

Grade 3 students:		Grade 4 students:		Grade 5 students:	
Key Ideas and Details		Key Ideas and Details		Key Ideas and Details	
3.1.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.1.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	5.1.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3.1.1.2	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.	4.1.2.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	5.1.2.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
3.1.1.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	4.1.3.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	5.1.3.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure		Craft and Structure		Craft and Structure	
3.1.4.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including figurative language such as similes.	4.1.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).	5.1.4.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
3.1.5.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as <i>chapter</i> , <i>scene</i> , and <i>stanza</i> ; describe how each successive part builds on earlier sections.	4.1.5.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	5.1.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
3.1.6.6	Distinguish their own point of view from that of the narrator or those of the characters.	4.1.6.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	5.1.6.6	Describe how a narrator's or speaker's point of view influences how events are described.
Integration of Knowledge and Ideas		Integration of Knowledge and Ideas		Integration of Knowledge and Ideas	
3.1.7.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	4.1.7.7	Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	5.1.7.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
3.1.8.8	(Not applicable to literature)	4.1.8.8	(Not applicable to literature)	5.1.8.8	(Not applicable to literature)

Grade 3 students:

3.1.9.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

Grade 4 students:

4.1.9.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures, including American Indian.

Grade 5 students:

5.1.9.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

Range of Reading and Level of Text Complexity

Range of Reading and Level of Text Complexity

Range of Reading and Level of Text Complexity

3.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
a. Self-select texts for personal enjoyment, interest, and academic tasks.

4.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.
a. Self-select texts for personal enjoyment, interest, and academic tasks.

5.1.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry at the high end of the grades 4–5 text complexity band proficiently and independently.
a. Self-select texts for personal enjoyment, interest, and academic tasks.

Grade 3 students:		Grade 4 students:		Grade 5 students:	
<i>Key Ideas and Details</i>		<i>Key Ideas and Details</i>		<i>Key Ideas and Details</i>	
3.2.1.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	4.2.1.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	5.2.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
3.2.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	4.2.2.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.	5.2.2.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3.2.3.3	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.	4.2.3.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	5.2.3.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
<i>Craft and Structure</i>		<i>Craft and Structure</i>		<i>Craft and Structure</i>	
3.2.4.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	4.2.4.4	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i> .	5.2.4.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i> .
3.2.5.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	4.2.5.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	5.2.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
3.2.6.6	Distinguish their own point of view from that of the author of a text.	4.2.6.6	Compare and contrast a firsthand and secondhand account, including those by or about Minnesota American Indians , of the same event or topic; describe the differences in focus and the information provided.	5.2.6.6	Analyze multiple accounts by various cultures of the same event or topic, noting important similarities and differences in the point of view they represent.
<i>Integration of Knowledge and Ideas</i>		<i>Integration of Knowledge and Ideas</i>		<i>Integration of Knowledge and Ideas</i>	
3.2.7.7	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).	4.2.7.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	5.2.7.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

Grade 3 students:

Grade 4 students:

Grade 5 students:

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

4.2.8.8 Explain how an author uses reasons and evidence to support particular points in a text.

5.2.8.8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

3.2.9.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

4.2.9.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

5.2.9.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

Range of Reading and Level of Text Complexity

3.2.10.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.
a. Self-select texts for personal enjoyment, interest, and academic tasks.

4.2.10.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.
a. Self-select texts for personal enjoyment, interest, and academic tasks.

5.2.10.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.
a. Self-select texts for personal enjoyment, interest, and academic tasks.

Grade 3 students:		Grade 4 students:		Grade 5 students:	
<i>Phonics and Word Recognition</i>		<i>Phonics and Word Recognition</i>		<i>Phonics and Word Recognition</i>	
3.3.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	4.3.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	5.3.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.
	<ul style="list-style-type: none"> a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode words with common Latin suffixes. c. Decode multisyllable words. d. Read grade-appropriate irregularly spelled words, including high-frequency words. 		<ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. 		<ul style="list-style-type: none"> a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
<i>Fluency</i>		<i>Fluency</i>		<i>Fluency</i>	
3.3.1.4	Read with sufficient accuracy and fluency to support comprehension.	4.3.1.4	Read with sufficient accuracy and fluency to support comprehension.	5.3.1.4	Read with sufficient accuracy and fluency to support comprehension.
	<ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		<ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 		<ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Grade 3 students:	Grade 4 students:	Grade 5 students:
<i>Text Types and Purposes</i>	<i>Text Types and Purposes</i>	<i>Text Types and Purposes</i>
<p>3.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. 	<p>4.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented. 	<p>5.6.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.
<p>3.6.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. 	<p>4.6.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented. 	<p>5.6.2.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., <i>in contrast, especially</i>). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.

