

SIDE-BY-SIDE OF OKLAHOMA PASS STRANDS AND COMMON CORE STATE STANDARDS

RL = Reading and Literature  
 W = Writing  
 OLLS = Oral Language, Listening, and Speaking  
 V = Visual Literacy

RF = Foundational Skills  
 RL = Literature  
 W = Writing  
 RI = Informational Reading  
 SL = Speaking and Listening  
 L = Language Standards

FOURTH GRADE

PASS		FOURTH GRADE			CCSS	
Strand	Standard #	Standard	Strand	Standard #	Standard	
RL	Main Strand	<b>Reading/Literature: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate, and respond to a variety of texts.</b>				
RL	1	<b>Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.</b>	RI	4	Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	
RL	1	<b>Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.</b>	RF	3.a	Phonics and Word Recognition: 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.	

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
RL	1	<b>Standard 1: Vocabulary - The student will develop and expand knowledge of words and word meanings to increase vocabulary.</b>	L	6	Vocabulary Acquisition and Use: 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).
RL	1.1	Words in Context - Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL	1.1	Words in Context - Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.	RI	4	Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RL	1.1	Words in Context - Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.	L	4	Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
RL	1.1	Words in Context - Use context clues (the meaning of the text around a word) to distinguish and interpret the meaning of multiple meaning words as well as other unfamiliar words.	L	4.a	Vocabulary Acquisition and Use: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

PASS			CCSS		
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RL	1.2.a	Affixes, Roots, and Derivatives: Interpret new words by analyzing the meaning of prefixes and suffixes.	RI	4	Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RL	1.2.a	Affixes, Roots, and Derivatives: Interpret new words by analyzing the meaning of prefixes and suffixes.	RF	3.a	Phonics and Word Recognition: 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.
RL	1.2.b	Affixes, Roots, and Derivatives: Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).	RL	4	Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
RL	1.2.b	Affixes, Roots, and Derivatives: Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).	RI	4	Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RL	1.2.b	Affixes, Roots, and Derivatives: Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).	RF	3.a	Phonics and Word Recognition: 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.

PASS			CCSS		
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RL	1.2.b	Affixes, Roots, and Derivatives: Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).	L	4.b	Vocabulary Acquisition and Use: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).
RL	1.2.b	Affixes, Roots, and Derivatives: Use knowledge of root words (e.g., snow, snowbound, snowdrift) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).	L	6	Vocabulary Acquisition and Use: 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).
RL	1.3	Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.	RI	4	Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RL	1.3	Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.	L	5.c	Vocabulary Acquisition and Use: Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).

PASS			CCSS		
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RL	1.3	Synonyms, Antonyms, and Homonyms/Homophones - Apply knowledge of fourth grade level synonyms, antonyms, homonyms/homophones, multiple meaning words, and idioms to determine the meanings of words and phrases.	L	6	Vocabulary Acquisition and Use: 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).
RL	1.4.a	*Using Resource Materials: Use a thesaurus to determine related words and concepts.	RI	4	Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
RL	1.4.a	*Using Resource Materials: Use a thesaurus to determine related words and concepts.	L	4.c	Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RL	1.4.b	*Using Resource Materials: Determine the meanings and pronunciations of unknown words by using a glossary and/or dictionary.	RI	4	Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

PASS			CCSS		
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RL	1.4.b	*Using Resource Materials: Determine the meanings and pronunciations of unknown words by using a glossary and/or dictionary.	L	4.c	Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
RL	2	<b>Standard 2: Fluency - The student will identify words rapidly so that attention is directed at the meaning of the text.</b>	RF	4.a	Fluency: Read grade-level text with purpose and understanding.
RL	2.1	Read aloud regularly in independent-level texts (texts in which no more than 1 in 20 words is difficult for the reader) fluently and accurately, and with appropriate rate, change in voice, and expression.	RF	4	Fluency: Read with sufficient accuracy and fluency to support comprehension.
RL	2.2	Read aloud regularly in instructional-level texts that are challenging yet manageable (texts in which no more than 1 in 10 words is difficult for the reader).	RF	4	Fluency: Read with sufficient accuracy and fluency to support comprehension.
RL	2.3	Increase reading speed through daily independent reading practice as monitored by the instructor through peer discussions, teacher conferences, response journals, etc.	RI	10	Range of Reading and Complexity of Text: 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 necessary at the high end of the range.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
RL	3	<b>Standard 3: Comprehension/Critical Literacy - The student will interact with the words and concepts in a text to construct an appropriate meaning.</b>			
RL	3.1.a	Literal Understanding: Use prereading strategies independently to preview, activate prior knowledge, predict content of text, formulate questions that might be answered in the text, establish and adjust purposes for reading (e.g., to find out, to understand, to enjoy, to solve problems).			
RL	3.1.b	Literal Understanding: Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.	RL	10	Range of Reading and Complexity of Text: 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	3.1.b	Literal Understanding: Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.	RI	10	Range of Reading and Complexity of Text: 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 necessary at the high end of the range.
RL	3.1.b	Literal Understanding: Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.	RF	4.b	Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

