

**Common Core**  
**Speaking and Listening: Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>**

Ref. #	<u>Kindergarten</u>
SL.K.1	Participates in conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups
SL.K.1a	Follows rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
SL.K.1b	Continues a conversation through multiple exchanges.
SL.K.2	Understands texts when read aloud or oral information by asking and answering questions about key details and requests clarification if not understood.
SL.K.3	Asks and answers questions to seek help, get information, or clarify something not understood.
SL.K.4	Describes familiar people, places, things, and events and, with prompting, provides additional detail.
SL.K.5	Adds drawings or other visual displays to descriptions to provide additional detail.
SL.K.6	Speaks audibly and expresses thoughts, feelings, and ideas clearly.

Ref. #	<u>First Grade</u>
SL.K.1	Participates in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
SL.K.1a	Follows 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.K.1b	Builds on others' talk in conversations by responding to the comments of others through multiple exchanges.
SL.K.2	Asks questions to clear up any confusion about the topics and texts under discussion.
SL.K.3	Asks and answers questions about key details in a text read aloud or information presented orally or through other media.
SL.K.4	Asks and answers questions about what a speaker says in order to gather additional information or clarify something that is not understood.
SL.K.5	Describes people, places, things, and events with relevant details, expressing ideas and feelings clearly.
SL.K.6	Produces complete sentences when appropriate to task and situation.

Ref. #	<u>Second Grade</u>
SL.2.1	Participates in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
SL.2.1a	Follows rules for discussions (e.g., gains the floor in respectful ways, listens to others with care, speaks one at a time about topics and texts).
SL.2.1b	Builds on others' talk in conversations by linking their comments to the remarks of others.
SL.2.1c	Asks for clarification and further explanation as needed.
SL.2.2	Recounts/describes key ideas or details from a text read aloud or information presented orally or through media.
SL.2.3	Asks and answers questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding.

Ref. #	<u>Third Grade</u>
SL.3.1	Engages effectively in a range of collaborative discussions (1:1, in groups, and teacher led) with diverse partners on grade 3 topics & texts, building on others' ideas.
SL.3.1a	Comes to discussions prepared, having read or studied required material; draws on that information to explore ideas under discussion.
SL.3.1b	Follows agreed-upon rules for discussions (e.g., gains the floor in respectful ways, listens to others with care, speaks one at a time about topics and texts).
SL.3.1c	Asks questions to check understanding of information presented, stays on topic, and links their comments to the remarks of others.
SL.3.1d	Explains their own ideas and understanding in light of the discussion.
SL.3.2	Determines the main ideas and supporting details of a text read aloud or information presented in diverse media/formats, including visually, quantitatively, and orally.
SL.3.3	Asks and answers questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4	Reports on a topic or text, tells a story, or recounts an experience with appropriate facts and descriptive details, speaking clearly at an understandable pace.
SL.3.5	Creates engaging audio recordings of stories or poems that demonstrates fluency & pacing; adds visual displays when appropriate to emphasize facts or details.
SL.3.6	Speaks in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Based on Common Core Standards: [corestandards.org](http://corestandards.org) ▪ Compiled by: Charlotte Boshart, M.A., CCC-SLP; [speechdynamics.com](http://speechdynamics.com)

## Common Core Speaking and Listening: 4<sup>th</sup>, 5<sup>th</sup>

Ref. #	<u>Fourth Grade</u>
SL.4.1	Engages effectively in a range of discussions (1:1, in groups, and teacher led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly.
SL.4.1a	Comes to discussions prepared, having read or studied required material; explicitly draws on that preparation and other information known about the topic to explore ideas under discussion.
SL.4.1b	Follows agreed-upon rules for discussions and carries out assigned roles.
SL.4.1c	Poses and responds to specific questions to clarify or follow up on information, and makes comments that contribute to the discussion and links to the remarks of others.
SL.4.1d	Reviews the key ideas expressed and explains their own ideas and understanding in light of the discussion.
SL.4.2	Paraphrases portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.4.3	Identifies the reasons and evidence a speaker provides to support particular points.
SL.4.4	Reports on a topic or text, tells a story, or recounts an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speaks clearly at an understandable pace.
SL.4.5	Adds audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
SL.4.6	Differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Ref. #	<u>Fifth Grade</u>
SL.5.1	Engages effectively in discussions (1:1, in groups, teacher led) with diverse partners on <i>grade 5 topics and texts</i> , building on others' ideas & clearly expressing their own.
SL.5.1a	Comes to discussions prepared, having read or studied required material; explicitly draws on that preparation and other information known about the topic.
SL.5.1b	Follows agreed-upon rules for discussions and carries out assigned roles.
SL.5.1c	Poses and responds to specific questions by making comments that contribute to the discussion and elaborates on the remarks of others.
SL.5.1d	Reviews the key ideas expressed and draws conclusions in light of information and knowledge gained from the discussions.
SL.5.2	Summarizes a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
SL.5.3	Summarizes the points a speaker makes and explains how each claim is supported by reasons and evidence.
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.

