

Grades 3-5 Language Arts Standards updated
2017

WORD RECOGNITION, FLUENCY AND VOCABULARY (WRFV)		GRADE 3		GRADE 4		GRADE 5
	LA.3.WRFV.1	Know and use more difficult word families (-ight) when reading unfamiliar words.	LA.4.WRFV.1	Read aloud grade-level-appropriate narrative text (stories) and expository text (information) with fluency and accuracy and with appropriate timing, changes in voice, and expression.	LA.5.WRFV.1	Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, changes in voice, and expression.
	LA.3.WRFV.2	Read words with several syllables.	LA.4.WRFV.2	Apply knowledge of synonyms (words with the same meaning), antonyms (words with opposite meaning), homographs (words that are spelled the same but have different meanings) and idioms (expressions that cannot be understood just by knowing the meanings of the words in the expression, such as couch potato) to determine the meaning of words and phrases.	LA.5.WRFV.2	Use word origins to determine the meaning of unknown words.
	LA.3.WRFV.3	Read aloud grade-level-appropriate narrative text (stories) and expository text (information) fluently and accurately and with appropriate timing, change in voice, and expression.	LA.4.WRFV.3	Use knowledge of root words (nation) to determine the meaning of unknown words within a passage (national, nationality).	LA.5.WRFV.3	Understand and explain frequently used synonyms (words with the same meaning), antonyms (words with opposite meaning), and homographs (words that are spelled the same but have different meanings).

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WORD RECOGNITION, FLUENCY AND VOCABULARY (WRFV)		GRADE 3		GRADE 4		GRADE 5
	LA.3.WRFV.4	Determine the meanings of words using knowledge of antonyms (words with opposite meaning), synonyms (words with the same meaning), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings).	LA.4.WRFV.4	Use common roots (meter = measure) and word parts (therm = heat) derived from Greek and Latin to analyze the meaning of complex words (thermometer).	LA.5.WRFV.4	Know less common roots (graph = writing, logos = the study of) and word parts (auto = self, bio = life) from Greek and Latin and use this knowledge to analyze the meaning of complex words (autograph, autobiography, biography, biology).
	LA.3.WRFV.5	Demonstrate knowledge of grade-level appropriate words to speak specifically about different issues.	LA.4.WRFV.5	Use a thesaurus to find related words and ideas.	LA.5.WRFV.5	Understand and explain the figurative use of words in similes (comparisons that use like or as:
	LA.3.WRFV.6	Use sentence and word context to find the meaning of unknown words.	LA.4.WRFV.6	Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word).	LA.5.WRFV.6	Understand unknown words by using word, sentence, and paragraph clues to determine meaning.
	LA.3.WRFV.7	Use a dictionary to learn the meaning and pronunciation of unknown words.	LA.4.WRFV.7	Use context to determine the meaning of unknown words.		

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WORD RECOGNITION, FLUENCY AND VOCABULARY (WRFV)		GRADE 3		GRADE 4		GRADE 5
	LA.3.WRFV.8	Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.				
	LA.3.WRFV.9	Identify more difficult multiple-meaning words (such as puzzles or fire).				

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READING COMPREHENSION (RC)		GRADE 3		GRADE 4		GRADE 5
	LA.3.RC.1	Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.	LA.4.RC.1	Use the organization of informational text to strengthen comprehension.	LA.5.RC.1	Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding.
	LA.3.RC.2	Ask questions and support answers by connecting prior knowledge with literal information from the text.	LA.4.RC.2	Use appropriate strategies when reading for different purposes.	LA.5.RC.2	Analyze text that is organized in sequential or chronological order.
	LA.3.RC.3	Show understanding by identifying answers in the text.	LA.4.RC.3	Make and confirm predictions about text by using prior knowledge and ideas presented in the text itself, including illustrations, titles, topic sentences, important words, foreshadowing clues (clues that indicate what might happen next), and direct quotations.	LA.5.RC.3	Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas.
	LA.3.RC.4	Recall major points in the text and make and revise predictions about what is read.	LA.4.RC.4	Evaluate new information and hypotheses (statements of theories or assumptions) by testing them against known information and ideas.	LA.5.RC.4	Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge.
	LA.3.RC.5	Distinguish the main idea and supporting details in expository (informational) text.	LA.4.RC.5	Compare and contrast information on the same topic after reading several passages or articles.	LA.5.RC.5	Distinguish among facts, supported inferences, and opinions in text.