PASS			CCSS		
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RL	3.1.b	Literal Understanding: Read and comprehend poetry, fiction, and nonfiction that is appropriately designed for fourth grade.	W	9.a	Research to Build and Present Knowledge: 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].”).
RL	3.1.c	Literal Understanding: Identify and explain the differences in fiction and nonfiction text.	RI	1	Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL	3.2.a	Inferences and Interpretation: Use prior knowledge and experience to make inferences and support them with information presented in text.	RL	1	Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL	3.2.a	Inferences and Interpretation: Use prior knowledge and experience to make inferences and support them with information presented in text.	RI	1	Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL	3.2.b	Inferences and Interpretation: Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.	RI	1	Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL	3.2.b	Inferences and Interpretation: Make interpretations and draw conclusions from fiction and nonfiction text beyond personal experience.	RI	6	Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

PASS			CCSS		
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RL	3.2.c	Inferences and Interpretation: Make inferences and draw conclusions about characters' qualities and actions (i.e., based on knowledge of plot, setting, characters' motives, characters' appearances, and other characters' responses to a character).	RL	1	Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RL	3.2.d	*Inferences and Interpretation: Participate in creative responses to text (i.e., art, drama, and oral presentation).	RL	7	Integration of Knowledge and Ideas: 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.
RL	3.3.a	Summary and Generalization: Paraphrase by recognizing main ideas, key concepts, key actions, and supporting details in fiction and nonfiction to recall, inform, or organize ideas.	RI	2	Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RL	3.3.b	Summary and Generalization: Support ideas, arguments, and generalizations by reference to evidence in the text.	RL	2	Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL	3.3.b	Summary and Generalization: Support ideas, arguments, and generalizations by reference to evidence in the text.	RI	2	Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
RL	3.3.b	Summary and Generalization: Support ideas, arguments, and generalizations by reference to evidence in the text.	RI	3	Key Ideas and Details: 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.

PASS			CCSS		
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RL	3.3.b	Summary and Generalization: Support ideas, arguments, and generalizations by reference to evidence in the text.	RI	8	Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.
RL	3.3.c	Summary and Generalization: Represent text information in different ways such as in outline, timeline, or graphic organizer			
RL	3.4.a	Analysis and Evaluation: Evaluate new information and hypotheses by testing them against known information and ideas.			
RL	3.4.b	Analysis and Evaluation: Compare and contrast information on the same topic after reading several passages or articles.	RL	9	Integration of Knowledge and Ideas: 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.
RL	3.4.b	Analysis and Evaluation: Compare and contrast information on the same topic after reading several passages or articles.	RI	6	Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
RL	3.4.b	Analysis and Evaluation: Compare and contrast information on the same topic after reading several passages or articles.	RI	9	Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RL	3.4.c	Analysis and Evaluation: Identify fact/opinion and cause and effect in various texts.	RI	5	Craft and Structure: 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.

PASS			CCSS		
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RL	3.4.d	Analysis and Evaluation: Analyze and explain the causes, motivations, sequences, and results of events from a text.	RL	3	Key Ideas and Details: 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	3.4.d	Analysis and Evaluation: Analyze and explain the causes, motivations, sequences, and results of events from a text.	RI	5	Craft and Structure: 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.
RL	3.4.d	Analysis and Evaluation: Analyze and explain the causes, motivations, sequences, and results of events from a text.	W	9.a	Research to Build and Present Knowledge: 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].”).
RL	3.5.a	*Monitoring and Correction Strategies: Monitor own reading and modify strategies as needed (e.g., recognizes when he or she is confused by a section of text, questions whether the text makes sense, rereading).	RI	10	Range of Reading and Complexity of Text: 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 necessary at the high end of the range.
RL	3.5.a	*Monitoring and Correction Strategies: Monitor own reading and modify strategies as needed (e.g., recognizes when he or she is confused by a section of text, questions whether the text makes sense, rereading).	RF	4.c	Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

PASS			CCSS		
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RL	3.5.b	*Monitoring and Correction Strategies: Predict, monitor, and check for understanding using semantic, syntactic, and graphophonic cues.	RF	3	Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words.
RL	4	<b>Standard 4: Literature - The student will read to construct meaning and respond to a wide variety of literary forms.</b>	RL	9	Integration of Knowledge and Ideas: 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.
RL	4.1.a	*Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature: Identify the defining characteristics of a variety of literary genres and forms (e.g. contemporary realistic fiction, historical fiction, nonfiction, modern fantasy, poetry, drama, legends, myths, biography, autobiographies, and traditional stories such as fairy tales and fables).	RL	9	Integration of Knowledge and Ideas: 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.
RL	4.1.b	*Literary Genres - Demonstrate knowledge of and appreciation for various forms (genres) of literature: Read and construct meaning from a variety of genres.	RL	9	Integration of Knowledge and Ideas: 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.

PASS			CCSS		
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RL	4.2.a	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Identify the main events of the plot, including their causes and effects of each event on future actions, and the major theme from the story.	RL	2	Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.
RL	4.2.b	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).	RI	8	Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.
RL	4.2.b	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Identify the purposes of different types of texts (e.g., to inform, to explain, to entertain).	W	9.b	Research to Build and Present Knowledge: Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
RL	4.2.c	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Identify themes that occur across literary works.	RL	2	Key Ideas and Details: Determine a theme of a story, drama, or poem from details in the text; summarize the text.

PASS			CCSS		
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RL	4.2.d	Literary Elements - Demonstrate knowledge of literary elements and techniques and how they affect the development of a literary work: Use knowledge of the situation, setting, a character's traits, motivations, and feelings to determine the causes for that character's actions.	RL	3	Key Ideas and Details: 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	4.3.a	Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work: Interpret poetry and recognize poetic styles (e.g., rhymed, free verse, and patterned [cinquain, diamante]).	RL	5	Craft and Structure: 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, setting descriptions, dialogue, stage directions) when writing or speaking about a text.
RL	4.3.b	Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work: Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works. * Simile: a comparison that uses like or as * Metaphor: an implied comparison * Hyperbole: an exaggeration for effect * Personification: a description that represents a thing as a person	L	5	Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PASS			CCSS		
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RL	4.3.b	<p>Figurative Language and Sound Devices - The student will identify figurative language and sound devices in writing and how they affect the development of a literary work: Define figurative language, such as similes, metaphors, hyperboles, or personification, and identify its use in literary works.</p> <p>* Simile: a comparison that uses like or as  * Metaphor: an implied comparison  * Hyperbole: an exaggeration for effect  * Personification: a description that represents a thing as a person</p>	L	5.a	Vocabulary Acquisition and Use: Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.
RL	4.4	Literary Works - The student will read and respond to historically and culturally significant works of literature, compare and contrast story elements from tales of different cultures (e.g., compare/contrast adventures of character types, setting, and themes).			
RL	5	<b>Standard 5: Research and Information - The student will conduct research and organize information.</b>			
RL	5.1.a	Accessing Information - Understand the organization of and access information from a variety of sources including dictionaries, encyclopedias, atlases, almanacs, tables of contents, glossaries, and indexes.			

PASS			CCSS		
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RL	5.1.b	Accessing Information - Select the best source for a given purpose: Identify key words to be used in searching for resources and information.	W	8	Research to Build and Present Knowledge: 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.
RL	5.1.c	Accessing Information - Select the best source for a given purpose: Cite information sources appropriately			
RL	5.1.d	Accessing Information - Select the best source for a given purpose: Use text formats and organization as an aid in constructing meaning from nonfiction (expository) text (e.g., heading, subheading, bold print, and italics).			
RL	5.1.e	Accessing Information - Select the best source for a given purpose: Locate information in reference texts by using organizational features such as prefaces and appendixes.			
RL	5.1.f	Accessing Information - Select the best source for a given purpose: Continue to use test-taking strategies by answering different levels of questions, such as open-ended literal, and interpretive, as well as multiple choice, true/false, and short answer.			

