

**English Language Arts Standards » Reading: Informational Text » Kindergarten**

**Key Ideas and Details**

* [CCSS.ELA-Literacy.RI.K.1](http://www.corestandards.org/ELA-Literacy/RI/K/1/) With prompting and support, ask and answer questions about key details in a text.
* [CCSS.ELA-Literacy.RI.K.2](http://www.corestandards.org/ELA-Literacy/RI/K/2/) With prompting and support, identify the main topic and retell key details of a text.
* [CCSS.ELA-Literacy.RI.K.3](http://www.corestandards.org/ELA-Literacy/RI/K/3/) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure**

* [CCSS.ELA-Literacy.RI.K.4](http://www.corestandards.org/ELA-Literacy/RI/K/4/) With prompting and support, ask and answer questions about unknown words in a text.
* [CCSS.ELA-Literacy.RI.K.5](http://www.corestandards.org/ELA-Literacy/RI/K/5/) Identify the front cover, back cover, and title page of a book.
* [CCSS.ELA-Literacy.RI.K.6](http://www.corestandards.org/ELA-Literacy/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.

**Integration of Knowledge and Ideas**

* [CCSS.ELA-Literacy.RI.K.7](http://www.corestandards.org/ELA-Literacy/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).
* [CCSS.ELA-Literacy.RI.K.8](http://www.corestandards.org/ELA-Literacy/RI/K/8/) With prompting and support, identify the reasons an author gives to support points in a text.
* [CCSS.ELA-Literacy.RI.K.9](http://www.corestandards.org/ELA-Literacy/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).

**Range of Reading and Level of Text Complexity**

* [CCSS.ELA-Literacy.RI.K.10](http://www.corestandards.org/ELA-Literacy/RI/K/10/) Actively engage in group reading activities with purpose and understanding.

**English Language Arts Standards » Writing » Kindergarten**

**Text Types and Purposes**

* [CCSS.ELA-Literacy.W.K.1](http://www.corestandards.org/ELA-Literacy/W/K/1/) Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the 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...*).
* [CCSS.ELA-Literacy.W.K.2](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.W.K.3](http://www.corestandards.org/ELA-Literacy/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.

**Production and Distribution of Writing**

* [CCSS.ELA-Literacy.W.K.5](http://www.corestandards.org/ELA-Literacy/W/K/5/) With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
* [CCSS.ELA-Literacy.W.K.6](http://www.corestandards.org/ELA-Literacy/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.

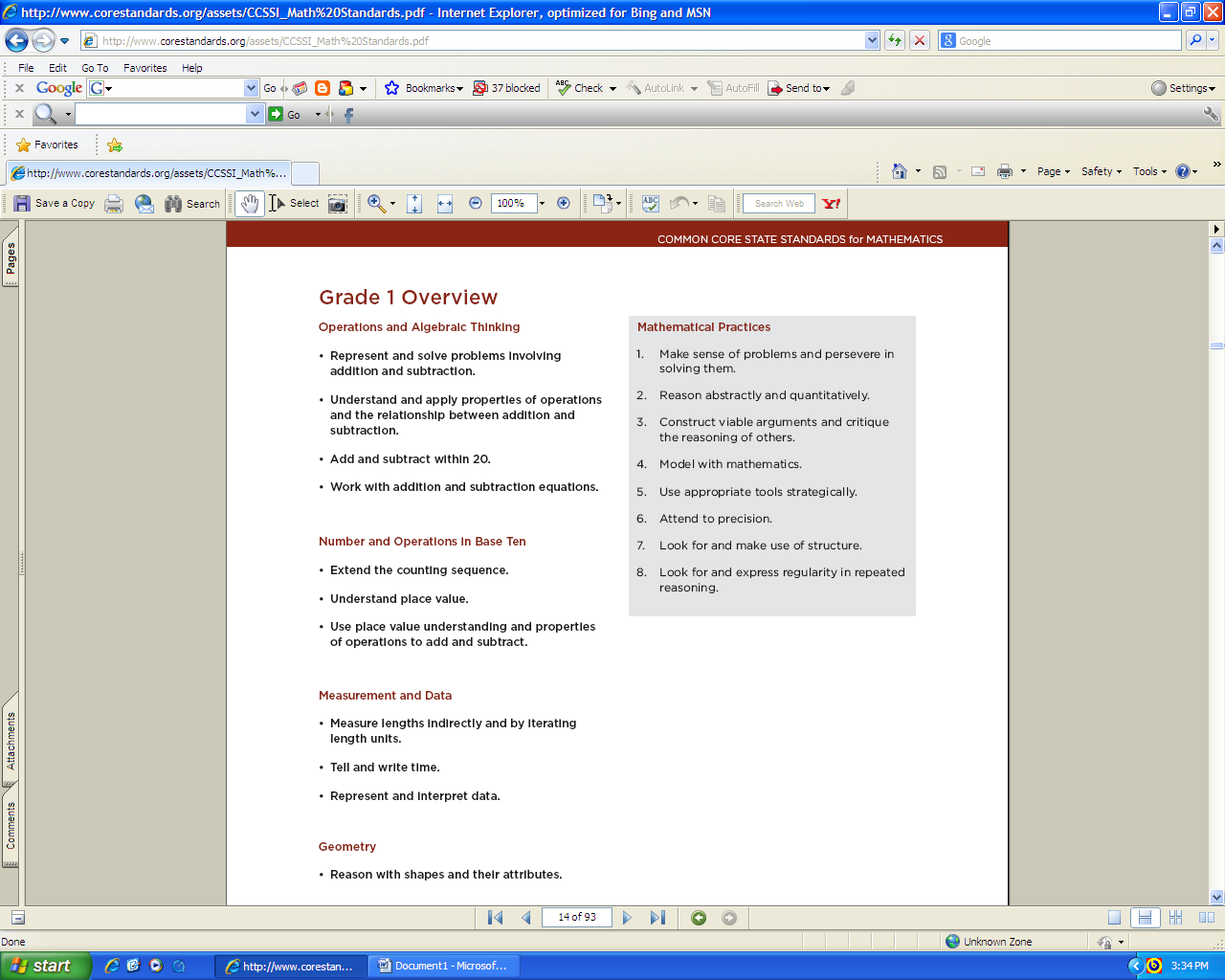
**Research to Build and Present Knowledge**

