

Common Core State Standards Alignment

English Language Arts



EXPLORE

Legend

•	The standard is clearly addressed by program activities.
-	This standard potentially could be addressed as part of FIRST® LEGO® League Explore either by actions that the coach or teacher takes when working with the students or by conditions established by the program.

Kindergarten

Cluster	Indicator	Indicator Statement	Addressed
Reading: Literature	RL.K.1	With prompting and support, ask and answer questions about key details in a text.	•
	RL.K.2	With prompting and support, retell familiar stories, including key details.	-
	RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	-
	RL.K.4	Ask and answer questions about unknown words in a text	-
	RL.K.5	Recognize common types of texts (e.g. storybooks, poems).	-
	RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each on telling a story.	-
	RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts).	-
	RL.K.8	(not applicable to literature)	n/a
	RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	-
	RL.K.10	Actively engage in group reading activities with purpose and understanding.	-
Reading: Informational Text	RI.K.1	With prompting and support, ask and answer questions about key details in a text.	•
	RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	•
	RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	•
	RI.K.4	With prompting and support, ask and answer questions about unknown words in text.	•
	RI.K.5	Identify the front cover, back cover, and title page of a book.	-
	RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	-
	RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	-
	RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.	-
	RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	•
	RI.K.10	Actively engage in group reading activities with purpose and understanding.	-
Reading: Foundational Skills	RF.K.1	Demonstrate understanding of the organization and basic features of print.	•
	RF.K.1.A	Follow words from left to right, top to bottom, and page by page.	•
	RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.	•
	RF.K.1.C	Understand that words are separated by spaces in print.	•
	RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.	-
	RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	-
	RF.K.2.A	Recognize and produce rhyming words.	-
	RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.	-
	RF.K.2.C	Blend and segment onsets and rimes of single syllable spoken words.	-
	RF.K.2.D	Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	-

	RF.K.2.E	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	-
	RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-
	RF.K.3.A	Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.	-
	RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	-
	RF.K.3.C	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	-
	RF.K.3.D	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	-
	RF.K.4	Read emergent reader texts with purpose and understanding.	-
Writing	W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell the reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...)	-
	W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	-
	W.K.3	Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	-
	W.K.4	(begins in grade 3)	n/a
	W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	●
	W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
	W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	●
	W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	●
	W.K.9	(begins in grade 4)	n/a
	W.K.10	(begins in grade 3)	n/a
Speaking & Listening	SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	●
	SL.K.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	●
	SL.K.1.B	Continue a conversation through multiple exchanges.	●
	SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	●
	SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	●
	SL.K.4	Describe familiar people, places, things, and events with prompting and support, provide additional detail.	●
	SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.	●
SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.	●	
Language	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	-
	L.K.1.A	Print many upper- and lowercase letters.	-
	L.K.1.B	Use frequently occurring nouns and verbs.	-
	L.K.1.C	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	-
	L.K.1.D	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	-
	L.K.1.E	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	-
	L.K.1.F	Produce and expand complete sentences in shared language activities.	-
	L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	-
	L.K.2.A	Capitalize the first word in a sentence and the pronoun I.	-
L.K.2.B	Recognize and name end punctuation.	-	

	L.K.2.C	Write a letter or letters for most consonant and short-vowel sounds (phonemes).	-
	L.K.2.D	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	-
	L.K.3	This standard is not addressed at the kindergarten level.	n/a
	L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	-
	L.K.4.A	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	-
	L.K.4.B	Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	-
	L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings.	-
	L.K.5.A	Sort common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.	-
	L.K.5.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	-
	L.K.5.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).	-
	L.K.5.D	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	-
	L.K.6	Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.	●

Grade 1

Cluster	Indicator	Indicator Statement	Addressed
Reading: Literature	RL.1.1	Ask and answer questions about key details in a text.	-
	RL.1.2	Retell stories, including key details, and demonstrate understanding of their central message or lesson.	-
	RL.1.3	Describe characters, settings, and major events in a story, using key details.	-
	RL.1.4	Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	-
	RL.1.5	Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	-
	RL.1.6	Identify who is telling the story at various points in a text.	-
	RL.1.7	Use illustrations and details in a story to describe its characters, setting, or events.	-
	RL.1.8	(not applicable to literature)	n/a
	RL.1.9	Compare and contrast the adventures and experiences of characters in stories.	-
	RL.1.10	With prompting and support, read prose and poetry of appropriate complexity for grade 1.	-
Reading: Informational Text	RI.1.1	Ask and answer questions about key details in a text.	●
	RI.1.2	Identify the main topic and retell key details of a text.	●
	RI.1.3	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	●
	RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	●
	RI.1.5	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	●
	RI.1.6	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	-
	RI.1.7	Use the illustrations and details in a text to describe its key ideas.	●
	RI.1.8	Identify the reasons an author gives to support points in a text.	-
	RI.1.9	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	●
	RI.1.10	With prompting and support, read informational texts appropriately complex for grade 1.	-
Reading: Foundational Skills	RF.1.1	Demonstrate understanding of the organization and basic features of print.	-
	RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	-
	RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	-
	RF.1.2.A	Distinguish long from short vowel sounds in spoken single-syllable words.	-
	RF.1.2.B	Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	-