PASS			CCSS		
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RL	5.2.a	*Interpreting Information - Analyze and evaluate information from a variety of sources: Identify a research question and appropriate sources to answer that question.	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
RL	5.2.b	*Interpreting Information - Analyze and evaluate information from a variety of sources: Take notes to paraphrase or summarize information.	W	8	Research to Build and Present Knowledge: 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.
RL	5.2.c	*Interpreting Information - Analyze and evaluate information from a variety of sources: Locate, organize, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).	RI	3	Key Ideas and Details: 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	5.2.c	*Interpreting Information - Analyze and evaluate information from a variety of sources: Locate, organize, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).	RI	7	Integration of Knowledge and Ideas: 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.

PASS			CCSS		
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RL	5.2.c	*Interpreting Information - Analyze and evaluate information from a variety of sources: Locate, organize, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).	W	7	Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic.
RL	5.2.c	*Interpreting Information - Analyze and evaluate information from a variety of sources: Locate, organize, and synthesize information from a variety of print, nonprint and technological resources (e.g., dictionaries, reference books, atlases, magazines, informational texts, thesaurus, and technology/Internet).	W	9	Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.
RL	5.2.d	*Interpreting Information - Analyze and evaluate information from a variety of sources: Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.	RI	7	Integration of Knowledge and Ideas: 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.
RL	5.2.d	*Interpreting Information - Analyze and evaluate information from a variety of sources: Report on the findings of research in a variety of formats including written, oral, and/or visual presentations.	W	7	Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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			L	6	Vocabulary Acquisition and Use: 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).
W	Main Strand	<b>Writing/grammar/usage and mechanics. The student will express ideas effectively in written modes for a variety of purposes and audiences.</b>			
W	1	<b>Standard 1: Writing process. The student will use the writing process to write coherently.</b>	W	1.a	Text Types and Purposes: 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	1	<b>Standard 1: Writing process. The student will use the writing process to write coherently.</b>	W	4	Production and Distribution of Writing: 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.)

PASS			CCSS		
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W	1.1	Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and using graphic organizers.	W	4	Production and Distribution of Writing: 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	1.1	Use a variety of prewriting activities such as brainstorming, clustering, illustrating, webbing, and using graphic organizers.	W	5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 4 on page 29.)
W	1.2	Understand and demonstrate familiarity with writing process/format of beginning, middle, and ending.	W	1.a	Text Types and Purposes: 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	1.2	Understand and demonstrate familiarity with writing process/format of beginning, middle, and ending.	W	4	Production and Distribution of Writing: 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.)

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	1.2	Understand and demonstrate familiarity with writing process/format of beginning, middle, and ending.	W	5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 4 on page 29.)
W	1.3	Use common organizational structures for providing information in writing, such as chronological order (beginning, middle, and end), cause/effect, or similarity and difference, and posing and answering questions.	W	1.a	Text Types and Purposes: 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	1.3	Use common organizational structures for providing information in writing, such as chronological order (beginning, middle, and end), cause/effect, or similarity and difference, and posing and answering questions.	W	4	Production and Distribution of Writing: 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	1.3	Use common organizational structures for providing information in writing, such as chronological order (beginning, middle, and end), cause/effect, or similarity and difference, and posing and answering questions.	W	5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 4 on page 29.)

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	1.4	Select a focus and an organizational structure based upon purpose, audience, and required format.	W	1.a	Text Types and Purposes: 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	1.4	Select a focus and an organizational structure based upon purpose, audience, and required format.	W	4	Production and Distribution of Writing: 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	1.4	Select a focus and an organizational structure based upon purpose, audience, and required format.	W	5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 4 on page 29.)
W	1.5	Write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs in to longer text.	W	1.a	Text Types and Purposes: 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	1.5	Write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs in to longer text.	W	4	Production and Distribution of Writing: 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.)

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	1.5	Write one or more drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs in to longer text.	W	5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 4 on page 29.)
W	1.6	Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.	W	5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 4 on page 29.)
W	1.7	Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure.	W	4	Production and Distribution of Writing: 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	1.7	Edit/proofread drafts, using standard editing marks, to ensure standard usage, mechanics, spelling, and varied sentence structure.	W	5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 4 on page 29.)

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	1.8	Publish and present writing to peers and adults.	W	4	Production and Distribution of Writing: 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	1.8	Publish and present writing to peers and adults.	W	5	Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.(Editing for conventions should demonstrate command of Language standards 1–3up to and including grade 4 on page 29.)
W	2	<b>Standard 2: Modes and forms of writing. Communicate through a variety of written forms, for various purposes, and to a specific audience or person.</b>	W	4	Production and Distribution of Writing: 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	2.1	Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and reflect.	W	1	Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W	2.1	Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and reflect.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	2.1	Communicate through a variety of written modes and for various audiences to inform, persuade, entertain, and reflect.	W	3.a	Text Types and Purposes: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W	2.2.a	Write narrative, creative, descriptive, expository, and persuasive paragraphs and longer compositions that: have topic sentences.	W	1.a	Text Types and Purposes: 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	2.2.a	Write narrative, creative, descriptive, expository, and persuasive paragraphs and longer compositions that: have topic sentences.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	2.2.a	Write narrative, creative, descriptive, expository, and persuasive paragraphs and longer compositions that: have topic sentences.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W	2.2.b	Write narrative, creative, descriptive, expository, and persuasive paragraphs and longer compositions that: use concrete sensory supporting details.	W	1.a	Text Types and Purposes: 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	2.2.b	Write narrative, creative, descriptive, expository, and persuasive paragraphs and longer compositions that: use concrete sensory supporting details.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	2.2.b	Write narrative, creative, descriptive, expository, and persuasive paragraphs and longer compositions that: use concrete sensory supporting details.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W	2.2.c	Write narrative, creative, descriptive, expository, and persuasive paragraphs and longer compositions that: provide a context to allow the reader to imagine the event.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W	2.2.d	Write narrative, creative, descriptive, expository, and persuasive paragraphs and longer compositions that: support a logical conclusion.	W	1.d	Text Types and Purposes: Provide a concluding statement or section related to the opinion presented.
W	2.2.d	Write narrative, creative, descriptive, expository, and persuasive paragraphs and longer compositions that: support a logical conclusion.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	2.2.d	Write narrative, creative, descriptive, expository, and persuasive paragraphs and longer compositions that: support a logical conclusion.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W	2.2.d	Write narrative, creative, descriptive, expository, and persuasive paragraphs and longer compositions that: support a logical conclusion.	W	3.e	Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.

PASS			CCSS		
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W	2.3	Write creative stories and poems using figurative language (alliteration, personification, simile, and metaphor) and varied word choice to make writing interesting and engaging to audience.	W	3	Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W	2.4	Write personal, and formal letters, thank-you notes, and invitations including the date, greeting, body, closing, and signature.			
W	2.5.a	Write informational pieces with multiple paragraphs that: provide an introductory paragraph that asks a central question about an idea or issue.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	2.5.b	Write informational pieces with multiple paragraphs that: establish and support a central theme or idea with a topic sentence.	W	1.b	Text Types and Purposes: Provide reasons that are supported by facts and details.
W	2.5.b	Write informational pieces with multiple paragraphs that: establish and support a central theme or idea with a topic sentence.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	2.5.c	Write informational pieces with multiple paragraphs that: include supporting paragraphs with simple facts, details, and explanations for focus.	W	1.b	Text Types and Purposes: Provide reasons that are supported by facts and details.
W	2.5.c	Write informational pieces with multiple paragraphs that: include supporting paragraphs with simple facts, details, and explanations for focus.	W	2	Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	2.5.c	Write informational pieces with multiple paragraphs that: include supporting paragraphs with simple facts, details, and explanations for focus.	W	2.a	Text Types and Purposes: 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	2.5.c	Write informational pieces with multiple paragraphs that: include supporting paragraphs with simple facts, details, and explanations for focus.	W	2.b	Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W	2.5.d	Write informational pieces with multiple paragraphs that: present important ideas and events in sequence, chronological order, or order of importance.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	2.5.d	Write informational pieces with multiple paragraphs that: present important ideas and events in sequence, chronological order, or order of importance.	W	2.a	Text Types and Purposes: 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	2.5.e	Write informational pieces with multiple paragraphs that: provide details and transitions to link paragraphs.	W	2	Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W	2.5.e	Write informational pieces with multiple paragraphs that: provide details and transitions to link paragraphs.	W	1.c	Text Types and Purposes: Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