* [CCSS.ELA-Literacy.W.K.7](http://www.corestandards.org/ELA-Literacy/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).
* [CCSS.ELA-Literacy.W.K.8](http://www.corestandards.org/ELA-Literacy/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)

**English Language Arts Standards » Speaking & Listening » Kindergarten**

**Comprehension and Collaboration**

* [CCSS.ELA-Literacy.SL.K.1](http://www.corestandards.org/ELA-Literacy/SL/K/1/) Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.
  + [CCSS.ELA-Literacy.SL.K.1a](http://www.corestandards.org/ELA-Literacy/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).
  + [CCSS.ELA-Literacy.SL.K.1b](http://www.corestandards.org/ELA-Literacy/SL/K/1/b/) Continue a conversation through multiple exchanges.
* [CCSS.ELA-Literacy.SL.K.2](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.SL.K.3](http://www.corestandards.org/ELA-Literacy/SL/K/3/) Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
* [CCSS.ELA-Literacy.SL.K.4](http://www.corestandards.org/ELA-Literacy/SL/K/4/) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
* [CCSS.ELA-Literacy.SL.K.5](http://www.corestandards.org/ELA-Literacy/SL/K/5/) Add drawings or other visual displays to descriptions as desired to provide additional detail.
* [CCSS.ELA-Literacy.SL.K.6](http://www.corestandards.org/ELA-Literacy/SL/K/6/) Speak audibly and express thoughts, feelings, and ideas clearly.



**English Language Arts Standards » Reading: Informational Text » Grade 1**

**Key Ideas and Details**

* [CCSS.ELA-Literacy.RI.1.1](http://www.corestandards.org/ELA-Literacy/RI/1/1/) Ask and answer questions about key details in a text.
* [CCSS.ELA-Literacy.RI.1.2](http://www.corestandards.org/ELA-Literacy/RI/1/2/) Identify the main topic and retell key details of a text.
* [CCSS.ELA-Literacy.RI.1.3](http://www.corestandards.org/ELA-Literacy/RI/1/3/) Describe the connection between two individuals, events, ideas, or pieces of information in a text.

**Craft and Structure**

* [CCSS.ELA-Literacy.RI.1.4](http://www.corestandards.org/ELA-Literacy/RI/1/4/) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
* [CCSS.ELA-Literacy.RI.1.5](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.RI.1.6](http://www.corestandards.org/ELA-Literacy/RI/1/6/) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.

**Integration of Knowledge and Ideas**

* [CCSS.ELA-Literacy.RI.1.7](http://www.corestandards.org/ELA-Literacy/RI/1/7/) Use the illustrations and details in a text to describe its key ideas.
* [CCSS.ELA-Literacy.RI.1.8](http://www.corestandards.org/ELA-Literacy/RI/1/8/) Identify the reasons an author gives to support points in a text.
* [CCSS.ELA-Literacy.RI.1.9](http://www.corestandards.org/ELA-Literacy/RI/1/9/) Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

**Range of Reading and Level of Text Complexity**

* [CCSS.ELA-Literacy.RI.1.10](http://www.corestandards.org/ELA-Literacy/RI/1/10/) With prompting and support, read informational texts appropriately complex for grade 1.

**English Language Arts Standards » Writing » Grade 1**

**Text Types and Purposes**

* [CCSS.ELA-Literacy.W.1.1](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.W.1.2](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.W.1.3](http://www.corestandards.org/ELA-Literacy/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.

**Production and Distribution of Writing**

* (W.1.4 begins in grade 3)
* [CCSS.ELA-Literacy.W.1.5](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.W.1.6](http://www.corestandards.org/ELA-Literacy/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.

**Research to Build and Present Knowledge**

* [CCSS.ELA-Literacy.W.1.7](http://www.corestandards.org/ELA-Literacy/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).
* [CCSS.ELA-Literacy.W.1.8](http://www.corestandards.org/ELA-Literacy/W/1/8/) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

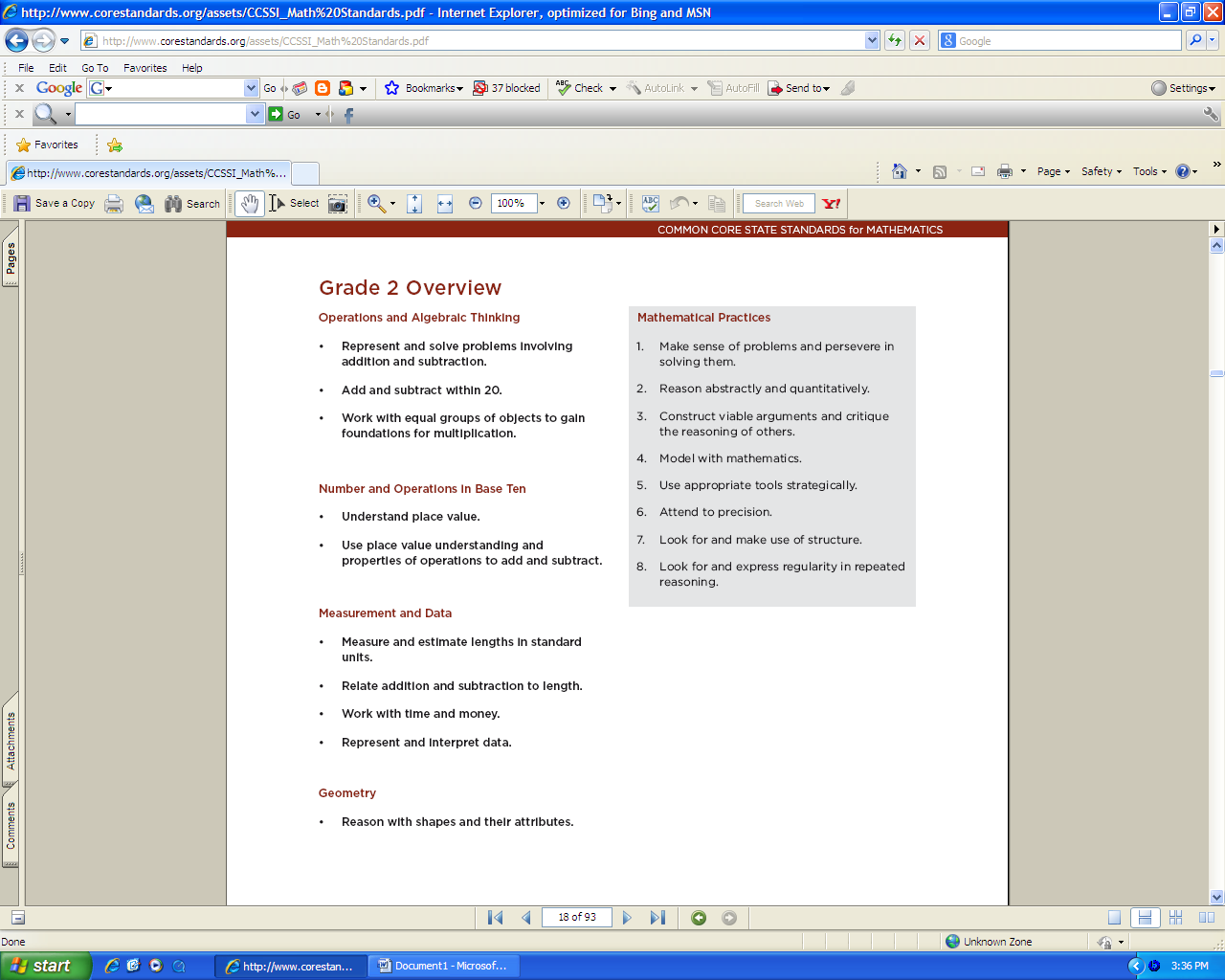
**English Language Arts Standards » Speaking & Listening » Grade 1**

