



Footprints
Grades: 3, 4, 5
States: Common Core State Standards

Every Last Drop – Bringing Clean Water Home

Common Core State Standards
Language Arts

Grade: 3 – Adopted: 2010

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| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.3 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.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). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.3 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | 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. |
| STANDARD | CCSS.ELA-Literacy.RI.3.2 | Determine the main idea of a text; recount the key details and explain how they support the main idea. |
| STANDARD | CCSS.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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.3 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Craft and Structure |
| STANDARD | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.3 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.3 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.3.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.3.4a | Read on-level text with purpose and understanding. |



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| EXPECTATION | CCSS.ELA-Literacy.RF.3.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.3 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.3.7 | Conduct short research projects that build knowledge about a topic. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.SL.3 | Speaking and Listening Standards |
| CATEGORY / CLUSTER | | Comprehension and Collaboration |
| STANDARD | CCSS.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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.3 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | 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. |
| EXPECTATION | CCSS.ELA-Literacy.L.3.4a | Use sentence-level context as a clue to the meaning of a word or phrase. |

Grade: 4 – Adopted: 2010

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| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.4 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | 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. |
| STANDARD | CCSS.ELA-Literacy.RI.4.2 | Determine the main idea of a text and explain how it is supported by key details; summarize the text. |
| STANDARD | CCSS.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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.4 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | 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. |
| STANDARD | CCSS.ELA-Literacy.RI.4.8 | Explain how an author uses reasons and evidence to support particular points in a text. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.4 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |



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| STANDARD | CCSS.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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.4 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.4.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.4.4a | Read on-level text with purpose and understanding. |
| EXPECTATION | CCSS.ELA-Literacy.RF.4.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.4 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.4.7 | Conduct short research projects that build knowledge through investigation of different aspects of a topic. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.4 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | 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. |
| EXPECTATION | CCSS.ELA-Literacy.L.4.4a | Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. |

Grade: 5 – Adopted: 2010

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| STRAND / DOMAIN | CCSS.ELA-Literacy.RL.5 | Reading Standards for Literature |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.ELA-Literacy.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). |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.5 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Key Ideas and Details |
| STANDARD | CCSS.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. |
| STANDARD | 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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.5 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Integration of Knowledge and Ideas |
| STANDARD | CCSS.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). |



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| STRAND / DOMAIN | CCSS.ELA-Literacy.RI.5 | Reading Standards for Informational Text |
| CATEGORY / CLUSTER | | Range of Reading and Level of Text Complexity |
| STANDARD | CCSS.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. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.RF.5 | Reading Standards: Foundational Skills |
| CATEGORY / CLUSTER | | Fluency |
| STANDARD | CCSS.ELA-Literacy.RF.5.4 | Read with sufficient accuracy and fluency to support comprehension. |
| EXPECTATION | CCSS.ELA-Literacy.RF.5.4a | Read on-level text with purpose and understanding. |
| EXPECTATION | CCSS.ELA-Literacy.RF.5.4c | Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.W.5 | Writing Standards |
| CATEGORY / CLUSTER | | Research to Build and Present Knowledge |
| STANDARD | CCSS.ELA-Literacy.W.5.7 | Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. |
| STRAND / DOMAIN | CCSS.ELA-Literacy.L.5 | Language Standards |
| CATEGORY / CLUSTER | | Vocabulary Acquisition and Use |
| STANDARD | 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. |
| EXPECTATION | CCSS.ELA-Literacy.L.5.4a | Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |