International School of Kenya
Empowering students to create solutions for tomorrow's challenges

English Language Arts in the Elementary School

English Language Arts in the Elementary School is taught through units of study focused on the acquisition of skills that enable students to comprehend and utilize English in authentic tasks. The ES at ISK use elements of the Writers and Readers Workshop model and support the acquisition of these skills.

English Language Arts Scope and Sequence
Gr 3 - 5

RC 1 Reading Foundational Skills

RC 1 Reading Foundational Skills		
Phonics and Word Recognition		
Gr 3	Gr 4	Gr 5
RF3a Identify and knows the meaning of the most common prefixes and derivational suffixes.	RF3 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	RF3 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.	and out of context.
RF3b Decode words with common Latin suffixes.		
RF3c Decode multisyllable words.		
RF3d Read grade-appropriate irregularly spelled words.		

RC 1 Reading Foundational Skills		
Fluency		
Gr 3	Gr 4	Gr 5
RF4a Read grade-level text with purpose and understanding.	RF4a Read grade-level text with purpose and understanding.	RF4a Read grade-level text with purpose and understanding.
RF4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	RF4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	RF4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	RF4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

RC 2 Reading Literature

RC 2 Reading Literature		
Key Ideas and Details		
Gr 3	Gr 4	Gr 5
RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text	RL1 Refer to details and examples in a text when explaining what the text says explicitly and when	RL1 Quote accurately from a text when explaining what the text says explicitly and when drawing

	drawing inferences from the text.	inferences from the text.
as the basis for the answers.		
RL2a Recount stories, including fables, folktales, and myths from diverse cultures.	RL2a Determine a theme of a story, drama, or poem from details in the text.	RL2a Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic.
RL2b Determine the central message, lesson, or moral and explains how it is conveyed through key details in the text.	RL2b Summarize using key details from the text.	RL2b Summarize using key details from the text
RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events	RL3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text	RL3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RC 2 Reading Literature		
Craft and Structure		
Gr 3	Gr 4	Gr 5
RL4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	RL4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.	RL4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
RL5 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.	RL5 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.	RL5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
RL6 Distinguish their own point of view from that of the narrator or those of the characters.	RL6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	RL6 Describe how a narrator's or speaker's point of view influences how events are described.

RC 2 Reading Literature		
Integration of Knowledge and Ideas		

Gr 3	Gr 4	Gr 5
RL7 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)	RL7 Makes 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.	RL7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
RL9 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 from a series)	RL9 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.	RL9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

RC 2 Reading Literature		
Range of Reading and Level of Text Complexity		
Gr 3	Gr 4	Gr 5
RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RL10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

RC 3 Reading Information Texts

RC 3 Reading Information Texts		
Key Ideas and Details		
Gr 3	Gr 4	Gr 5
RI1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	RI1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	RI1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
RI2 Determine the main idea of a text; recount the key details and explain how they support the main idea.	RI2 Determine the main idea of a text and explain how it is supported by key details; summarizes the text.	RI2 Determine two or more main ideas of a text and explain how they are supported by key details; summarizes the text
RI3 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.	RI3 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.	RI3 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.

RC 3 Reading Information Texts		
Craft and Structure		
Gr 3	Gr 4	Gr 5
RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	RI4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	RI4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
RI5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	RI5 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.	RI5 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.
RI6 Distinguish their own point of view from that of the author of a text.	RI6 Compare and contrast a firsthand and secondhand account of the same event or topic;	RI6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in

describe the differences in focus and the information provided.	the point of view they represent.

RC 3 Reading Information Texts		
Integration of Knowledge and Ideas		
Gr 3	Gr 4	Gr 5
RI7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate an understanding of the text (e.g., where, when, why, and how key events occur).	RI7 Interprets information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explains how the information contributes to an understanding of the text in which it appears.	RI7 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.
RI8 Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	RI8 Explain how an author uses reasons and evidence to support particular points in a text.	RI8 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI9 Compare and contrast the most important points and key details presented in two texts on the same topic.	RI9 Integrates information from two texts on the same topic in order to write or speak about the subject knowledgeably.	RI9 Integrates information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RC 3 Reading Information Texts		
Range of Reading and Level of Text Complexity		
Gr 3	Gr 4	Gr 5
RI10 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.	RI10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	RI10 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.

RC 4 Writing

RC 4 Writing		
Text Types and Purposes		
Gr 3	Gr 4	Gr 5
W1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W1a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	W1a 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.	W1a 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.
W1b Provide reasons that support the opinion.	W1b Provide reasons that are supported by facts and details.	W1b Provide logically ordered reasons that are supported by facts and details.
W1c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	W1c Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).	W1c Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
W1d Provide a concluding statement or section.	W1d Provide a concluding statement or section related to the opinion presented.	W1d Provide a concluding statement or section related to the opinion presented.
W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	W2a 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.	W2a 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.
W2b Develop the topic with facts, definitions, and details.	W2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
W2c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	W2c Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	W2c Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).

W2d Provide a concluding statement or section.	W2d Use precise language and domain-specific vocabulary to inform about or explain the topic.	W2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
	W2e Provide a concluding statement or section related to the information or explanation presented.	W2e Provide a concluding statement or section related to the information or explanation presented.
W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	W3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	W3a Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
W3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.	W3b Use dialogue and description to develop experiences and events or show the responses of characters to situations.	W3b Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
W3c Use temporal words and phrases to signal event order.	W3c Use a variety of transitional words and phrases to manage the sequence of events.	W3c Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
W3d Provide a sense of closure.	W3d Use concrete words and phrases and sensory details to convey experiences and events precisely.	W3d Use concrete words and phrases and sensory details to convey experiences and events precisely.
	W3e Provide a conclusion that follows from the narrated experiences or events.	W3e Provide a conclusion that follows from the narrated experiences or events.

