

3-5 College and Career Readiness Anchor Standard	Third		Fourth		Fifth	
	STANDARD	UNPACKED	STANDARD	UNPACKED	STANDARD	UNPACKED

Key Ideas and Details							
<b>CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>	RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Third grade students continue asking and answering questions to show they understand a text, and they are required to refer to the text to support their answers. The genre of myths is added at this level and students are asked to both retell and explain how key details communicate the message. They must be more specific in telling about characters concentrating on their traits, motivations, or feelings. The focus is on how characters influence plot development.	RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	Fourth grade students should refer to the text when drawing conclusions as well as when answering directly stated questions. The central message or lesson is now referred to as theme (a unifying idea that is a recurrent element in literary or artistic work).	RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Fifth grade students are required to quote accurately from the text to support their answers. "Quote accurately" may include using their own words. Determining a theme continues to be a focus and students should be giving more thought to characters' actions in a text. They are required to refer to specific details in the text when finding the similarities and differences between two or more characters, settings, or events.	
	<b>CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</b>	RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Use questions and prompts such as: *Who are the characters in this story? *What are the most important events that happened in the story? *How do you know? What lesson is this story teaching you? *Where did the story take place? How do you know? *Can you tell me how the character is feeling in this part of the story? *Can you find the reasons why the character acted this way? *How does this character affect what happens in the	RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	Students are continuing to determine a theme and expanding this work to other genres. They are required to refer to the text to describe various story elements.  Use questions and prompts such as: *Can you tell me the reasons why the character said ...in the story? *Show me where you linked your thinking to the text. *What are the most important events that happened in the story? How do you know? *What is the theme of this text? *Summarize the story from beginning to end in a few sentences. *Can you tell me how the character is feeling is this part of the story? *Explain why the character is feeling this way.	RL.5.2 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; summarize the text.	Use questions and prompts such as: *Can you tell me the reasons why you think...? Show where you linked your thinking to the text. *What are the most important events that happened in the story? How do you know? *What is the theme of this text? *Summarize the story from beginning to end in a few sentences. *Can you tell me how the character solved the problem in this story? *Describe how these two characters are the same. How are they different?
	<b>CCRA.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</b>	RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.		RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).		RL.5.3 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).	

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		beginning or at the end of the story?				
<b>CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>	RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	Third grade students are required to tell the meaning of words and phrases in a text, noting the differences between literal and nonliteral language. They continue to build on story structure when writing or speaking by describing how various parts build on one another	RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	Students will continue to tell the meaning of words and phrases in a text and focus specifically on mythological characters. Students must tell the differences between poems, drama, and prose using structural elements to create an oral or written response to a text.	RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Students will continue to tell the meaning of words and phrases in a text and focus on figurative language. Students should tell how chapters, scenes, or stanzas in a series fit into the overall structure of a story, drama, or poem. The students must continue identifying the narrator's point of view and also explain how it impacts the events in the text.
<b>CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</b>	RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	not only in stories, but in dramas and poems. At this level, students are required not only to establish the point of view but tell how their own point of view is different from the narrator's or the characters.  Use questions and prompts such as: *What do you do when you come to words you do not know? (use context) *Why did the author choose this word? Does this word have other meanings than the way the author used it? *Can you tell me what the parts of this story are called (chapters, stanzas, scenes) and how they are connected or organized(time order, topic)?	RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	Students will find the similarities and differences in the narration between a story written in first person and a story written in third person point of view.  Use questions and prompts such as: *What do you do when you come to words or phrases you do not know? (use context) *Can you tell me what is different about these kinds of texts? What is the same? *Think about what you read. Who is telling the story? *Think about what you read. Do you agree with the way the characters are thinking in this story? Do you agree with the way the narrator is thinking in this story?	RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Use questions and prompts such as: *What do you do when you come to words or phrases you do not know? (use context) *Can you tell me how this text is presented/organized? *Think about what you read. Who is telling the story? Can you tell how the person telling the story is thinking? How does this affect the events of the story?
<b>CCRA.R.6 Assess how point of view or purpose shapes the content and style of a text.</b>	RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.		RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.		RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.	

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		*Think about what you read. Do you agree with the way the characters are thinking in this story? Do you agree with the way the narrator is thinking in this story? How is your thinking the same or different?		*How is your thinking the same or different?		
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<b>CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>	RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Third grade students must integrate pictures and written text to better understand different aspects of a story such as the mood, setting, and the characters. Students are required to find similarities and differences in books with the same author and characters.	RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	Students at this level must link the reading of the text in a story to listening or viewing the same story. They will make connections by comparing what they read to what they visualized and heard.	RL.5.7 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).	Fifth grade students must examine what is heard and/or viewed to gain an appreciation and understanding of the text. Students will find similarities and differences in themes and topics when reading stories of the same genre.
<b>CCRA.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</b>	RL.3.8 (Not applicable to literature)	Use questions and prompts such as: *What do the illustrations tell you about the mood of this book? Can you find where the mood is described in the story?	RL.4.8 (Not applicable to literature)	Students will find similarities and differences in themes, topics, and patterns of events among culturally diverse stories, myths, and traditional literature.	RL.5.8 (Not applicable to literature)	Use questions and prompts such as: *Can you tell how the illustrations affect the mood of the text?
<b>CCRA.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>	RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	How do the pictures help you understand the description of the mood? *Look at these two books in the same series. What is the same about the setting in the two stories? What is different? *How did these specific characters solve the problem in different ways across this series of stories?	RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	Use questions and prompts such as: *What is the same about how the story is presented visually (illustrations) and in writing? What is different? *What happened to the characters that is the same? What happened that is different? *How did characters solve problems in different ways across texts? *How are the plots the same or different across	RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	*Does this hypertext or embedded video help you better understand the text? What does it tell you about what you read? *In reading books of this genre, what happened to the characters that are the same? What happened that is different? * In reading books of this genre, how did characters solve problems in different ways across texts? *In reading books of this genre, how are the plots

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		*How are the problems these specific characters face similar across this series of stories?		texts?		the same or different across texts?
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**Range of reading and Level of text Complexity**

<b>CCRA.R.10 Read and comprehend complex literary and informational texts in dependently and proficiently.</b>	RL.3.10 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.	Third grade students are capable of reading and understanding a variety of literature at the higher end of grades 2 and 3 instructional reading level independently.	RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Fourth grade students are capable of reading and understanding a variety of literature in grades 4-5 with assistance provided at the higher end.	RL.5.10 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.	Fifth grade students are capable of reading and understanding a variety of literature at the higher end of grades 4-5 independently.
		<p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading</p>	<p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading</p>	<p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading</p>	<p>“The Reading standards place equal emphasis on the sophistication of what students read and the skill with which they read. Standard 10 defines a grade-by-grade “staircase” of increasing text complexity that rises from beginning reading to the college and career readiness level. Whatever they are reading, students must also show a steadily growing ability to discern more from and make fuller use of text including making an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.”</p> <p>“Students also acquire the habits of reading</p>	

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		<p>independently and closely, which are essential to their future success.”            Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.            Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>		<p>which are essential to their future success.”            Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.            Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>		<p>which are essential to their future success.”            Students should encounter appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge needed for success in school and life.            Effective scaffolding should allow the reader to encounter the text with minimal clarifications. It should not replace the text by translating its contents for students.</p>
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