PASS			CCSS		
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W	2.5.e	Write informational pieces with multiple paragraphs that: provide details and transitions to link paragraphs.	W	2.a	Text Types and Purposes: 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	2.5.e	Write informational pieces with multiple paragraphs that: provide details and transitions to link paragraphs.	W	2.c	Text Types and Purposes: Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).
W	2.5.f	Write informational pieces with multiple paragraphs that: conclude with a paragraph that summarizes the points.	W	2.a	Text Types and Purposes: 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	2.5.f	Write informational pieces with multiple paragraphs that: conclude with a paragraph that summarizes the points.	W	2.e	Text Types and Purposes: Provide a concluding statement or section related to the information or explanation presented.
W	2.5.g	Use correct indentation at the beginning of paragraphs and to indicate dialogue.			
W	2.5.h	Use more than one source of information, including speakers, books, newspapers, media sources, an online information citing source, title, author, and page numbers, if applicable.			

PASS			CCSS		
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W	2.6.a	Write responses to literature that: demonstrate an understanding of a literary work.			
W	2.6.b	Write responses to literature that: support judgments by referring to both the text and prior knowledge.			
W	2.7	Write summaries based upon the main idea of a reading selection and its most significant details.			
W	3	<b>Standard 3: Grammar/usage and mechanics. The student will demonstrate appropriate practices in writing by applying Standard English conventions to the revising and editing stages of writing.</b>	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.a	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Singular, plural, and possessive forms of nouns	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.a	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Singular, plural, and possessive forms of nouns	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.1.b	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Common and proper nouns	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.c	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Nominative (subjective), objective, reflexive, intensive, and possessive pronouns	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.c	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Nominative (subjective), objective, reflexive, intensive, and possessive pronouns	L	1.a	Conventions of Standard English: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
W	3.1.c	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Nominative (subjective), objective, reflexive, intensive, and possessive pronouns	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.d	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Subject, direct object, and object of prepositions	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.1.d	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Subject, direct object, and object of prepositions	L	1.e	Conventions of Standard English: Form and use prepositional phrases.
W	3.1.d	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Subject, direct object, and object of prepositions	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.e	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Present, past, future, past participle, and present perfect verbs tense	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.e	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Present, past, future, past participle, and present perfect verbs tense	L	1.b	Conventions of Standard English: Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.1.e	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Present, past, future, past participle, and present perfect verbs tense	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.f	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Regular, irregular, and auxiliary (helping) verbs	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.g	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Simple and complete predicate	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.h	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Positive, comparative, and superlative adjectives	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.h	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Positive, comparative, and superlative adjectives	L	1.d	Conventions of Standard English: Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