Grade 3 students:

- 3.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
 - Use temporal words and phrases to signal event order.
 - Provide a sense of closure.

Grade 4 students:

- 4.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use dialogue and description to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words and phrases to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.

Grade 5 students:

- 5.6.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - Use literary and narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - Provide a conclusion (when appropriate to the genre) that follows from the narrated experiences or events.

Writing Process: Production and Distribution of Writing

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

3.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 41-42.)

3.6.6.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Writing Process: Production and Distribution of Writing

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

4.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 41-42.)

4.6.6.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.

Writing Process: Production and Distribution of Writing

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

5.6.5.5 With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 41-42.)

5.6.6.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

Grade 3 students:		Grade 4 students:		Grade 5 students:	
<i>Research to Build and Present Knowledge</i>		<i>Research to Build and Present Knowledge</i>		<i>Research to Build and Present Knowledge</i>	
3.6.7.7	Conduct short research projects that build knowledge about a topic.	4.6.7.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	5.6.7.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
3.6.8.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	4.6.8.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	5.6.8.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
3.6.9.9	(Begins in grade 4)	4.6.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 4 Reading standards</i> 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].”). b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	5.6.9.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply <i>grade 5 Reading standards</i> 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]”). b. Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
<i>Range of Writing</i>		<i>Range of Writing</i>		<i>Range of Writing</i>	
3.6.10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.	4.6.10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. a. Independently select writing topics and formats for personal, enjoyment interest, and academic tasks.	5.6.10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.

Grade 3 students: <i>Comprehension and Collaboration</i>	Grade 4 students: <i>Comprehension and Collaboration</i>	Grade 5 students: <i>Comprehension and Collaboration</i>
<p>3.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. 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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion. e. Cooperate and compromise as appropriate for productive group discussion. f. Follow multi-step oral directions. 	<p>4.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, 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.</p> <ul style="list-style-type: none"> 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. 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. d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. e. Cooperate and problem solve as appropriate for productive group discussion. 	<p>5.8.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ul style="list-style-type: none"> 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. e. Cooperate and problem solve to make decisions as appropriate for productive group discussion.
<p>3.8.2.2 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.</p>	<p>4.8.2.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>5.8.2.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>3.8.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>4.8.3.3 Identify the reasons and evidence a speaker provides to support particular points.</p>	<p>5.8.3.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence distinguishing between a speaker's opinions and verifiable facts.</p>

Grade 3 students:**Grade 4 students:****Grade 5 students:****Presentation of Knowledge and Ideas**

- 3.8.4.4 Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
- 3.8.5.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
- 3.8.6.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on page 41-42 for specific expectations.)

Presentation of Knowledge and Ideas

- 4.8.4.4 Report on a topic or text and avoid plagiarism by identifying sources, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- 4.8.5.5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
- 4.8.6.6 Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)

Presentation of Knowledge and Ideas

- 5.8.4.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; avoid plagiarism by identifying sources; speak clearly at an understandable pace.
- 5.8.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- 5.8.6.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 41-42 for specific expectations.)

Media Literacy

- 3.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media.
- Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).
 - Locate and use information in print, non-print, and digital resources, and identify reasons for choosing information used.
 - Check for accuracy in pictures and images.
 - Recognize safe practices in personal media communications.

Media Literacy

- 4.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media.
- Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).
 - Locate and use information in print, non-print, and digital resources using a variety of strategies.
 - Check for accuracy of information between two different sources.
 - Recognize safe practices in social and personal media communications.

Media Literacy

- 5.8.7.7 Distinguish among, understand, and use different types of print, digital, and multimodal media.
- Make informed judgments about messages promoted in the mass media (e.g., film, television, radio, magazines, advertisements, newspapers).
 - Locate and use information in print, non-print, and digital resources using a variety of strategies.
 - Evaluate the accuracy and credibility of information found in digital sources.
 - Recognize ethical standards and safe practices in social and personal media communications.

Grade 3 students:

- 3.8.8.8 With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
- a. With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.
 - b. Share the work with an audience.

Grade 4 students:

- 4.8.8.8 Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
- a. Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music.
 - b. Publish the work and share it with an audience.

Grade 5 students:

- 5.8.8.8 Create an individual or shared multimedia work or digital text for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)
- a. Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music.
 - b. Publish the work and share it with an audience.