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READING COMPREHENSION (RC)		GRADE 3		GRADE 4		GRADE 5
	LA.3.RC.6	Locate appropriate and significant information from the text, including problems and solutions.	LA.4.RC.6	Distinguish between cause and effect and between fact and opinion in informational text.		
	LA.3.RC.7	Follow simple multiple-step written instructions.	LA.4.RC.7	Follow multi-step instructions in a basic technical manual.		
	LA.3.RC.8	Distinguish between cause and effect, and between fact and opinion in informational text.	LA.4.RC.8	Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology.		
	LA.3.RC.9 I	Identify text that uses sequence or other logical order (alphabetical, time, categorical).	LA.4.RC.9	Recognize main ideas and supporting details presented in expository (informational texts).		

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LITERACY RESPONSE AND ANALYSIS (RLA)		GRADE 3		GRADE 4		GRADE 5
	LA.3.LRA.1	Recognize different common genres (types) of literature, such as poetry, drama, fiction, and nonfiction.	LA.4.LRA.1	Describe the differences of various imaginative forms of literature, including fantasies, fables, myths, legends, and fairy tales.	LA.5.LRA.1	Identify and analyze the characteristics of poetry, drama, fiction, and nonfiction and explain the appropriateness of the literary forms chosen by an author for a specific purpose.
	LA.3.LRA.2	Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world.	LA.4.LRA.2	Identify the main events of the plot, including their causes and the effects of each even on future actions, and the major theme from the story action.	LA.5.LRA.2	Identify the main problem or conflict of the plot and explain how it is resolved.
	LA.3.LRA.3	Determine what characters are like by what they say or do and by how the author or illustrator portrays them.	LA.4.LRA.3	Use knowledge of the situation, setting, and a character's traits, motivations, and feelings to determine the causes for that character's actions.	LA.5.LRA.3	Contrast the actions, motives, and appearances of characters in a work of fiction and discuss the importance of the contrasts to the plot or theme.
	LA.3.LRA.4	Determine the theme or author's message in fiction and nonfiction text.	LA.4.LRA.4	Compare and contrast tales from different cultures by tracing the adventures of one character type. Tell why there are similar tales in different cultures.	LA.5.LRA.4	Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether they are implied or stated directly.
	LA.3.LRA.5	Recognize that certain words and rhythmic patterns can be used in a selection to imitate sounds.	LA.4.LRA.5	Define figurative language, such as similes, metaphors, hyperbole, or personification, and identify its use in literary works.	LA.5.LRA.5	Describe the function and effect of common literary devices, such as imagery, metaphor, and symbolism.

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LITERACY RESPONSE AND ANALYSIS (RLA)		GRADE 3		GRADE 4		GRADE 5
	LA.3.LRA.6	Identify the speaker or narrator in a selection.	LA.4.LRA.6	Determine the theme.	LA.5.LRA.6	Evaluate the meaning of patterns and symbols that are found in myth and tradition by using literature from different eras and cultures.
	LA.3.LRA.7	Compare and contrast versions of the same stories from different cultures.	LA.4.LRA.7	Identify the narrator in a selection and tell whether the narrator or speaker is involved in the story.	LA.5.LRA.7	Evaluate the author's use of various techniques to influence readers' perspectives.
	LA.3.LRA.8	Identify the problem and solutions in a story.			LA.5.LRA.8	Identify the speaker or narrator in a selection and tell whether the speaker or narrator is a character involved in the story.