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**Common Core**  
**Language: Conventions of Standard English**  
**Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>**

Ref. #	<u>Kindergarten</u>
L.K.1	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
L.K.1b	Uses frequently occurring nouns and verbs.
L.K.1c	Forms regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ).
L.K.1d	Understands and uses question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i> ).
L.K.1e	Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i> ).
L.K.1f	Produce and expand complete sentences in shared language activities.

Ref. #	<u>First Grade</u>
L.1.1	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
L.1.1b	Uses common, proper, and possessive nouns.
L.1.1c	Uses singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i> ).
L.1.1d	Uses personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their; anyone, everything</i> ).
L.1.1e	Uses verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i> ).
L.1.1f- L.1.1h	Uses frequently occurring adjectives; conjunctions (e.g., <i>and, but, or, so, because</i> ); and determiners (e.g., articles, demonstratives).
L.1.1i	Uses frequently occurring prepositions (e.g., <i>during, beyond, toward</i> ).
L.1.1j	Produces and expands complete simple and compound declarative, interrogative, imperative, and exclamatory sentences with prompts.

Ref. #	<u>Second Grade</u>
L.2.1	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
L.2.1a	Uses collective nouns (e.g., <i>group</i> ).
L.2.1b	Forms and uses frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i> ).
L.2.1c	Uses reflexive pronouns (e.g., <i>myself, ourselves</i> ).
L.2.1d	Forms and uses the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i> ).
L.2.1e	Uses adjectives and adverbs, and chooses between them depending on what is to be modified.
L.2.1f	Produces and expands simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i> ).
L.2.3 – L.2.3a	Uses knowledge of language and its conventions when writing, speaking, reading, or listening; compare formal and informal uses of English.

Ref. #	<u>Third Grade</u>
L.3.1	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
L.3.1a	Explains the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
L.3.1b	Forms and uses regular and irregular plural nouns.
L.3.1c	Uses abstract nouns (e.g., <i>childhood</i> ).
L.3.1d	Forms and uses regular and irregular verbs.
L.3.1e	Forms and uses the simple verb tenses (e.g., <i>I walked; I walk; I will walk</i> ).
L.3.1f	Ensures subject-verb and pronoun-antecedent agreement.
L.3.1g	Forms and uses comparative and superlative adjectives and adverbs, and chooses between them depending on what is to be modified.
L.3.1h	Uses coordinating and subordinating conjunctions.
L.3.1i	Produces simple, compound, and complex sentences.
L.3.3	Uses knowledge and its conventions when writing, speaking, reading, or listening.
L.3.3a	Chooses words and phrases for effect.
L.3.3b	Recognizes and observes differences between the conventions of spoken and written standard English.

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**Common Core**  
**Language: Conventions of Standard English**  
**4<sup>th</sup>, 5<sup>th</sup>**

Ref. #	<b>Fourth Grade</b>
L.4.1	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
L.4.1a	Uses relative pronouns ( <i>who, whose, whom, which, that</i> ) and relative adverbs ( <i>where, when, why</i> ).
L.4.1b	Forms and uses the progressive (e.g., <i>I was walking; I am walking; I will be walking</i> ) verb tenses.
L.4.1c	Uses modal auxiliaries (e.g., <i>can, may, must</i> ) to convey various conditions.
L.4.1d	Orders adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i> ).
L.4.1e	Forms and uses prepositional phrases.
L.4.1f	Produces complete sentences, recognizing and correcting inappropriate fragments and run-ons.
L.4.1g	Correctly uses frequently confused words (e.g., <i>to, too, two; there, their</i> ).
L.4.3	Uses knowledge of language and its conventions when writing, speaking, reading, or listening. Chooses words and phrases to convey ideas precisely.
L.4.3a	
L.4.3c	Differentiates between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Ref. #	<b>Fifth Grade</b>
L.5.1	Demonstrates command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1a	Explains the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1b	Forms/uses perfect verb tenses (e.g., <i>I had walked; I have walked; I will have walked</i> ).
L.5.1c	Uses verb tense to convey various times, sequences, states, and conditions.
L.5.1d	Recognizes and corrects inappropriate shifts in verb tense.
L.5.1e	Uses correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).
L.5.3a	Expands, combines, and reduces sentences for meaning, reader/listener interest, and style.
L.5.3b	Compares and contrasts the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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**Common Core**  
**Vocabulary: Acquisition and Use**  
**Kindergarten, 1<sup>st</sup>, 2<sup>nd</sup>**