	RF.1.2.C	Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	-
	RF.1.2.D	Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	-
	RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-
	RF.1.3.A	Know the spelling-sound correspondences for common consonant digraphs.	-
	RF.1.3.B	Decode regularly spelled one-syllable words.	-
	RF.1.3.C	Know final -e and common vowel team conventions for representing long vowel sounds.	-
	RF.1.3.D	Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	-
	RF.1.3.E	Decode two-syllable words following basic patterns by breaking the words into syllables.	-
	RF.1.3.F	Read words with inflectional endings.	-
	RF.1.3.G	Recognize and read grade-appropriate irregularly spelled words.	-
	RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	-
	RF.1.4.A	Read grade-level text with purpose and understanding.	-
	RF.1.4.B	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.	-
	RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	-
Writing	W.1.1	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	-
	W.1.2	Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	-
	W.1.3	Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	-
	W.1.4	(begins in grade 3)	n/a
	W.1.5	With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	•
	W.1.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	-
	W.1.7	Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).	•
	W.1.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	•
	W.1.9	(begins in grade 4)	n/a
	W.1.10	(begins in grade 3)	n/a
Speaking & Listening	SL.1.1	Participate in collaborative conversations with diverse partners about Grade 1 topics and texts with peers and adults in small and larger groups.	•
	SL.1.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	•
	SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges.	•
	SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.	•
	SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	•
	SL.1.3	Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	•
	SL.1.4	Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	•
	SL.1.5	Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	•
	SL.1.6	Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 here for specific expectations.)	-
L.1.1	L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	-
	L.1.1.A	Print all upper- and lowercase letters.	-
	L.1.1.B	Use common, proper, and possessive nouns.	-

Language	L.1.1.C	Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>).	-
	L.1.1.D	Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>).	-
	L.1.1.E	Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>).	-
	L.1.1.F	Use frequently occurring adjectives.	-
	L.1.1.G	Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>).	-
	L.1.1.H	Use determiners (e.g., <i>articles, demonstratives</i>).	-
	L.1.1.I	Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>).	-
	L.1.1.J	Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	-
	L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	-
	L.1.2.A	Capitalize dates and names of people.	-
	L.1.2.B	Use end punctuation for sentences.	-
	L.1.2.C	Use commas in dates and to separate single words in a series.	-
	L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	-
	L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	-
	L.1.3	This standard is not addressed at this grade level.	n/a
	L.1.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	-
	L.1.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.	-
	L.1.4.B	Use frequently occurring affixes as a clue to the meaning of a word.	-
	L.1.4.C	Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>).	-
	L.1.5	With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	-
	L.1.5.A	Sort words into categories (e.g., <i>colors, clothing</i>) to gain a sense of the concepts the categories represent.	-
	L.1.5.B	Define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>).	-
	L.1.5.C	Identify real-life connections between words and their use (e.g., <i>note places at home that are cozy</i>).	-
L.1.5.D	Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings.	-	
L.1.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).	-	

Grade 2

Cluster	Indicator	Indicator Statement	Addressed
Reading: Literature	RL.2.1	Ask and answer such questions as who, what where, when, why, and how to demonstrate understanding of key details in a text.	-
	RL.2.2	Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.	-
	RL.2.3	Describe how characters in a story respond to major events and Challenges.	-
	RL.2.4	Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	-
	RL.2.5	Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	-
	RL.2.6	Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	-
	RL.2.7	Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	-
	RL.2.8	RL.2.8 (not applicable to literature)	n/a