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WRITING PROCESS (WP)		GRADE 3		GRADE 4		GRADE 5
	LA.3.WP.1	Find ideas for writing stories and descriptions in conversations with others, and in books, magazines, school textbooks, or on the Internet.	LA.4.WP.1	Discuss ideas for writing. Find ideas for writing in conversations with others and in books, magazines, newspapers, school textbooks, or on the Internet. Keep a list or notebook of ideas.	LA.5.WP.1	Discuss ideas for writing, keep a list or notebook of ideas, and use graphic organizers to plan writing.
	LA.3.WP.2	Discuss ideas for writing, use diagrams and charts to develop ideas, and make a list or notebook of ideas.	LA.4.WP.2	Select a focus, an organizational structure, and a point of view based upon purpose, audience, length, and format requirements for a piece of writing.	LA.5.WP.2	Write stories with multiple paragraphs that develop a situation or plot, describe the setting, and include an ending.
	LA.3.WP.3	Create single paragraphs with topic sentences and simple supporting facts and details.	LA.4.WP.3	Write informational pieces with multiple paragraphs that: <ul style="list-style-type: none"> • provide an introductory paragraph. • establish and support a central idea with a topic sentence at or near the beginning of the first paragraph. • include supporting paragraphs with simple facts, details, and explanations. • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • conclude with a paragraph that summarizes the points. • use correct indentation at the beginning of paragraphs. 	LA.5.WP.3	Write informational pieces with multiple paragraphs that: <ul style="list-style-type: none"> • present important ideas or events in sequence or in chronological order. • provide details and transitions to link paragraphs. • offer a concluding paragraph that summarizes important ideas and details.

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	LA.3.WP.4	Use various reference materials (such as a dictionary, thesaurus, atlas, encyclopedia, and online resources).	LA.4.WP.4	Use common organizational structures for providing information in writing, such as chronological order, cause and effect, or similarity and difference, and posing and answering a question.	LA.5.WP.4	Use organizational features of printed text, such as citations, endnotes, and bibliographic references, to locate relevant information.
	LA.3.WP.5	Use a computer to draft, revise, and publish writing.	LA.4.WP.5	Quote or paraphrase information sources, citing them appropriately.	LA.5.WP.5	Use note-taking skills.
	LA.3.WP.6	Review, evaluate, and revise writing for meaning and clarity.	LA.4.WP.6	Locate information in reference texts by using organizational features, such as prefaces and appendixes.	LA.5.WP.6	Create simple documents using a computer and employing organizational features, such as passwords, entry and pull-down menus, word searches, the thesaurus, and spell checks.

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WRITING PROCESS (WP)		GRADE 3		GRADE 4		GRADE 5
	LA.3.WP.7	Proofread one's own writing, as well as that of others, using an editing checklist or list of rules.	LA.4.WP.7	Use multiple reference materials and online information (the Internet) as aids to writing.	LA.5.WP.7	Use a thesaurus to identify alternative word choices and meanings.
	LA.3.WP.8	Revise writing for others to read, improving the focus and progression of ideas.	LA.4.WP.8	Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.	LA.5.WP.8	Review, evaluate, and revise writing for meaning and clarity.
	LA.3.WP.9	Organize related ideas together within a paragraph to maintain a consistent focus.	LA.4.WP.9	Use a computer to draft, revise, and publish writing, demonstrating basic keyboarding skills and familiarity with common computer technology.	LA.5.WP.9	Proofread one's own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of specific errors.
			LA.4.WP.10	Review, evaluate, and revise writing for meaning and clarity.	LA.5.WP.10	Edit and revise writing to improve meaning and focus through adding, deleting, combining, clarifying, and rearranging words and sentences.

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WRITING PROCESS (WP)	GRADE 3	GRADE 4	GRADE 5
			<p>LA.4.WP.11</p> <p>Proofread one’s own writing, as well as that of others, using an editing checklist or set of rules, with specific examples of corrections of frequent errors.</p>
		<p>LA.4.WP.12</p> <p>Revise writing by combining and moving sentences and paragraphs to improve the focus and progression of ideas.</p>	