PASS			CCSS		
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W	3.1.h	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Positive, comparative, and superlative adjectives	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.i	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Time, place, manner, and degree adverbs	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.i	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Time, place, manner, and degree adverbs	L	1.a	Conventions of Standard English: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
W	3.1.i	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Time, place, manner, and degree adverbs	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.j	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Comparative forms of adverbs	L	1.a	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.j	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Comparative forms of adverbs	L	1.a	Conventions of Standard English: Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.1.j	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Comparative forms of adverbs	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.k	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Coordinating and correlating conjunctions	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.k	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Coordinating and correlating conjunctions	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.l	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Restrictive (essential) and nonrestrictive (nonessential) clauses	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.l	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Restrictive (essential) and nonrestrictive (nonessential) clauses	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.1.m	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: prepositional and participial phrases	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.m	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: prepositional and participial phrases	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.1.n	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Subject-verb agreement	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
W	3.1.n	Grammar/Usage: Students are expected to recognize and use nouns, pronouns, verbs, adjectives, adverbs, contractions, and conjunctions correctly in their writing: Subject-verb agreement	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.2.a	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Correctly capitalize the first word of a sentence, the pronoun "I," geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.2.a	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Correctly capitalize the first word of a sentence, the pronoun "I," geographical names, holidays, dates, proper nouns, book titles, titles of respect, sentences, and quotations.	L	2.a	Conventions of Standard English: Use correct capitalization.
W	3.2.b	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize correctly familial relations, proper adjectives, and conventions of letter writing.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.2.b	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize correctly familial relations, proper adjectives, and conventions of letter writing.	L	2.a	Conventions of Standard English: Use correct capitalization.
W	3.2.b	Mechanics: Students are expected to demonstrate appropriate language mechanics in writing: Capitalize correctly familial relations, proper adjectives, and conventions of letter writing.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.2.c	Indent correctly at the beginning of each paragraph.			
W	3.2.d	Observe left and right hand margins.			
W	3.3.a	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Parentheses	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.3.a	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Parentheses	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.3.b	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Quotation marks	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.b	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Quotation marks	L	2.b	Conventions of Standard English: Use commas and quotation marks to mark direct speech and quotations from a text.
W	3.3.b	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Quotation marks	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.3.c	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Terminal punctuation	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.c	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Terminal punctuation	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.3.d	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Punctuation in common abbreviations and after an initial	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.3.d	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Punctuation in common abbreviations and after an initial	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.3.e	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Apostrophes in contractions and possessives	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.e	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Apostrophes in contractions and possessives	L	2.b	Conventions of Standard English: Use commas and quotation marks to mark direct speech and quotations from a text.
W	3.3.e	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Apostrophes in contractions and possessives	L	2.c	Conventions of Standard English: Use a comma before a coordinating conjunction in a compound sentence.
W	3.3.e	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Apostrophes in contractions and possessives	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.3.f	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Commas	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.f	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Commas	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.3.g	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Colons, and semi-colons	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.g	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Colons, and semi-colons	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.3.h	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Hyphens and dashes	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.3.h	Punctuation: Students are expected to demonstrate appropriate punctuation in writing: Hyphens and dashes	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.4.a	Sentence Structure: The student will demonstrate appropriate sentence structure in writing: Use simple, compound, and complex sentences appropriately in writing.	L	1.f	Conventions of Standard English: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
W	3.4.a	Sentence Structure: The student will demonstrate appropriate sentence structure in writing: Use simple, compound, and complex sentences appropriately in writing.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.4.b	Sentence Structure: The student will demonstrate appropriate sentence structure in writing: Create interesting declarative, imperative, interrogative, and exclamatory sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, direct objects, prepositional phrases, and conjunctions.	L	1.e	Conventions of Standard English: Form and use prepositional phrases.
W	3.4.b	Sentence Structure: The student will demonstrate appropriate sentence structure in writing: Create interesting declarative, imperative, interrogative, and exclamatory sentences using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, direct objects, prepositional phrases, and conjunctions.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.4.c	Sentence Structure: The student will demonstrate appropriate sentence structure in writing: Correct sentence fragments and run-ons.	L	1.f	Conventions of Standard English: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*
W	3.4.c	Sentence Structure: The student will demonstrate appropriate sentence structure in writing: Correct sentence fragments and run-ons.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.4.d	Sentence Structure: The student will demonstrate appropriate sentence structure in writing: Create sentences with understood subject.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
W	3.5.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), suffixes (e.g., -ment, -ness, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.5.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), suffixes (e.g., -ment, -ness, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-).	L	2.d	Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.
W	3.5.a	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell correctly roots, inflections (e.g., -s/es, -ing, -ly, -er), suffixes (e.g., -ment, -ness, -able, -sion, -tion), and prefixes (e.g., dis-, in-, un-, re-, mis-, pre-).	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.5.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're).	L	1.g	Conventions of Standard English: Correctly use frequently confused words (e.g., to, too, two; there, their).*
W	3.5.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.5.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're).	L	2.d	Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.
W	3.5.b	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Spell homophones correctly according to usage (e.g., to, too, two; there, their, they're).	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
W	3.5.c	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Use more complex patterns in producing conventional spellings (e.g., ought = brought, fought; urse = nurse, purse).	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.5.c	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Use more complex patterns in producing conventional spellings (e.g., ought = brought, fought; urse = nurse, purse).	L	2.d	Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.
W	3.5.d	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Use word reference materials including glossary, dictionary, and technology to check correct spelling.	L	2	Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
W	3.5.d	Spelling: Students are expected to demonstrate appropriate application of spelling knowledge to the revising and editing stages of writing: Use word reference materials including glossary, dictionary, and technology to check correct spelling.	L	2.d	Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.
W	3.6	Handwriting: Students are expected to demonstrate appropriate, legible cursive handwriting in the writing process.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
			W	2.d	Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.
			W	3.b	Text Types and Purposes: Use dialogue and description to develop experiences and events or show the responses of characters to situations.
			W	10	Range of Writing: 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.
			L	1.c	Conventions of Standard English: Use modal auxiliaries (e.g., can, may, must) to convey various conditions.
			L	3.c	Knowledge of Language: Differentiate between contexts that call for formal English (e.g., small-group discussions).
OLLS	Main Strand	<b>Oral Language/Listening and Speaking: The student will demonstrate thinking skills in listening and speaking.</b>			
OLLS	1	<b>Standard 1: Listening - The student will listen for information and for pleasure.</b>			
OLLS	1.1	Listen to directions and questions and respond appropriately.			