	RL.2.9	Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures.	
	RL.2.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Reading: Informational Text	RI.2.1	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	●
	RI.2.2	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	-
	RI.2.3	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.	-
	RI.2.4	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.	-
	RI.2.5	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.	●
	RI.2.6	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	●
	RI.2.7	Explain how specific images (e.g., a diagram showing how a machine works) contribute to clarify a text.	-
	RI.2.8	Describe how reasons support specific points the author makes in a text.	
	RI.2.9	Compare and contrast the most important points presented by two texts on the same topic.	●
	RI.2.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	-
Reading: Foundational Skills	RF.2.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-
	RF.2.3.A	<i>Distinguish long and short vowels when reading regularly spelled one-syllable words.</i>	-
	RF.2.3.B	<i>Know spelling-sound correspondences for additional common vowel teams.</i>	-
	RF.2.3.C	<i>Decode regularly spelled two-syllable words with long vowels.</i>	-
	RF.2.3.D	<i>Decode words with common prefixes and suffixes.</i>	-
	RF.2.3.E	<i>Identify words with inconsistent but common spelling-sound correspondences.</i>	-
	RF.2.3.F	<i>Recognize and read grade-appropriate irregularly spelled words.</i>	-
	RF.2.4	Read with sufficient accuracy and fluency to support comprehension.	-
	RF.2.4.A	<i>Read grade-level text with purpose and understanding.</i>	-
	RF.2.4.B	<i>Read grade-level text orally with accuracy, appropriate rate, and expression.</i>	-
	RF.2.4.C	<i>Use context to confirm or self-correct word recognition and understanding rereading as necessary.</i>	-
Writing	W.2.1	Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and also) to connect opinion and reasons, and provide a concluding statement or section.	●
	W.2.2	Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.	-
	W.2.3	Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.	-
	W.2.4	(begins in grade 3)	n/a
	W.2.5	With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.	●
	W.2.6	With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	-
	W.2.7	Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).	●
	W.2.8	Recall information from experiences or gather information from provided sources to answer a question.	●
	W.2.9	(begins in grade 4)	n/a
	W.2.10	(begins in grade 3)	n/a

Speaking & Listening	SL.2.1	Participate in collaborative conversations with diverse partners about Grade 2 topics and texts with peers and adults in small and larger groups.	•
	SL.2.1.A	<i>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).</i>	•
	SL.2.1.B	<i>Build on others' talk in conversations by linking their comments to the remarks of others.</i>	•
	SL.2.1.C	<i>Ask for clarification and further explanation as needed about the topics and texts under discussion.</i>	•
	SL.2.2	Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	•
	SL.2.3	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	•
	SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	•
	SL.2.5	Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	•
SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•	
Language	L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	-
	L.2.1.A	<i>Use collective nouns (e.g., groups)</i>	-
	L.2.1.B	<i>Form and use frequently occurring irregular plural nouns (e.g., feet, children, teeth, mice, fish).</i>	-
	L.2.1.C	<i>Use reflective pronouns (e.g., myself, ourselves).</i>	-
	L.2.1.D	<i>Form and use past tense of frequently occurring irregular verbs (e.g., sat, hid, told).</i>	-
	L.2.1.E	<i>Use adjectives and adverbs and choose between them depending on what is to be modified.</i>	-
	L.2.1.F	<i>Produce, expand, and rearrange complete simple and compound sentences (e.g., The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy).</i>	-
	L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	-
	L.2.2.A	<i>Capitalize holidays, product names, and geographic names.</i>	-
	L.2.2.B	<i>Use commas in greetings and closings of letters.</i>	-
	L.2.2.C	<i>Use an apostrophe to form contractions and frequently occurring possessives.</i>	-
	L.2.2.D	<i>Generalize learned spelling patterns when writing words (e.g. cage â€ˆ badge; boy â€ˆ boil).</i>	-
	L.2.2.E	<i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i>	-
	L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	-
	L.2.3.A	<i>Compare formal and informal uses of English.</i>	-
	L.2.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	-
	L.2.4.A	<i>Use sentence-level context as a clue to the meaning of a word or phrase.</i>	-
	L.2.4.B	<i>Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., happy/unhappy, tell/retell).</i>	-
	L.2.4.C	<i>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., addition, additional).</i>	-
	L.2.4.D	<i>Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark).</i>	-
	L.2.4.E	<i>Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.</i>	-
	L.2.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	-
	L.2.5.A	<i>Identify real-life connections between words and their use (e.g., describe foods that are spicy or juicy).</i>	-
	L.2.5.B	<i>Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).</i>	-
	L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).	-