Ref. #	<b><u>Kindergarten</u></b>
L.K.4	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
L.K.4a	Identifies new meanings for familiar words and applies them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ). (multiple meanings)
L.K.4b	Uses the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i> ) as a clue to the meaning of an unknown word.
L.K.5	With guidance and support from adults, explores word relationships and nuances in word meanings.
L.K.5a	Sorts common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.K.5b	Demonstrates understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.K.5c	Identifies real-life connections between words and their use (e.g., note places at school that are colorful).
L.K.5d	Distinguishes shades of meaning among verbs describing the same general action (e.g., <i>walk, march, prance</i> ) by acting out the meanings.
L.K.6	Uses words and phrases acquired through conversations, reading and being read to, and responding to texts.

Ref. #	<b><u>First Grade</u></b>
L.1.4	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i> .
L.1.4a	Uses sentence-level context as a clue to the meaning of a word or phrase.
L.1.4b	Uses frequently occurring affixes as a clue to the meaning of a word.
L.1.4c	Identifies frequently occurring root words (e.g., <i>look</i> ) and their inflectional forms (e.g., <i>looks, looked, looking</i> ).
L.1.5	With support, demonstrates understanding of word relationships and nuances in word meanings.
L.1.5a	Sorts words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.1.5b	Defines words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). (features)
L.1.5c	Identifies real-life connections between words and their use (e.g., note places at home that are cozy).
L.1.5d	Distinguishes shades of meaning among verbs differing in manner (e.g., <i>look, peek</i> ) and adjectives differing in intensity (e.g., <i>large, gigantic</i> ) by defining or acting out.
L.1.6	Uses words and phrases acquired through conversations, reading and being read to, and responds to texts, including frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i> ).

Ref. #	<b><u>Second Grade</u></b>
L.2.4	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based upon grade 2 reading and content.
L.2.4a	Uses sentence-level context as a clue to the meaning of a word or phrase.
L.2.4b	Determines the meaning of new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).
L.2.4c	Uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition/additional).
L.2.4d	Uses knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, notebook, bookmark).
L.2.4e	Uses glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.
L.2.5	Demonstrates understanding of word relationships and nuances in word meanings.
L.2.5a	Identifies real-life connections between words and their use (e.g., describes foods that are spicy or juicy).
L.2.5b	Distinguishes shades of meaning among closely related verbs and adjectives (e.g., toss, throw, hurl and thin, slender, skinny).
L.2.6	Uses words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe.

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**Common Core**  
**Vocabulary: Acquisition and Use**  
**3<sup>rd</sup>, 4<sup>th</sup>, 5<sup>th</sup>**

Ref. #	<b><u>Third Grade</u></b>
L.3.4	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>grade 3 reading and content</i> .
L.3.4a	Uses sentence-level context as a clue to the meaning of a word or phrase.
L.3.4b	Determines the meaning of new words formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable</i> ).
L.3.4c	Uses a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i> ).
L.3.4d	Uses glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
L.3.5	Demonstrates understanding of figurative language, word relationships and nuances in word meanings.
L.3.5a	Distinguishes the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i> ).
L.3.5b	Identifies real-life connections between words and their uses (e.g., describe people who are <i>friendly</i> or <i>helpful</i> ).
L.3.5c	Distinguishes shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i> ).
L.3.6	Acquires and uses grade-appropriate conversational, academic, and domain-specific words/phrases, including spatial and temporal relationships..

Ref. #	<b><u>Fourth Grade</u></b>
L.4.4	Determines/clarifies the meaning of unknown and multiple-meaning words/phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.
L.4.4a	Uses context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
L.4.4b	Uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i> ).
L.4.4c	Consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine the precise meaning of key words and phrases.
L.4.5	Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.
L.4.5a	Explains the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context.
L.4.5b	Recognizes and explains the meaning of common idioms, adages, and proverbs.
L.4.5c	Demonstrates understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

Ref. #	<b><u>Fifth Grade</u></b>
L.5.4	Determines or clarifies the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i> .
L.5.4a	Uses context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4b	Uses common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i> ).
L.5.4c	Consults reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and precise meaning of key words and phrases.
L.5.5	Demonstrates understanding of figurative language, word relationships, and nuances in word meanings.
L.5.5a	Interprets figurative language, including similes and metaphors, in context.
L.5.5b	Recognizes and explains the meaning of common idioms, adages, and proverbs.
L.5.5c	Uses the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6	Acquires and uses grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i> ).