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	1.2	Listen critically and respond appropriately to oral communication.	SL	1.d	Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
OLLS	1.2	Listen critically and respond appropriately to oral communication.	SL	3	Comprehension and Collaboration: Identify the reasons and evidence a speaker provides to support particular points.
OLLS	1.3	Listen and respond to teacher-read stories.			
OLLS	2	<b>Standard 2: Speaking - The student will express ideas and opinions in group or individual situations.</b>			
OLLS	2.1	Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).	SL	3	Comprehension and Collaboration: Identify the reasons and evidence a speaker provides to support particular points.
OLLS	2.1	Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).	SL	5	Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
OLLS	2.1	Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).	L	1	Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2.1	Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).	L	3.a	Knowledge of Language: Choose words and phrases to convey ideas precisely.*
OLLS	2.1	Speak articulately and audibly before a group using appropriate delivery (enunciation, volume, and movement) and language skills (pronunciation, word choice, and usage).	L	3.b	Knowledge of Language: Choose punctuation for effect.*
OLLS	2.2	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.	SL	1.a	Comprehension and Collaboration: 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.
OLLS	2.2	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.	SL	5	Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
OLLS	2.3	Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	SL	1.c	Comprehension and Collaboration: 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.
OLLS	2.3	Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	L	3	Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	2.4	Emphasize points in ways that help the listener or viewer to follow important ideas and concepts (e.g., pausing, hand gestures, inflection volume, body language).	SL	5	Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
OLLS	2.5	Engage the audience with appropriate words, facial expressions, gestures, and eye contact.			
OLLS	3	<b>*Standard 3: Group Interaction - The student will use effective communication strategies in pairs and small group context.</b>	SL	5	Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
OLLS	3.1	Show respect and consideration for others in verbal and physical communication.	SL	1	Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
OLLS	3.1	Show respect and consideration for others in verbal and physical communication.	SL	1.b	Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.
OLLS	3.1	Show respect and consideration for others in verbal and physical communication.	SL	5	Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	3.2	Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.	SL	1	Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
OLLS	3.2	Demonstrate thinking skills in listening, speaking, reading, and writing. For example, students are expected to gather information, organize and analyze it, and generate a simple written or oral report.	SL	5	Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
OLLS	3.3	Participate in story telling, give oral book reports, and present poems, stories, plays, and pantomime.	L	6	Craft and Structure: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
OLLS	3.3	Participate in story telling, give oral book reports, and present poems, stories, plays, and pantomime.	RI	9	Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
OLLS	3.3	Participate in story telling, give oral book reports, and present poems, stories, plays, and pantomime.	SL	4	Presentation of Knowledge and Ideas: 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.

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
OLLS	3.3	Participate in story telling, give oral book reports, and present poems, stories, plays, and pantomime.	SL	5	Presentation of Knowledge and Ideas: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
			SL	6	Presentation of Knowledge and Ideas: 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 28 for specific expectations).
V	Main Strand	<b>Visual Literacy: The student will interpret, evaluate, and compose visual messages.</b>			
V	1	<b>*Standard 1: Interpret Meaning - The student will interpret and evaluate the various ways visual image-makers, including graphic artists, illustrators, and news photographers, represent meaning and distinguish fact, opinion, and fiction in print and nonprint media.</b>	SL	2	Comprehension and Collaboration: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
V	2	<b>Standard 2: Evaluate Media - The student will evaluate visual and electronic media, such as film, as compared with print media.</b>			

PASS			CCSS		
Strand	Standard #	Standard	Strand	Standard #	Standard
V	2.1	Interpret and describe important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations.	RI	7	Integration of Knowledge and Ideas: 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.
V	2.2	Compare and contrast print, visual, and electronic media, such as film, with a written story.	SL	2	Comprehension and Collaboration: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
V	2.3	Listen to, view, or read literature which tell of characters in American and other cultures.			
V	2.4	Make connections between illustrations and print.	RL	7	Integration of Knowledge and Ideas: 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.
V	3	<b>*Standard 3: Compose Visual Messages - The student will create a visual message that effectively communicates an idea, selects, organizes, or produces visuals to complement and extend ideas (e.g., book posters, multimedia projects, books, or advertisements).</b>			