Grade 3

Cluster	Indicator	Indicator Statement	Addressed
Reading: Literature	RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	-
	RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures, determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	
	RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
	RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	
	RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	
	RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	
	RL.3.7	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).	
	RL.3.8	(not applicable to literature)	n/a
	RL.3.9	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 forma series).	
	RL.3.10	By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
Reading: Informational Text	RI.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as basis for the answers.	●
	RI.3.2	Determine the main idea of a text, recount the key details and explain how they support the main idea.	●
	RI.3.3	Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	-
	RI.3.4	Determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 3 topic or subject area.	-
	RI.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	-
	RI.3.6	Distinguish their own point of view from that of the author of a text.	-
	RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understandings of the text (e.g., where when, why, and how key events occur).	●
	RI.3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	-
	RI.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	●
	RI.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	-
Reading: Foundational Skills	RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-
	RF.3.3.A	<i>Identify and know the meaning of the most common prefixes and derivational suffixes.</i>	-
	RF.3.3.B	<i>Decode words with common Latin suffixes.</i>	-
	RF.3.3.C	<i>Decode multisyllable words.</i>	-
	RF.3.3.D	<i>Read grade-appropriate irregularly spelled words.</i>	-
	RF.3.4	Read with sufficient accuracy and fluency to support comprehension.	-
	RF.3.4.A	<i>Read grade-level text with purpose and understanding.</i>	-
	RF.3.4.B	<i>Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.</i>	-

	RF.3.4.C	Use context to confirm or self-correct word recognition and understanding rereading as necessary.	-
Writing	W.3.1	Write opinion pieces on topics or texts supporting a point of view with reasons.	-
	W.3.1.A	Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	-
	W.3.1.B	Provide reasons that support the opinion.	-
	W.3.1.C	Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	-
	W.3.1.D	Provide a concluding statement or section.	-
	W.3.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	-
	W.3.2.A	Introduce a topic and group related information together; include illustrations when useful in aiding comprehension.	-
	W.3.2.B	Develop the topic with facts, definitions, and details.	-
	W.3.2.C	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	-
	W.3.2.D	Provide a concluding statement or section.	-
	W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	-
	W.3.3.A	Establish a situation and introduce a narrator and /or characters; organize an event sequence that unfolds naturally.	-
	W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	-
	W.3.3.C	Use temporal words and phrases to signal event order.	-
	W.3.3.D	Provide a sense of closure.	-
	W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 for 3rd Grade).	●
	W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	-
	W.3.6	With guidance and support from adults, use technology to produce and publish writing (using key boarding skills) as well as to interact and collaborate with others.	-
	W.3.7	Conduct short research projects that build knowledge about a topic.	●
W.3.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provide categories.	●	
W.3.9	(begins in grade 4)	n/a	
W.3.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	-	
Speaking & Listening	SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	●
	SL.3.1.A	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	●
	SL.3.1.B	Follow agreed-upon rules for discussions (e.g., gaining the floor on respectful ways, listening to others with care, speaking one at a tome about the topics and texts under discussion).	●
	SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	●
	SL.3.1.D	Explain their own ideas and understanding in light of the discussion.	-
	SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	-
	SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	-
SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.	●	

	SL.3.5	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.	
	SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	•
Language	L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	-
	L.3.1.A	<i>Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i>	-
	L.3.1.B	<i>Form and use regular and irregular plural nouns.</i>	-
	L.3.1.C	<i>Use abstract nouns (e.g., childhood).</i>	-
	L.3.1.D	<i>Form and use regular and irregular verbs.</i>	-
	L.3.1.E	<i>Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</i>	-
	L.3.1.F	<i>Ensure subject-verb and pronoun-antecedent agreement.</i>	-
	L.3.1.G	<i>Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what it to be modified.</i>	-
	L.3.1.H	<i>Use coordinating and subordinating conjunctions.</i>	-
	L.3.1.I	<i>Produce simple, compound, and complex sentences.</i>	-
	L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	-
	L.3.2.A	<i>Capitalize appropriate words in titles.</i>	-
	L.3.2.B	<i>Use commas in addresses.</i>	-
	L.3.2.C	<i>Use commas and quotation marks in dialogue.</i>	-
	L.3.2.D	<i>Form and use possessives.</i>	-
	L.3.2.E	<i>Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</i>	-
	L.3.2.F	<i>Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</i>	-
	L.3.2.G	<i>Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.</i>	-
	L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	-
	L.3.3.A	<i>Choose words and phrases for effect.</i>	-
	L.3.3.B	<i>Recognize and observe differences between the conventions of spoken and written standard English.</i>	-
	L.3.4	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content; choosing flexibly from a range of strategies.	-
	L.3.4.A	<i>Use sentence-level context as a clue to the meaning of a word or phrase.</i>	-
	L.3.4.B	<i>Determine the meaning of the new word formed when a known affix is added to a know word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).</i>	-
L.3.4.C	<i>Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).</i>	-	
L.3.4.D	<i>Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</i>	-	
L.3.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	-	
L.3.5.A	<i>Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).</i>	-	
L.3.5.B	<i>Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).</i>	-	
L.3.5.C	<i>Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</i>	-	
	L.3.6	Acquire and use accurately a range of general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).	-

Grade 4

Cluster	Indicator	Indicator Statement	Addressed
	RL.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	

Reading: Literature	RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
	RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	
	RL.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., Herculean).	
	RL.4.5	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.	
	RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	
	RL.4.7	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.	
	RL.4.8	(not applicable to literature)	n/a
	RL.4.9	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.	
	RL.4.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	
	Reading: Informational Text	RI.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
RI.4.2		Determine the main idea of a text and explain how it is supported by key details; summarize the text.	●
RI.4.3		Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	-
RI.4.4		Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	-
RI.4.5		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.	-
RI.4.6		Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	-
RI.4.7		Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	-
RI.4.8		Explain how an author uses reasons and evidence to support particular points in a text.	-
RI.4.9		Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	●
RI.4.10		By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	-
Reading: Foundational Skills	RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding words.	-
	RF.4.3.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.	-
	RF.4.4	Read with sufficient accuracy and fluency to support comprehension.	-
	RF.4.4.A	Read on-level text with purpose and understanding.	-
	RF.4.4.B	Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	-
	RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	-
Writing	W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	-
	W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	-

	W.4.1.B	<i>Provide reasons that are supported by facts and details.</i>	-
	W.4.1.C	<i>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</i>	-
	W.4.1.D	<i>Provide a concluding statement or section related to the opinion presented.</i>	-
	W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	-
	W.4.2.A	<i>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.</i>	-
	W.4.2.B	<i>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</i>	-
	W.4.2.C	<i>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</i>	-
	W.4.2.D	<i>Use precise language and domain-specific vocabulary to inform about or explain the topic.</i>	-
	W.4.2.E	<i>Provide a concluding statement or section related to the information or explanation presented.</i>	-
	W.4.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	-
	W.4.3.A	<i>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</i>	-
	W.4.3.B	<i>Use dialogue and description to develop experiences and events or show the responses of characters to situations.</i>	-
	W.4.3.C	<i>Use a variety of transitional words and phrases to manage the sequence of events.</i>	-
	W.4.3.D	<i>Use concrete words and phrases and sensory details to convey experiences and events precisely.</i>	-
	W.4.3.E	<i>Provide a conclusion that follows from the narrated experiences or events.</i>	-
	W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	●
	W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 29.)	-
	W.4.6	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.	-
	W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.	●
	W.4.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	●
	W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	-
	W.4.9.A	<i>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].”).</i>	-
	W.4.9.B	<i>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”).</i>	-
	W.4.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	-
Speaking & Listening	SL.4.1	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.	●
	SL.4.1.A	<i>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.</i>	●
	SL.4.1.B	<i>Follow agreed-upon rules for discussions and carry out assigned roles.</i>	●
	SL.4.1.C	<i>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.</i>	●
	SL.4.1.D	<i>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</i>	●

	SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	-
	SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.	-
	SL.4.4	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	●
	SL.4.5	Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	-
	SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 on page 28 for specific expectations.)	-
Language	L.4.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	-
	L.4.1.A	Use relative pronouns (<i>who, whose, whom, which, that</i>) and relative adverbs (<i>where, when, why</i>).	-
	L.4.1.B	Form and use the progressive (e.g., <i>I was walking; I am walking; I will be walking</i>) verb tenses.	-
	L.4.1.C	Use modal auxiliaries (e.g., <i>can, may, must</i>) to convey various conditions.	-
	L.4.1.D	Order adjectives within sentences according to conventional patterns (e.g., <i>a small red bag</i> rather than <i>a red small bag</i>).	-
	L.4.1.E	Form and use prepositional phrases.	-
	L.4.1.F	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	-
	L.4.1.G	Correctly use frequently confused words (e.g., <i>to, too, two; there, their</i>).	-
	L.4.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	-
	L.4.2.A	Use correct capitalization.	-
	L.4.2.B	Use commas and quotation marks to mark direct speech and quotations from a text.	-
	L.4.2.C	Use a comma before a coordinating conjunction in a compound sentence.	-
	L.4.2.D	Spell grade-appropriate words correctly, consulting references as needed.	-
	L.4.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.	-
	L.4.3.A	Choose words and phrases to convey ideas precisely.	-
	L.4.3.B	Choose punctuation for effect.	-
	L.4.3.C	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	-
	L.4.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	-
	L.4.4.A	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	-
	L.4.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph, photograph, autograph</i>).	-
	L.4.4.C	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.	-
	L.4.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	-
	L.4.5.A	Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	-
	L.4.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.	-
	L.4.5.C	Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms)	-
	L.4.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	-