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	GRADE 3		GRADE 4		GRADE 5
LA.3.WA.1	Write narratives (stories) that provide a context within which an action takes place and include details to develop the plot.	LA.4.WA.1	Write narratives (stories) that: <ul style="list-style-type: none"> include ideas, observations, or memories of an event or experience. provide a context to allow the reader to imagine the world of the event or experience. use concrete sensory details. 	LA.5.WA.1	Write narratives (stories) that: <ul style="list-style-type: none"> establish a plot, point of view, setting, and conflict. show, rather than tell, the events of the story.
LA.3.WA.2	Write descriptive pieces about people, places, things, or experiences that develop a unified main idea and use details to support the main idea.	LA.4.WA.2	Write responses to literature that: <ul style="list-style-type: none"> demonstrate an understanding of a literary work. support judgments through references to both the text and prior knowledge. 	LA.5.WA.2	Write responses to literature that: <ul style="list-style-type: none"> demonstrate an understanding of a literary work. support judgments through references to the text and to prior knowledge. develop interpretations that exhibit careful reading and understanding.

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WRITING APPLICATIONS (WA)		GRADE 3		GRADE 4		GRADE 5
	LA.3.WA.3	Write personal, persuasive, and formal letters, thank-you notes, and invitations that show awareness of the knowledge and interests of the audience and establish a purpose; include the date, proper salutation, body, closing and signature.	LA.4.WA.3	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: * includes information from a variety of sources (books, technology, multimedia), * demonstrates that information that has been gathered has been summarized, * organizes information by categorizing it into multiple categories (such as solid, liquid, and gas; or reduce, reuse, and recycle) or includes information gained through observation.	LA.5.WA.3	Write research reports about important ideas, issues, or events by using the following guidelines: • Frame questions that direct the investigation. • Establish a main idea or topic. • Develop the topic with simple facts, details, examples, and explanations. • Use a variety of information sources, including firsthand interviews, reference materials, and electronic resources, to locate information for the report.
	LA.3.WA.4	Use varied word choices to make writing interesting.	LA.4.WA.4	Write summaries that contain the main ideas of the reading selection and the most significant details.	LA.5.WA.4	Write persuasive letters or compositions that: • state a clear position in support of a proposal. • support a position with relevant evidence and effective emotional appeals. • follow a simple organizational pattern, with the most appealing statements first and the least powerful ones last. • address reader concerns.
	LA.3.WA.5	Write for different purposes and to a specific audience or person.	LA.4.WA.5	Use varied word choices to make writing interesting.	LA.5.WA.5	Use varied word choices to make writing interesting.

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WRITING APPLICATIONS (WA)		GRADE 3		GRADE 4		GRADE 5	
	LA.3.WA.6	Write persuasive pieces that ask for an action or response.	LA.4.WA.6	Write for different purposes (information, persuasion) and to a specific audience or person.	LA.5.WA.6	Write for different purposes and to a specific audience or person, adjusting tone and style as appropriate.	
	LA.3.WA.7	Write responses to literature that: * demonstrate an understanding of what is read, * support statements with evidence from the text.				LA.5.WA.7	Write summaries that contain the main idea of the reading selection and the most significant details.
	LA.3.WA.8	Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: * uses a variety of sources (books, technology, pictures, charts, tables of content, diagrams) and documents sources (titles and authors) * organizes information by categorizing it into more than one category (such as living and non-living, hot and cold) or includes information gained through observation.					

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ENGLISH LANGUAGE CONVENTIONS (ELC)		GRADE 3		GRADE 4		GRADE 5
	LA.3.ELC.1	Write legibly in cursive, leaving space between letters in a word, between words in a sentence, and between words and the edges of the paper.	LA.4.ELC.1	Write smoothly and legibly in cursive, forming letters and words that can be read by others.	LA.5.ELC.1	Identify and correctly use prepositional phrases (for school or In the beginning), appositives (We played the Cougars, the team from Newport), main clauses (words that express a complete thought), and subordinate clauses (clauses attached to the main clause in a sentence).
	LA.3.ELC.2	Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation.	LA.4.ELC.2	Use simple sentences (Dr. Vincent Stone is my dentist.) and compound sentences (His assistant cleans my teeth and Dr. Stone checks for cavities.) in writing.	LA.5.ELC.2	Use transitions (however, therefore, on the other hand) and conjunctions (and, or, but) to connect ideas.
	LA.3.ELC.3	Identify and use subjects and verbs that are in agreement (we are instead of we is).	LA.4.ELC.3	Create interesting sentences, by using words that describe, explain, or provide additional details and connections, such as adjectives, adverbs, appositives, participial phrases, prepositional phrases, and conjunctions.	LA.5.ELC.3	Identify and correctly use appropriate tense (present, past, present participle, past participle) for verbs that are often misused (lie/lay, sit/set, rise/raise).