**Comprehension and Collaboration**

* [CCSS.ELA-Literacy.SL.1.1](http://www.corestandards.org/ELA-Literacy/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.
  + [CCSS.ELA-Literacy.SL.1.1a](http://www.corestandards.org/ELA-Literacy/SL/1/1/a/) Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
  + [CCSS.ELA-Literacy.SL.1.1b](http://www.corestandards.org/ELA-Literacy/SL/1/1/b/) Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.
  + [CCSS.ELA-Literacy.SL.1.1c](http://www.corestandards.org/ELA-Literacy/SL/1/1/c/) Ask questions to clear up any confusion about the topics and texts under discussion.
* [CCSS.ELA-Literacy.SL.1.2](http://www.corestandards.org/ELA-Literacy/SL/1/2/) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
* [CCSS.ELA-Literacy.SL.1.3](http://www.corestandards.org/ELA-Literacy/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.

**Presentation of Knowledge and Ideas**

* [CCSS.ELA-Literacy.SL.1.4](http://www.corestandards.org/ELA-Literacy/SL/1/4/) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
* [CCSS.ELA-Literacy.SL.1.5](http://www.corestandards.org/ELA-Literacy/SL/1/5/) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.
* [CCSS.ELA-Literacy.SL.1.6](http://www.corestandards.org/ELA-Literacy/SL/1/6/) Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/1) for specific expectations.)



**English Language Arts Standards » Reading: Informational Text » Grade 2**

**Key Ideas and Details**

* [CCSS.ELA-Literacy.RI.2.1](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.RI.2.2](http://www.corestandards.org/ELA-Literacy/RI/2/2/) Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
* [CCSS.ELA-Literacy.RI.2.3](http://www.corestandards.org/ELA-Literacy/RI/2/3/) Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

**Craft and Structure**

* [CCSS.ELA-Literacy.RI.2.4](http://www.corestandards.org/ELA-Literacy/RI/2/4/) Determine the meaning of words and phrases in a text relevant to a *grade 2 topic or subject area.*
* [CCSS.ELA-Literacy.RI.2.5](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.RI.2.6](http://www.corestandards.org/ELA-Literacy/RI/2/6/) Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

**Integration of Knowledge and Ideas**

* [CCSS.ELA-Literacy.RI.2.7](http://www.corestandards.org/ELA-Literacy/RI/2/7/) Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
* [CCSS.ELA-Literacy.RI.2.8](http://www.corestandards.org/ELA-Literacy/RI/2/8/) Describe how reasons support specific points the author makes in a text.
* [CCSS.ELA-Literacy.RI.2.9](http://www.corestandards.org/ELA-Literacy/RI/2/9/) Compare and contrast the most important points presented by two texts on the same topic.

**Range of Reading and Level of Text Complexity**

* [CCSS.ELA-Literacy.RI.2.10](http://www.corestandards.org/ELA-Literacy/RI/2/10/) By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

**English Language Arts Standards » Writing » Grade 2**

**Text Types and Purposes**

* [CCSS.ELA-Literacy.W.2.1](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.W.2.2](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.W.2.3](http://www.corestandards.org/ELA-Literacy/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.

**Production and Distribution of Writing**

* (W.2.4 begins in grade 3)
* [CCSS.ELA-Literacy.W.2.5](http://www.corestandards.org/ELA-Literacy/W/2/5/) With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
* [CCSS.ELA-Literacy.W.2.6](http://www.corestandards.org/ELA-Literacy/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.

**Research to Build and Present Knowledge**

* [CCSS.ELA-Literacy.W.2.7](http://www.corestandards.org/ELA-Literacy/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).
* [CCSS.ELA-Literacy.W.2.8](http://www.corestandards.org/ELA-Literacy/W/2/8/) Recall information from experiences or gather information from provided sources to answer a question.

