



CURRICULAR STANDARDS

English Language Arts, Social Studies, and Music

English Language Arts Common Core State Standards¹ Grades 3–5

| Third Grade | Activity 1 | Activity 2 | Activity 3 |
|--|------------|------------|------------|
| Reading: Informational Text | | | |
| Key Ideas and Details: CCSS.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. | √ | √ | √ |
| Craft and Structure: CCSS.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 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. | √ | √ | √ |
| Reading: Foundational Skills | | | |
| Phonics and Word Recognition: CCSS.ELA-Literacy.RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words. | √ | √ | √ |
| Fluency: CCSS.ELA-Literacy.RF.3.4 Read with sufficient accuracy and fluency to support comprehension. | √ | √ | √ |
| Writing | | | |
| Text Types and Purposes: CCSS.ELA-Literacy.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | √ | √ |
| Production and Distribution of Writing: CCSS.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. | | √ | √ |

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| Speaking & Listening | | | |
|---|---|---|---|
| Comprehension and Collaboration: CCSS.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. | √ | √ | √ |
| Language | | | |
| Conventions of Standard English: CCSS.ELA-Literacy.L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | √ | √ | √ |
| CCSS.ELA-Literacy.L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | √ | √ | √ |
| Knowledge of Language: CCSS.ELA-Literacy.L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. | √ | √ | √ |
| Vocabulary Acquisition and Use: CCSS.ELA-Literacy.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. | √ | √ | √ |
| CCSS.ELA-Literacy.L.3.6 Acquire and use accurately grade-appropriate conversational, 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>). | √ | √ | √ |

| Fourth Grade | Activity 1 | Activity 2 | Activity 3 |
|--|------------|------------|------------|
| Reading: Informational Text | | | |
| Key Ideas and Details: CCSS.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. | √ | √ | |
| Craft and Structure: CCSS.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. | √ | √ | √ |
| Integration of Knowledge and Ideas: CCSS.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. | √ | √ | √ |
| Reading: Foundational Skills | | | |
| Phonics and Word Recognition: CCSS.ELA-Literacy.RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words. | √ | √ | √ |
| Fluency: CCSS.ELA-Literacy.RF.4.4 Read with sufficient accuracy and fluency to support comprehension. | √ | √ | √ |
| Writing | | | |
| Text Types and Purposes: CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | √ | √ |
| Production and Distribution of Writing: CCSS.ELA-Literacy.W.4.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | | √ | √ |
| Speaking & Listening | | | |
| Comprehension and Collaboration: CCSS.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. | √ | √ | √ |
| Language | | | |
| Conventions of Standard English: CCSS.ELA-Literacy.L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | √ | √ | √ |

| | | | |
|--|---|---|---|
| <p>CCSS.ELA-Literacy.L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> | √ | √ | √ |
| <p>Knowledge of Language: CCSS.ELA-Literacy.L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> | √ | √ | √ |
| <p>Vocabulary Acquisition and Use: CCSS.ELA-Literacy.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.</p> <p>CCSS.ELA-Literacy.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., quizzed, whined, stammered) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p> | √ | √ | √ |
| | √ | √ | √ |

| Fifth Grade | Activity 1 | Activity 2 | Activity 3 |
|---|------------|------------|------------|
| Reading: Informational Text | | | |
| Key Ideas and Details: CCSS.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 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. | √ | √ | √ |
| Reading: Foundational Skills | | | |
| Phonics and Word Recognition: CCSS.ELA-Literacy.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words. | √ | √ | √ |
| Fluency: CCSS.ELA-Literacy.RF.5.4 Read with sufficient accuracy and fluency to support comprehension. | √ | √ | √ |
| Writing | | | |
| Text Types and Purposes: CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | | √ | √ |
| Production and Distribution of Writing: CCSS.ELA-Literacy.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | | √ | √ |
| Speaking & Listening | | | |
| Comprehension and Collaboration: CCSS.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. | √ | √ | √ |
| Language | | | |
| Conventions of Standard English: CCSS.ELA-Literacy.L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. | √ | √ | √ |
| CCSS.ELA-Literacy.L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. | √ | √ | √ |

| | | | |
|---|---|---|---|
| <p>Knowledge of Language: CSS.ELA-Literacy.L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> | √ | √ | √ |
| <p>Vocabulary Acquisition and Use: CCSS.ELA-Literacy.L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> | √ | √ | √ |
| <p>CCSS.ELA-Literacy.L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i>, <i>although</i>, <i>nevertheless</i>, <i>similarly</i>, <i>moreover</i>, <i>in addition</i>).</p> | √ | √ | √ |

National Curriculum Standards for Social Studies, Thematic Strands²
Grades 3-5

| Themes | Activity 1 | Activity 2 | Activity 3 |
|--|------------|------------|------------|
| 1. Culture: Social studies programs should include experiences that provide for the study of culture and cultural diversity. | | | |
| Human beings create, learn, share, and adapt to culture. | √ | √ | |
| Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place. | √ | √ | |
| 2. Time, Continuity, and Change: Social studies programs should include experiences that provide for the study of the past and its legacy. | | | |
| Studying the past makes it possible for us to understand the human story across time. | √ | √ | |
| Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values, and beliefs of the periods in which they took place. | √ | √ | |
| Knowing how to read, reconstruct, and interpret the past allows us to answer questions. | √ | √ | |
| 3. People, Places, and Environment: Social studies programs should include experiences that provide for the study of people, places, and environments. | | | |
| The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. | √ | √ | |
| Today's social, cultural, economic, and civic issues demand that students apply knowledge, skills, and understandings as they address questions. | √ | √ | |
| 4. Individual Development and Identity: Social studies programs should include experiences that provide for the study of individual development and identity. | | | |
| Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development. | √ | √ | |
| The study of individual development and identity will help students to describe factors important to the development of personal identity. | √ | √ | |
| 5. Individuals, Groups, and Institutions: Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. | | | |
| Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. | | √ | |

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National Association for Music Education Standards³
Grades 3-5

| Standards for Grades 3-5 | Activity 1 | Activity 2 | Activity 3 |
|---|------------|------------|------------|
| PERFORMING | | | |
| Common Anchor #4 | | | |
| Analyze: Analyze the structure and context of varied musical works and their implications for performance. | √ | | |
| RESPONDING | | | |
| Common Anchor #7 | | | |
| Select: Choose music appropriate for a specific purpose or content. | √ | √ | |
| Analyze: Analyze how the structure and context of varied musical works inform the response. | √ | √ | |
| CONNECTING | | | |
| Common Anchor #10 | | | |
| Connect #10: Synthesize and relate knowledge and personal experiences to make music. | √ | √ | |
| Common Anchor #11 | | | |
| Connect #11: Relate musical ideas and works with varied context to deepen understanding. | √ | | |

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