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**Common Core**  
**Reading: Foundational Skills, Literature, and Informational Text**  
**Kindergarten, 1<sup>st</sup>**

Ref. #	<b><u>Kindergarten</u></b>
RF.K.1- RF.K.1d	Print Concepts: Understands basic features of print; left to right, top to bottom; spoken words are represented in print; spaces separate words, names upper & lowercase letters
RF.K.2- RF.K.1e	Phonological Awareness: Recognizes and produces rhyming words; blends and segments syllables; produces simple CVC words; changes sounds to make new words.
RF.K.3- RF.K.3d	Phonics/Word Rec: Demos basic knowledge of 1:1 letter-sound correspondence; reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
RL.K.1	Lit, Key Ideas & Details: Asks and answers questions about key details in a text.
RL.K.2 RL.K.3	Lit, Key Ideas & Details: Retells familiar stories, including details; identify characters, settings, and major events in a story.
RL.K.4- RL.K.6	Lit, Craft & Structure: Asks & answers questions about unknown words in text; recognize types of text (stories/poems); with prompts, name author and illustrator.
RI.K.1	Info Text, Key Ideas & Details: With prompting, asks & answers questions about key details in a text.
RI.K.2 RI.K.3	Info Text, Key Ideas & Details: With prompting, identifies main topic and retells key details of text; describe connection between two individuals or pieces of information.
RI.K.4	Info Text, Craft & Structure: With prompting, asks & answers questions about unknown words in text.
RI.K.5 RI.K.6	Info Text, Craft & Structure: Identifies front/back covers and title page of book; names author and illustrator and defines their roles.
RI.K.7- RI.K.9	Info Text, Integration of Knowledge & Ideas: With prompting, describes relationships between illustrations and text; identifies basic similarities/differences of illustrations/text.
RI.K.10	Info Text, Range of Reading Level/Text Complexity: Actively engages in group reading activities with purpose and understanding.

Ref. #	<b><u>First Grade</u></b>
RF.1.1 RF.1.1a	Print: Demonstrates understanding of organization of basic features of print. Recognizes sentence features: first word capitalization/ending punctuation.
RF.1.2- RF.1.2d	Phonological Awareness: Distinguishes long/short vowels; produce single-syllables by blending sounds; isolate CVC in single-syllable words; segments single-syllable words.
RF.1.3	Phonics/Word Rec: Knows and applies grade level phonics and word analysis decoding skills.
RF.1.4- RF.1.4c	Fluency: Reads with sufficient accuracy and fluency to support comprehension; reads accurately with understanding with appropriate rate and expression.
RL.1.1	Lit, Key Ideas & Details: Asks and answers questions about key details in a text.
RL.1.2	Lit, Key Ideas & Details: Retells stories, with details, demonstrates understanding of message or lesson.
RL.1.3	Lit, Key Ideas & Details: Describes characters, settings, and major events in a story, using key details.
RL.1.7- RL.1.9	Lit, Integration of Knowledge & Ideas: Uses illustrations and details to describe its characters, setting, or events; compare/contrast adventures/experiences of characters.
RL.1.10	Lit, Range of Reading Level/Text Complexity: With prompting, reads prose and poetry of appropriate complexity for grade 1.
RI.1.1 – RI.1.3	Info Text, Key Ideas & Details: Asks/answers key details in text and retell; identifies main topic; describes the connection between two individuals, events, ideas, or pieces of information in a text.
RI.1.7 – RI.1.9	Info Text, Integration of Knowledge & Ideas: Uses illustrations & details to describe key ideas; identify supporting reasons, identify similarities/differences within text.
RI.1.10	Info Text, Range of Reading/Text Complexity: With prompting, reads informational texts appropriately complex for grade 1.

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**Common Core**  
**Reading: Foundational Skills, Literature, and Informational Text**  
**2<sup>nd</sup>, 3<sup>rd</sup>**