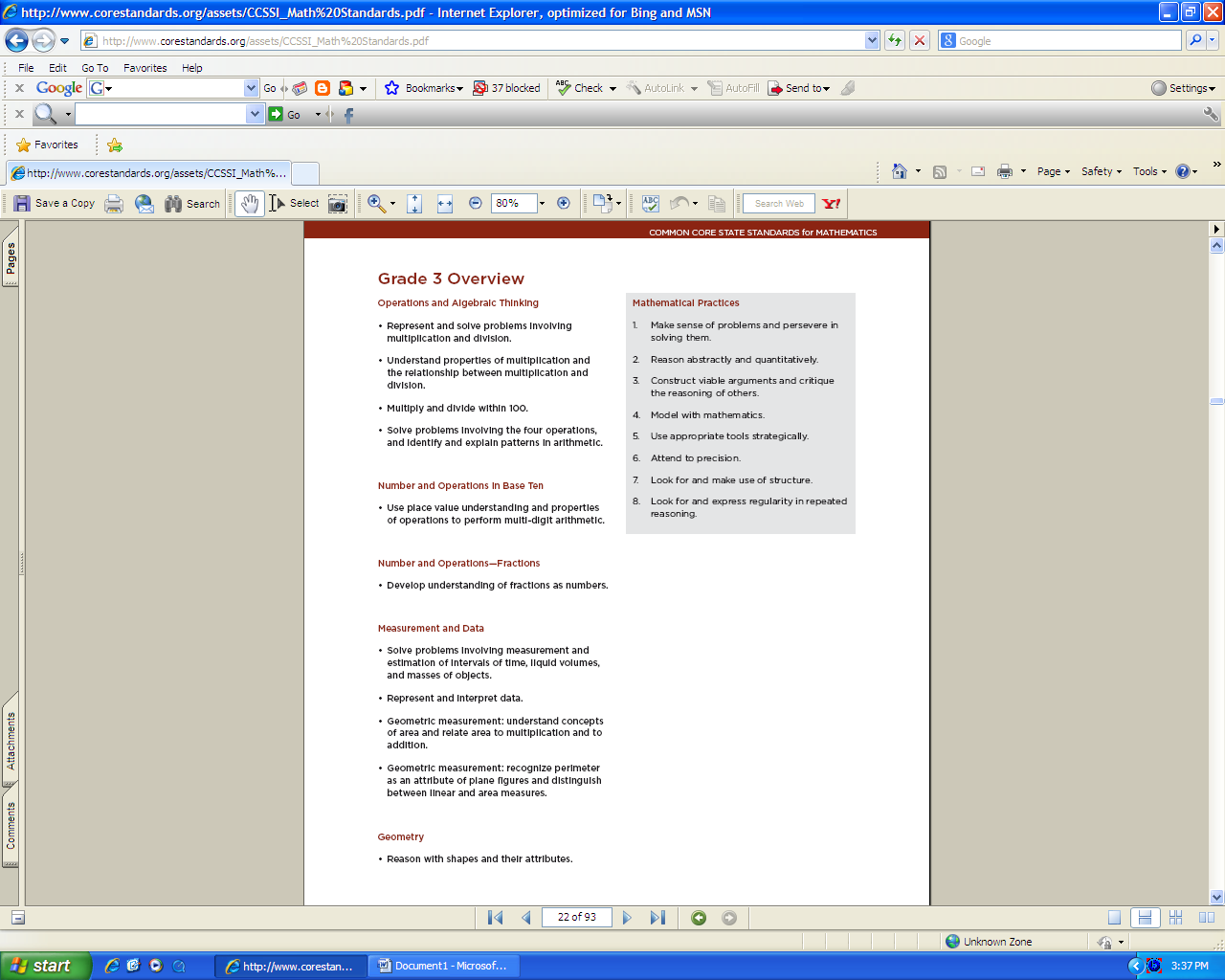
**English Language Arts Standards » Speaking & Listening » Grade 2**

**Comprehension and Collaboration**

* [CCSS.ELA-Literacy.SL.2.1](http://www.corestandards.org/ELA-Literacy/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.
  + [CCSS.ELA-Literacy.SL.2.1a](http://www.corestandards.org/ELA-Literacy/SL/2/1/a/) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  + [CCSS.ELA-Literacy.SL.2.1b](http://www.corestandards.org/ELA-Literacy/SL/2/1/b/) Build on others’ talk in conversations by linking their comments to the remarks of others.
  + [CCSS.ELA-Literacy.SL.2.1c](http://www.corestandards.org/ELA-Literacy/SL/2/1/c/) Ask for clarification and further explanation as needed about the topics and texts under discussion.
* [CCSS.ELA-Literacy.SL.2.2](http://www.corestandards.org/ELA-Literacy/SL/2/2/) Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.
* [CCSS.ELA-Literacy.SL.2.3](http://www.corestandards.org/ELA-Literacy/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.

**Presentation of Knowledge and Ideas**

* [CCSS.ELA-Literacy.SL.2.4](http://www.corestandards.org/ELA-Literacy/SL/2/4/) Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
* [CCSS.ELA-Literacy.SL.2.5](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.SL.2.6](http://www.corestandards.org/ELA-Literacy/SL/2/6/) Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 2 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/2) for specific expectations.)



**English Language Arts Standards » Reading: Informational Text » Grade 3**

**Key Ideas and Details**

* [CCSS.ELA-Literacy.RI.3.1](http://www.corestandards.org/ELA-Literacy/RI/3/1/) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
* [CCSS.ELA-Literacy.RI.3.2](http://www.corestandards.org/ELA-Literacy/RI/3/2/) Determine the main idea of a text; recount the key details and explain how they support the main idea.
* [CCSS.ELA-Literacy.RI.3.3](http://www.corestandards.org/ELA-Literacy/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.

**Craft and Structure**

* [CCSS.ELA-Literacy.RI.3.4](http://www.corestandards.org/ELA-Literacy/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*.
* [CCSS.ELA-Literacy.RI.3.5](http://www.corestandards.org/ELA-Literacy/RI/3/5/) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
* [CCSS.ELA-Literacy.RI.3.6](http://www.corestandards.org/ELA-Literacy/RI/3/6/) Distinguish their own point of view from that of the author of a text.

**Integration of Knowledge and Ideas**

* [CCSS.ELA-Literacy.RI.3.7](http://www.corestandards.org/ELA-Literacy/RI/3/7/) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
* [CCSS.ELA-Literacy.RI.3.8](http://www.corestandards.org/ELA-Literacy/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).
* [CCSS.ELA-Literacy.RI.3.9](http://www.corestandards.org/ELA-Literacy/RI/3/9/) Compare and contrast the most important points and key details presented in two texts on the same topic.

**Range of Reading and Level of Text Complexity**

* [CCSS.ELA-Literacy.RI.3.10](http://www.corestandards.org/ELA-Literacy/RI/3/10/) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

