.W.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.

CCRA.W.3.

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.1.1.c.

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.4.a.

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

L.1.5.a.

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

L.1.5.b.

Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).

L.1.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

RF.1.4.a.

Read on-level text with purpose and understanding.

RF.1.4.c.

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

RL.1.1.

Ask and answer questions about key details in a text.

RL.1.2.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

W.1.2.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

W.1.3.

Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

See it! Hear It! Build It!: Lesson 4 Communicate with Light or Sound

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCRA.W.5.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

L.1.1.c.

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.4.a.

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

L.1.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

RF.1.4.a.

Read on-level text with purpose and understanding.

RF.1.4.c.

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

RL.1.1.

Ask and answer questions about key details in a text.

RL.1.2.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

W.1.2.

Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

See it! Hear It! Build It!: Lesson 5 Learning from Using Ideas from Nature

Language Arts

CCRA.L.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.

CCRA.L.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.

CCRA.L.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.

CCRA.R.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.

CCRA.R.10.

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

CCRA.R.2.

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCRA.R.3.

Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CCRA.R.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.

CCRA.R.7.

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.*

CCRA.SL.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.

CCRA.SL.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.

CCRA.W.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.

CCRA.W.4.

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L.1.1.c.

Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop).

L.1.4.a.

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

L.1.6.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

RF.1.4.a.

Read on-level text with purpose and understanding.

RF.1.4.c.

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

RL.1.1.

Ask and answer questions about key details in a text.

RL.1.2.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RL.1.3.

Describe characters, settings, and major events in a story, using key details.

RL.1.7.

Use illustrations and details in a story to describe its characters, setting, or events.

SL.1.1.a.

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.b.

Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.2.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.4.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

W.1.1.

Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.1.2.