Ref. #	Second Grade
RF.2.3 RF.2.3d	Phonics/Word Rec: Knows and applies grade level phonics and word analysis decoding skills; decodes words with common prefixes and suffixes.
RF.2.4	Fluency: Reads with sufficient accuracy and fluency to support comprehension; reads accurately with understanding with appropriate rate and expression.
RL.2.1	Lit, Key Ideas & Details: Asks and answers “WH” questions + “how”, to demonstrate understanding of key details.
RL.2.2	Lit, Key Ideas & Details: Recounts stories (+fables & folktales) from diverse cultures, and determines their central message, lesson, or moral; describes characters.
RL.2.3	
RL.2.6	Lit, Craft & Structure: Acknowledges different points of view of characters, including speaking in a different voice for each character when reading dialogue aloud.
RL.2.7	Lit, Integration of Knowledge & Ideas: Uses information gained from illustrations and words in a print or digital text to demonstrate understanding of characters, setting, plot.
RI.2.1	Info Text, Ideas & Details: Asks and answers “WH” questions + “how”, to demonstrate understanding of key details.
RI.2.3	Info Text, Ideas & Details: Describes the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
RI.2.6	Info Text, Craft & Structure: Identifies the main purpose of a text, including what the author wants to answer, explain, or describe.
RI.2.7	Info Text, Integration of Knowledge & Ideas: Explains how specific images (e.g., a diagram showing how a machine works) contribute to and clarifies a text.
RI.2.8	Info Text, Integration of Knowledge & Ideas: Describes how reasons support specific points the author makes in a text.
RI.2.9	Info Text, Integration of Knowledge & Ideas: Compares and contrasts the most important points presented by two texts on the same topic.

Ref. #	Third Grade
RF.3.3- RF.3.3c	Phonics/Word Rec: Knows and applies grade level phonics and word analysis skills in decoding words; knows common prefixes/suffixes; decode multi-syllable words.
RF.3.4- RF.3.4b	Fluency: Reads with sufficient accuracy and fluency to support comprehension; reads grade level prose/poetry with understanding with appropriate rate and expression.
RL.3.1	Lit, Key Ideas & Details: Asks and answers questions to demonstrate understanding of a text, referring to the text as the basis for the answers.
RL.3.2	Lit, Key Ideas & Details: Recounts stories (+fables/folktales/myths), and determines the central message/lesson/ moral; explains how it is conveyed thru key details in the text.
RL.3.3	Lit, Craft & Structure: Describes characters in a story (e.g., their traits, motivations, or feelings) and explains how their actions contribute to the sequence of events.
RL.3.4 RL.3.5	Craft & Structure: Determines the meaning of words, distinguishes literal from nonliteral. Refers to parts of stories/dramas/poems when writing/speaking with terms such as chapter, scene, and stanza; describes how each successive part builds on earlier parts.
RI.3.2 RI.3.3	Info Text, Ideas & Details: Determines main idea and how details support the main idea. Describes the relationship between a series of historical events, scientific concepts, or technical procedures, using language that pertains to time, sequence, and cause/effect.
RI.3.4	Info Text, Craft & Structure: Determines the meaning of general academic and domain-specific words/phrases in text relevant to a grade 3 topic or subject area.
RI.3.8	Info Text, Integration of Knowledge & Ideas: Describes the logical connection between sentences & paragraphs (e.g., comparison, cause/effect, first/second/third sequence).
RI.3.9	Info Text, Integration of Knowledge & Ideas: Compares and contrasts the most important points and key details presented in two texts on the same topic.

Based on Common Core Standards: [corestandards.org](http://corestandards.org) ▪ Compiled by: Charlotte Boshart, M.A., CCC-SLP; [speechdynamics.com](http://speechdynamics.com)



**Common Core**  
**Reading: Foundational Skills, Literature, and Informational Text**  
**4<sup>th</sup>, 5<sup>th</sup>**

Ref. #	<b>Fourth Grade</b>
RF.4.4	Fluency: Reads with sufficient accuracy and fluency to support comprehension; reads grade level prose/poetry with understanding with appropriate rate and expression.
RL.4.1	Lit, Key Ideas & Details: Refers to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.4.2	Lit, Key Ideas & Details: Determines a theme of a story, drama, or poem from details in the text; summarize the text.
RL.4.3	Lit, Key Ideas & Details: Describes 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.4.5	Craft & Structure: Explains major differences between poems, drama, and prose, and refers to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
RL.4.7	Integration of Knowledge & Ideas: Makes connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.
RL.4.9	Integration of Knowledge & Ideas: Compares and contrasts the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Ref. #	<b>Fifth Grade</b>
RF.5.4- RF.5.4b	Fluency: Reads with sufficient accuracy and fluency to support comprehension; reads grade level prose/poetry with understanding with appropriate rate and expression.
RL.5.1	Lit, Key Ideas & Details: Quotes accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2	Lit, Key Ideas & Details: Determines 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.
RL.5.3	Lit, Key Ideas & Details: Compares and contrasts two or more characters, settings, or events in a story or drama, drawing on details in the text (e.g., how characters interact).
RL.5.4	Craft & Structure: Determines the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL.5.7	Integration of Knowledge & Ideas: Analyzes how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, and poem).
RL.5.9	Integration of Knowledge & Ideas: Compares and contrasts stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

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