**English Language Arts Standards » Writing » Grade 3**

**Text Types and Purposes**

* [CCSS.ELA-Literacy.W.3.1](http://www.corestandards.org/ELA-Literacy/W/3/1/) Write opinion pieces on topics or texts, supporting a point of view with reasons.
  + [CCSS.ELA-Literacy.W.3.1a](http://www.corestandards.org/ELA-Literacy/W/3/1/a/) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
  + [CCSS.ELA-Literacy.W.3.1b](http://www.corestandards.org/ELA-Literacy/W/3/1/b/) Provide reasons that support the opinion.
  + [CCSS.ELA-Literacy.W.3.1c](http://www.corestandards.org/ELA-Literacy/W/3/1/c/) Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for* *example*) to connect opinion and reasons.
  + [CCSS.ELA-Literacy.W.3.1d](http://www.corestandards.org/ELA-Literacy/W/3/1/d/) Provide a concluding statement or section.
* [CCSS.ELA-Literacy.W.3.2](http://www.corestandards.org/ELA-Literacy/W/3/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  + [CCSS.ELA-Literacy.W.3.2a](http://www.corestandards.org/ELA-Literacy/W/3/2/a/) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
  + [CCSS.ELA-Literacy.W.3.2b](http://www.corestandards.org/ELA-Literacy/W/3/2/b/) Develop the topic with facts, definitions, and details.
  + [CCSS.ELA-Literacy.W.3.2c](http://www.corestandards.org/ELA-Literacy/W/3/2/c/) Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
  + [CCSS.ELA-Literacy.W.3.2d](http://www.corestandards.org/ELA-Literacy/W/3/2/d/) Provide a concluding statement or section.
* [CCSS.ELA-Literacy.W.3.3](http://www.corestandards.org/ELA-Literacy/W/3/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  + [CCSS.ELA-Literacy.W.3.3a](http://www.corestandards.org/ELA-Literacy/W/3/3/a/) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
  + [CCSS.ELA-Literacy.W.3.3b](http://www.corestandards.org/ELA-Literacy/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.
  + [CCSS.ELA-Literacy.W.3.3c](http://www.corestandards.org/ELA-Literacy/W/3/3/c/) Use temporal words and phrases to signal event order.
  + [CCSS.ELA-Literacy.W.3.3d](http://www.corestandards.org/ELA-Literacy/W/3/3/d/) Provide a sense of closure.

**Production and Distribution of Writing**

* [CCSS.ELA-Literacy.W.3.4](http://www.corestandards.org/ELA-Literacy/W/3/4/) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
* [CCSS.ELA-Literacy.W.3.5](http://www.corestandards.org/ELA-Literacy/W/3/5/) 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 3 [here](http://www.corestandards.org/ELA-Literacy/L/3).)
* [CCSS.ELA-Literacy.W.3.6](http://www.corestandards.org/ELA-Literacy/W/3/6/) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

**Research to Build and Present Knowledge**

* [CCSS.ELA-Literacy.W.3.7](http://www.corestandards.org/ELA-Literacy/W/3/7/) Conduct short research projects that build knowledge about a topic.
* [CCSS.ELA-Literacy.W.3.8](http://www.corestandards.org/ELA-Literacy/W/3/8/) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
* (W.3.9 begins in grade 4)

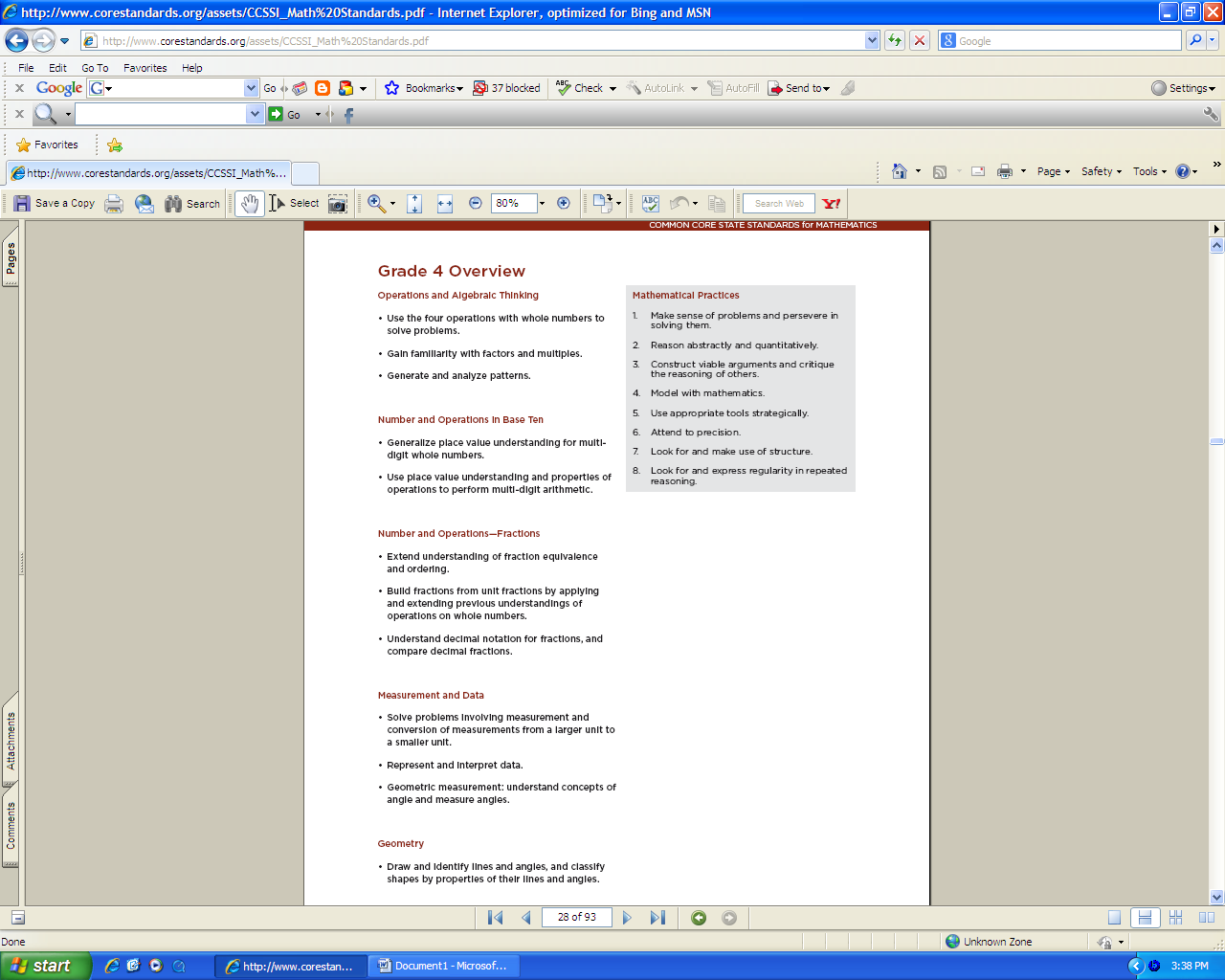
**Range of Writing**

* [CCSS.ELA-Literacy.W.3.10](http://www.corestandards.org/ELA-Literacy/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.

