

READING SPIES!

Grades 4-6



English Language Arts Common Core State Standards* and Social, and Emotional Learning (CASEL) Standards**

GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS*	Activity 1: Crack the Case!	Activity 2: Secret Mission: Real- Life Spy Cards
Reading Informational Text		
Key Ideas and Details		
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		X
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.		X
Craft and Structure		
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.1.	X	X
Integration of Knowledge and Ideas		
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		X
Reading Foundational Skills		
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension.	X	X
Writing		
Text Types and Purposes		
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		X
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		X
Research to Build and Present Knowledge		
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.	X	X
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.		X
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	X	X

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GRADE 4 ENGLISH LANGUAGE ARTS STANDARDS (continued)	Activity 1: Crack the Case!	Activity 2: Secret Mission: Real- Life Spy Cards
Speaking and Listening		
Comprehension and Collaboration		
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.	x	x
Language		
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	x
Vocabulary Acquisition and Use		
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., wildlife, conservation, and endangered when discussing animal preservation).	x	x

GRADE 5 ENGLISH LANGUAGE ARTS STANDARDS*	Activity 1: Crack the Case!	Activity 2: Secret Mission: Real- Life Spy Cards
Reading Informational Text		
Key Ideas and Details		
1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.		x
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		x
Craft and Structure		
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.	x	x
Integration of Knowledge and Ideas		
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.		x
Reading Foundational Skills		
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension.	x	x
Writing		
Text Types and Purposes		
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.		x
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.		x
Research to Build and Present Knowledge		
7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	x	x
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.		x
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	x	x
Speaking and Listening		
Comprehension and Collaboration		
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.	x	x
Language		
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	x
Vocabulary Acquisition and Use		
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., however, although, nevertheless, similarly, moreover, in addition).	x	x

GRADE 6 ENGLISH LANGUAGE ARTS STANDARDS*	Activity 1: Crack the Case!	Activity 2: Secret Mission: Real- Life Spy Cards
Reading Informational Text		
Key Ideas and Details		
1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.		x
3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).		x
Craft and Structure		
4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.	x	x
Integration of Knowledge and Ideas		
9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		x
Reading Foundational Skills		
Fluency		
4. Read with sufficient accuracy and fluency to support comprehension.	x	x
Writing		
Text Types and Purposes		
2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.		x
Production and Distribution of Writing		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.		x
Research to Build and Present Knowledge		
7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	x	x
8. Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.		x
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	x	x
Speaking and Listening		
Comprehension and Collaboration		
1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.	x	x
Language		
Conventions of Standard English		
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	x	x
Vocabulary Acquisition and Use		
6. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.	x	x

GRADES 4-6 COLLABORATIVE FOR ACADEMIC, SOCIAL, AND EMOTIONAL LEARNING (CASEL) FIVE CORE COMPETENCIES**

**Activity 1:
Crack the
Case!**

**Activity 2:
Secret
Mission: Real-
Life Spy Cards**

Self-Awareness: The abilities to understand one’s own emotions, thoughts, and values and how they influence behavior across contexts.

x

Self-Management: The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.

x

x

Responsible Decision-Making: The abilities to make caring and constructive choices about personal behavior and social interactions across diverse situations.

x

x

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