RC 4 Writing		
Production and Distribution of Writing		
Gr 3	Gr 4	Gr 5
W4 With guidance and support, produce writing in which the development and organization are appropriate to task and purpose.	W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	W4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W5 With guidance and support, develop and strengthen writing as needed by planning, revising,	W5 With guidance and support, develop and strengthen writing as needed by planning, revising,	W5 With guidance and support, develop and strengthen writing as needed by planning, revising,

and editing.	and editing.	editing, rewriting, or trying a new approach.
W6 With guidance and support, uses technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	W6 With some guidance and support, uses 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.	W6 With some guidance and support, usse 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.

RC 4 Writing		
Research to Build and Present Knowledge		
Gr 3	Gr 4	Gr 5
W7 Conduct short research projects that build knowledge about a topic.	W7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	W7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
W8 Recall information from experiences or gather information from print and digital sources; takes brief notes on sources and sorts evidence into provided categories	W8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provides a list of sources.	W8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarizes or paraphrases information in notes and finished work, and provides a list of sources.
	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
	W9a 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].").	W9a Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text [e.g., how characters interact]").
	W9b 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").	W9b 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]").

RC 4 Writing		
Range of Writing		
Gr 3	Gr 4	Gr 5
W10 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.	W10 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.	W10 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.

RC 5 Language Use

RC 5 Language Use		
Conventions of Standard English		
Gr 3	Gr 4	Gr 5
L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L1a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	L1a Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).	L1a Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L1b Form and use regular and irregular plural nouns.	L1b Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.	L1b Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
L1c Use abstract nouns (e.g., childhood).	L1c Use modal auxiliaries (e.g., can, may, must) to convey various conditions.	L1c Use verb tense to convey various times, sequences, states, and conditions.
L1d Form and use regular and irregular verbs.	L1d Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).	L1d Recognize and correct inappropriate shifts in verb tense.*
L1e Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	L1e Form and use prepositional phrases.	L1e Use correlative conjunctions (e.g., either/or, neither/nor).
L1f Ensure subject-verb and pronoun-antecedent agreement.*	L1f Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and

		spelling when writing.
L1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	L1g Correctly use frequently confused words (e.g., to, too, two; there, their).*	L2a Use punctuation to separate items in a series.*
L1h Use coordinating and subordinating conjunctions.	L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2b Use a comma to separate an introductory element from the rest of the sentence.
L1i Produce simple, compound, and complex sentences.	L2a Use correct capitalization.	L2c Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
L2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	L2b Use commas and quotation marks to mark direct speech and quotations from a text.	L2d Use underlining, quotation marks, or italics to indicate titles of works.
L2a Capitalize appropriate words in titles.	L2c Use a comma before a coordinating conjunction in a compound sentence.	L2e Spell grade-appropriate words correctly, consulting references as needed.
L2b Use commas in addresses.	L2d Spell grade-appropriate words correctly, consulting references as needed.	
L2c Use commas and quotation marks in dialogue.		
L2d Form and use possessives.		
L2e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).		
L2f Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.		
L2g Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.		

RC 5 Language Use

Knowledge of Language		
Gr 3	**Gr 4**	**Gr 5**
L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	L3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L3a Choose words and phrases for effect.*	L3a Choose words and phrases to convey ideas precisely.*	L3a Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L3b Recognize and observe differences between the conventions of spoken and written standard English.	L3b Choose punctuation for effect.*	L3b Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
	L3c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	

RC 5 Language Use		
Vocabulary Acquisition and Use		
Gr 3	**Gr 4**	**Gr 5**
L4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	L4 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.	L4 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.
L4a Use sentence-level context as a clue to the meaning of a word or phrase.	L4a Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	L4a Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L4b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	L4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	L4b Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L4c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	L4c 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.	L4c 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.

L4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L5 Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	L5a Explain the meaning of simple similes and metaphors (e.g., as pretty as a picture) in context.	L5a Interpret figurative language, including similes and metaphors, in context.
L5a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).	L5b Recognize and explain the meaning of common idioms, adages, and proverbs.	L5b Recognize and explain the meaning of common idioms, adages, and proverbs.
L5b Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	L5c Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	L5c Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	L6 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 and that are basic to a particular topic.	L6 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).
L6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.		

RC 6 Speaking and Listening

RC 6 Speaking and Listening		
Comprehension and Collaboration		
Gr 3	Gr 4	Gr 5
LS1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)	LS1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)	LS1 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.	with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LS1a 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.	LS1a 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.	LS1a 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.
LS1b 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).	LS1b Follow agreed-upon rules for discussions and carry out assigned roles.	LS1b Follow agreed-upon rules for discussions and carry out assigned roles.
LS1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	LS1c 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.	LS1c Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LS1d Explain their own ideas and understanding in light of the discussion.	LS1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.	LS1d Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LS2 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.	LS2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	LS2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
LS3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	LS3 Identify the reasons and evidence a speaker provides to support particular points.	LS3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

RC 6 Speaking and Listening		
Presentation of Knowledge and Ideas		
Gr 3	Gr 4	Gr 5
LS4 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.	LS4 Report on a topic or text, tell a story, or recounts 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.	LS4 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.

LS5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; adds visual displays when appropriate to emphasize or enhance certain facts or details.	LS5 Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	LS5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LS6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	LS6 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.	LS6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

PASSION | CREATIVITY | AMBITION