**English Language Arts Standards » Speaking & Listening » Grade 3**

**Comprehension and Collaboration**

* [CCSS.ELA-Literacy.SL.3.1](http://www.corestandards.org/ELA-Literacy/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.
  + [CCSS.ELA-Literacy.SL.3.1a](http://www.corestandards.org/ELA-Literacy/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.
  + [CCSS.ELA-Literacy.SL.3.1b](http://www.corestandards.org/ELA-Literacy/SL/3/1/b/) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
  + [CCSS.ELA-Literacy.SL.3.1c](http://www.corestandards.org/ELA-Literacy/SL/3/1/c/) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
  + [CCSS.ELA-Literacy.SL.3.1d](http://www.corestandards.org/ELA-Literacy/SL/3/1/d/) Explain their own ideas and understanding in light of the discussion.
* [CCSS.ELA-Literacy.SL.3.2](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.SL.3.3](http://www.corestandards.org/ELA-Literacy/SL/3/3/) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
* [CCSS.ELA-Literacy.SL.3.4](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.SL.3.5](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.SL.3.6](http://www.corestandards.org/ELA-Literacy/SL/3/6/) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/3) for specific expectations.)



**English Language Arts Standards » Reading: Informational Text » Grade 4**

**Key Ideas and Details**

* [CCSS.ELA-Literacy.RI.4.1](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.RI.4.2](http://www.corestandards.org/ELA-Literacy/RI/4/2/) Determine the main idea of a text and explain how it is supported by key details; summarize the text.
* [CCSS.ELA-Literacy.RI.4.3](http://www.corestandards.org/ELA-Literacy/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.

**Craft and Structure**

* [CCSS.ELA-Literacy.RI.4.4](http://www.corestandards.org/ELA-Literacy/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*.
* [CCSS.ELA-Literacy.RI.4.5](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.RI.4.6](http://www.corestandards.org/ELA-Literacy/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.

**Integration of Knowledge and Ideas**

* [CCSS.ELA-Literacy.RI.4.7](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.RI.4.8](http://www.corestandards.org/ELA-Literacy/RI/4/8/) Explain how an author uses reasons and evidence to support particular points in a text.
* [CCSS.ELA-Literacy.RI.4.9](http://www.corestandards.org/ELA-Literacy/RI/4/9/) Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Text Complexity**

* [CCSS.ELA-Literacy.RI.4.10](http://www.corestandards.org/ELA-Literacy/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.
* WEnglish Language Arts Standards » Writing » Grade 4

## English Language Arts Standards » Writing » Grade Text Types and Purposes

* [CCSS.ELA-Literacy.W.4.1](http://www.corestandards.org/ELA-Literacy/W/4/1/) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  + [CCSS.ELA-Literacy.W.4.1a](http://www.corestandards.org/ELA-Literacy/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.
  + [CCSS.ELA-Literacy.W.4.1b](http://www.corestandards.org/ELA-Literacy/W/4/1/b/) Provide reasons that are supported by facts and details.
  + [CCSS.ELA-Literacy.W.4.1c](http://www.corestandards.org/ELA-Literacy/W/4/1/c/) Link opinion and reasons using words and phrases (e.g., f*or instance*, *in order to*, *in addition*).
  + [CCSS.ELA-Literacy.W.4.1d](http://www.corestandards.org/ELA-Literacy/W/4/1/d/) Provide a concluding statement or section related to the opinion presented.
* [CCSS.ELA-Literacy.W.4.2](http://www.corestandards.org/ELA-Literacy/W/4/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  + [CCSS.ELA-Literacy.W.4.2a](http://www.corestandards.org/ELA-Literacy/W/4/2/a/) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  + [CCSS.ELA-Literacy.W.4.2b](http://www.corestandards.org/ELA-Literacy/W/4/2/b/) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  + [CCSS.ELA-Literacy.W.4.2c](http://www.corestandards.org/ELA-Literacy/W/4/2/c/) Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*).
  + [CCSS.ELA-Literacy.W.4.2d](http://www.corestandards.org/ELA-Literacy/W/4/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.
  + [CCSS.ELA-Literacy.W.4.2e](http://www.corestandards.org/ELA-Literacy/W/4/2/e/) Provide a concluding statement or section related to the information or explanation presented.
* [CCSS.ELA-Literacy.W.4.3](http://www.corestandards.org/ELA-Literacy/W/4/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  + [CCSS.ELA-Literacy.W.4.3a](http://www.corestandards.org/ELA-Literacy/W/4/3/a/) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  + [CCSS.ELA-Literacy.W.4.3b](http://www.corestandards.org/ELA-Literacy/W/4/3/b/) Use dialogue and description to develop experiences and events or show the responses of characters to situations.
  + [CCSS.ELA-Literacy.W.4.3c](http://www.corestandards.org/ELA-Literacy/W/4/3/c/) Use a variety of transitional words and phrases to manage the sequence of events.
  + [CCSS.ELA-Literacy.W.4.3d](http://www.corestandards.org/ELA-Literacy/W/4/3/d/) Use concrete words and phrases and sensory details to convey experiences and events precisely.
  + [CCSS.ELA-Literacy.W.4.3e](http://www.corestandards.org/ELA-Literacy/W/4/3/e/) Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing**

* [CCSS.ELA-Literacy.W.4.4](http://www.corestandards.org/ELA-Literacy/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.)
* [CCSS.ELA-Literacy.W.4.5](http://www.corestandards.org/ELA-Literacy/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 [here](http://www.corestandards.org/ELA-Literacy/L/4).)
* [CCSS.ELA-Literacy.W.4.6](http://www.corestandards.org/ELA-Literacy/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.

**Research to Build and Present Knowledge**

* [CCSS.ELA-Literacy.W.4.7](http://www.corestandards.org/ELA-Literacy/W/4/7/) Conduct short research projects that build knowledge through investigation of different aspects of a topic.
* [CCSS.ELA-Literacy.W.4.8](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.W.4.9](http://www.corestandards.org/ELA-Literacy/W/4/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.
  + [CCSS.ELA-Literacy.W.4.9a](http://www.corestandards.org/ELA-Literacy/W/4/9/a/) Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
  + [CCSS.ELA-Literacy.W.4.9b](http://www.corestandards.org/ELA-Literacy/W/4/9/b/) 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”).

**Range of Writing**

* [CCSS.ELA-Literacy.W.4.10](http://www.corestandards.org/ELA-Literacy/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.

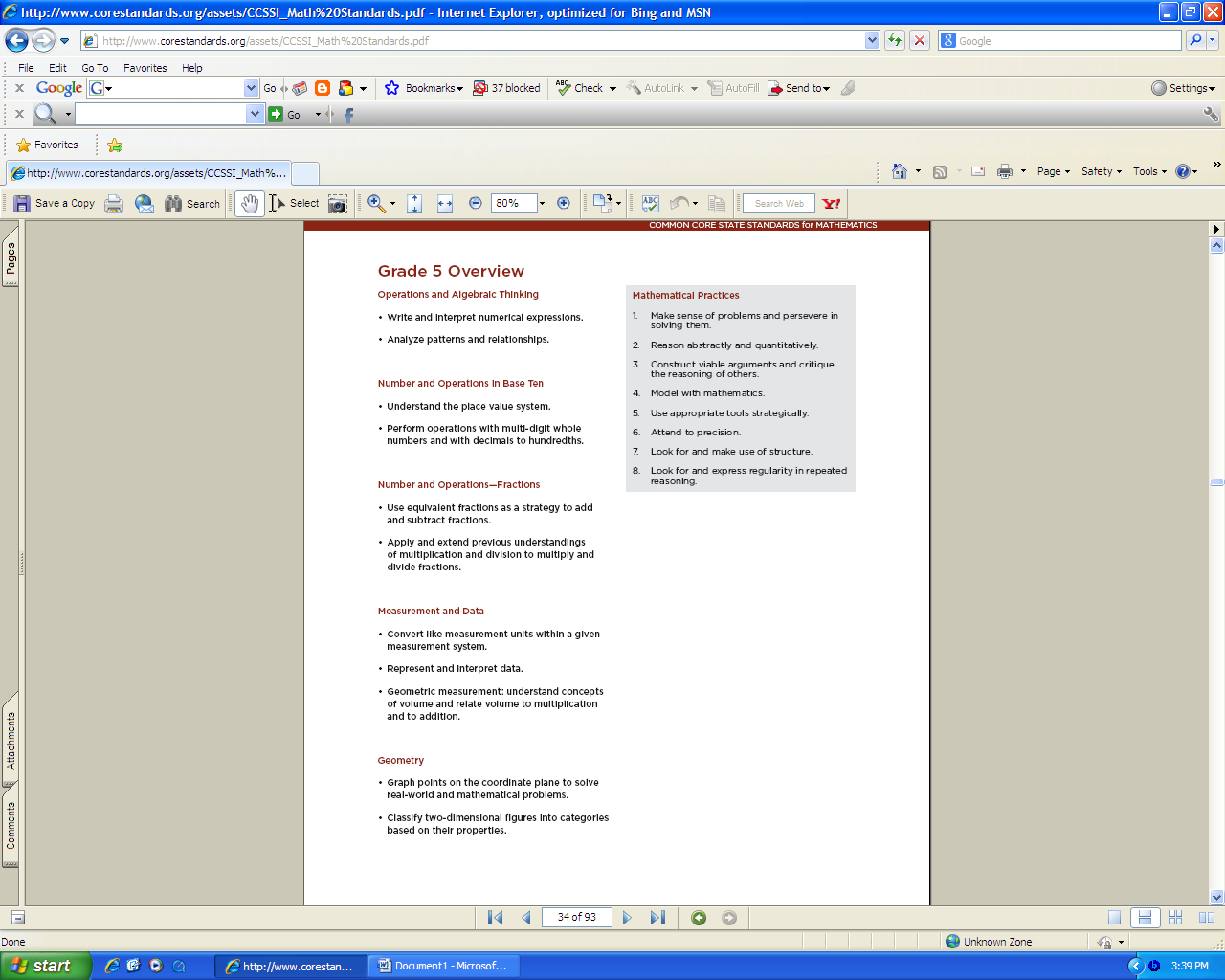
**English Language Arts Standards » Speaking & Listening » Grade 4**

**Comprehension and Collaboration**

* [CCSS.ELA-Literacy.SL.4.1](http://www.corestandards.org/ELA-Literacy/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.
  + [CCSS.ELA-Literacy.SL.4.1a](http://www.corestandards.org/ELA-Literacy/SL/4/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  + [CCSS.ELA-Literacy.SL.4.1b](http://www.corestandards.org/ELA-Literacy/SL/4/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.
  + [CCSS.ELA-Literacy.SL.4.1c](http://www.corestandards.org/ELA-Literacy/SL/4/1/c/) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
  + [CCSS.ELA-Literacy.SL.4.1d](http://www.corestandards.org/ELA-Literacy/SL/4/1/d/) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
* [CCSS.ELA-Literacy.SL.4.2](http://www.corestandards.org/ELA-Literacy/SL/4/2/) Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* [CCSS.ELA-Literacy.SL.4.3](http://www.corestandards.org/ELA-Literacy/SL/4/3/) Identify the reasons and evidence a speaker provides to support particular points.

**Presentation of Knowledge and Ideas**

* [CCSS.ELA-Literacy.SL.4.4](http://www.corestandards.org/ELA-Literacy/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.
* [CCSS.ELA-Literacy.SL.4.5](http://www.corestandards.org/ELA-Literacy/SL/4/5/) Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.
* [CCSS.ELA-Literacy.SL.4.6](http://www.corestandards.org/ELA-Literacy/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 [here](http://www.corestandards.org/ELA-Literacy/L/4) for specific expectations.)
* [Home](http://www.corestandards.org/)



**English Language Arts Standards » Reading: Informational Text » Grade 5**

**Key Ideas and Details**

* [CCSS.ELA-Literacy.RI.5.1](http://www.corestandards.org/ELA-Literacy/RI/5/1/) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
* [CCSS.ELA-Literacy.RI.5.2](http://www.corestandards.org/ELA-Literacy/RI/5/2/) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
* [CCSS.ELA-Literacy.RI.5.3](http://www.corestandards.org/ELA-Literacy/RI/5/3/) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**Craft and Structure**

* [CCSS.ELA-Literacy.RI.5.4](http://www.corestandards.org/ELA-Literacy/RI/5/4/) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
* [CCSS.ELA-Literacy.RI.5.5](http://www.corestandards.org/ELA-Literacy/RI/5/5/) Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
* [CCSS.ELA-Literacy.RI.5.6](http://www.corestandards.org/ELA-Literacy/RI/5/6/) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**Integration of Knowledge and Ideas**

* [CCSS.ELA-Literacy.RI.5.7](http://www.corestandards.org/ELA-Literacy/RI/5/7/) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
* [CCSS.ELA-Literacy.RI.5.8](http://www.corestandards.org/ELA-Literacy/RI/5/8/) Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
* [CCSS.ELA-Literacy.RI.5.9](http://www.corestandards.org/ELA-Literacy/RI/5/9/) Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

**Range of Reading and Level of Text Complexity**

* [CCSS.ELA-Literacy.RI.5.10](http://www.corestandards.org/ELA-Literacy/RI/5/10/) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

**English Language Arts Standards » Writing » Grade 5**

**Text Types and Purposes**

* [CCSS.ELA-Literacy.W.5.1](http://www.corestandards.org/ELA-Literacy/W/5/1/) Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  + [CCSS.ELA-Literacy.W.5.1a](http://www.corestandards.org/ELA-Literacy/W/5/1/a/) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
  + [CCSS.ELA-Literacy.W.5.1b](http://www.corestandards.org/ELA-Literacy/W/5/1/b/) Provide logically ordered reasons that are supported by facts and details.
  + [CCSS.ELA-Literacy.W.5.1c](http://www.corestandards.org/ELA-Literacy/W/5/1/c/) Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
  + [CCSS.ELA-Literacy.W.5.1d](http://www.corestandards.org/ELA-Literacy/W/5/1/d/) Provide a concluding statement or section related to the opinion presented.
* [CCSS.ELA-Literacy.W.5.2](http://www.corestandards.org/ELA-Literacy/W/5/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  + [CCSS.ELA-Literacy.W.5.2a](http://www.corestandards.org/ELA-Literacy/W/5/2/a/) Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
  + [CCSS.ELA-Literacy.W.5.2b](http://www.corestandards.org/ELA-Literacy/W/5/2/b/) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  + [CCSS.ELA-Literacy.W.5.2c](http://www.corestandards.org/ELA-Literacy/W/5/2/c/) Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in* *contrast*, *especially*).
  + [CCSS.ELA-Literacy.W.5.2d](http://www.corestandards.org/ELA-Literacy/W/5/2/d/) Use precise language and domain-specific vocabulary to inform about or explain the topic.
  + [CCSS.ELA-Literacy.W.5.2e](http://www.corestandards.org/ELA-Literacy/W/5/2/e/) Provide a concluding statement or section related to the information or explanation presented.
* [CCSS.ELA-Literacy.W.5.3](http://www.corestandards.org/ELA-Literacy/W/5/3/) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  + [CCSS.ELA-Literacy.W.5.3a](http://www.corestandards.org/ELA-Literacy/W/5/3/a/) Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
  + [CCSS.ELA-Literacy.W.5.3b](http://www.corestandards.org/ELA-Literacy/W/5/3/b/) Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
  + [CCSS.ELA-Literacy.W.5.3c](http://www.corestandards.org/ELA-Literacy/W/5/3/c/) Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
  + [CCSS.ELA-Literacy.W.5.3d](http://www.corestandards.org/ELA-Literacy/W/5/3/d/) Use concrete words and phrases and sensory details to convey experiences and events precisely.
  + [CCSS.ELA-Literacy.W.5.3e](http://www.corestandards.org/ELA-Literacy/W/5/3/e/) Provide a conclusion that follows from the narrated experiences or events.

**Production and Distribution of Writing**

* [CCSS.ELA-Literacy.W.5.4](http://www.corestandards.org/ELA-Literacy/W/5/4/) Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
* [CCSS.ELA-Literacy.W.5.5](http://www.corestandards.org/ELA-Literacy/W/5/5/) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 [here](http://www.corestandards.org/ELA-Literacy/L/5).)
* [CCSS.ELA-Literacy.W.5.6](http://www.corestandards.org/ELA-Literacy/W/5/6/) With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**Research to Build and Present Knowledge**

* [CCSS.ELA-Literacy.W.5.7](http://www.corestandards.org/ELA-Literacy/W/5/7/) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
* [CCSS.ELA-Literacy.W.5.8](http://www.corestandards.org/ELA-Literacy/W/5/8/) Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
* [CCSS.ELA-Literacy.W.5.9](http://www.corestandards.org/ELA-Literacy/W/5/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.
  + [CCSS.ELA-Literacy.W.5.9a](http://www.corestandards.org/ELA-Literacy/W/5/9/a/) Apply *grade 5 Reading standards* to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
  + [CCSS.ELA-Literacy.W.5.9b](http://www.corestandards.org/ELA-Literacy/W/5/9/b/) Apply *grade 5 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

**Range of Writing**

* [CCSS.ELA-Literacy.W.5.10](http://www.corestandards.org/ELA-Literacy/W/5/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**English Language Arts Standards » Speaking & Listening » Grade 5**

**Comprehension and Collaboration**

* [CCSS.ELA-Literacy.SL.5.1](http://www.corestandards.org/ELA-Literacy/SL/5/1/) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
  + [CCSS.ELA-Literacy.SL.5.1a](http://www.corestandards.org/ELA-Literacy/SL/5/1/a/) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
  + [CCSS.ELA-Literacy.SL.5.1b](http://www.corestandards.org/ELA-Literacy/SL/5/1/b/) Follow agreed-upon rules for discussions and carry out assigned roles.
  + [CCSS.ELA-Literacy.SL.5.1c](http://www.corestandards.org/ELA-Literacy/SL/5/1/c/) Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
  + [CCSS.ELA-Literacy.SL.5.1d](http://www.corestandards.org/ELA-Literacy/SL/5/1/d/) Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
* [CCSS.ELA-Literacy.SL.5.2](http://www.corestandards.org/ELA-Literacy/SL/5/2/) Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* [CCSS.ELA-Literacy.SL.5.3](http://www.corestandards.org/ELA-Literacy/SL/5/3/) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**Presentation of Knowledge and Ideas**

* [CCSS.ELA-Literacy.SL.5.4](http://www.corestandards.org/ELA-Literacy/SL/5/4/) Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
* [CCSS.ELA-Literacy.SL.5.5](http://www.corestandards.org/ELA-Literacy/SL/5/5/) Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
* [CCSS.ELA-Literacy.SL.5.6](http://www.corestandards.org/ELA-Literacy/SL/5/6/) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 [here](http://www.corestandards.org/ELA-Literacy/L/5) for specific expectations.)