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ENGLISH LANGUAGE CONVENTIONS (ELC)		GRADE 3		GRADE 4		GRADE 5
	LA.3.ELC.4	Identify and use past (he danced), present (he dances), and future (he will dance) verb tenses properly in writing.	LA.4.ELC.4	Identify and use in writing regular verbs (live/lived, shout/shouted) and irregular verbs (swim/swam), (ride/rode, hit/hit), adverbs (constantly, quickly), and prepositions (through, beyond, between).	LA.5.ELC.4	Identify and correctly use modifiers (words or phrases that describe, limit, or qualify another word) and pronouns (he/his, she/her, they/their, it/its).
	LA.3.ELC.5	Identify and correctly use pronouns (it, him, her), adjectives (brown eyes, two younger sisters), compound nouns (summertime, snowflakes), and articles (a, an, the) in writing.	LA.4.ELC.5	Use parentheses to explain something that is not considered of primary importance to the sentence, commas in direct quotations (He said, "I'd be happy to go."), apostrophes to show possession (Jim's shoes, the dog's food) and apostrophe's in contractions (can't, didn't, won't).	LA.5.ELC.5	Use a colon to separate hours and minutes (12:20 a.m., 3:40 p.m.) and to introduce a list (Do the project in this order: cut, paste, fold.); use quotation marks around the exact words of a speaker and titles of articles, poems, songs, short stories, and chapters in books; use semi-colons and commas for transitions (Time is short; however, we will still get the job done.)

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LANGUAGE CONVENTIONS (ELC)	GRADE 3	GRADE 4	GRADE 5
	<p>LA.3.ELC.6</p> <p>Use commas in dates (August 15, 2005), locations (Hyattsville, Maryland), and addresses (362 Indiana Court, Silver Lake, Montana), and for items in a series (football, basketball, soccer, and tennis).</p>	<p>LA.4.ELC.6</p> <p>Use underlining, quotation marks, or italics to identify titles of documents. • When writing by hand or by computer, use quotation marks to identify the titles of articles, short stories, poems, or chapters of books. • When writing on a computer italicize the following, when writing by hand underline them: the titles of books, names of newspapers and magazines, works of art, and musical compositions.</p>	<p>LA.5.ELC.6</p> <p>Use correct capitalization.</p>
<p>LA.3.ELC.7</p> <p>Capitalize correctly geographical names, holidays, historical periods, and special events (We always celebrate Christmas Day by attending Mass at the Basilica of the National Shrine.)</p>	<p>LA.4.ELC.7</p> <p>Capitalize names of magazines, newspapers, works of art, musical compositions, organizations, and the first word in quotations, when appropriate.</p>	<p>LA.5.ELC.7</p> <p>Spell roots or bases of words, prefixes (understood/misunderstood, excused/unexcused), suffixes (final/finally, mean/meanness), contractions (will not/won't, it is/it's, they would/they'd), and syllable constructions (in-for-ma-tion, mol-e-cule) correctly.</p>	

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ENGLISH	LA.3.ELC.8	Spell correctly one-syllable words that have blends (walk, play, or blend), contractions (isn't, can't), compounds, common spelling patterns (qu- , changing win to winning, and changing the ending of a word from -y to -ies to make a plural, such as cherry/cherries), and common homophones (words that sound the same but have different spellings such as hair-hare).	LA.4.ELC.8	Spell correctly roots (bases of words, such as unnecessary, cowardly), inflections (words like care/careful/caring or words with more than one acceptable spelling like advisor/adviser), suffixes and prefixes (-ly, -ness, mis-, un-), and syllables (word parts each containing a vowel sound, such as sur-prise or e-co-lo-gy).	LA.5.ELC.8	Use simple sentences (Dr. Vincent Stone is my dentist) and compound sentences (His assistant cleans my teeth, and Dr. Stone checks for cavities) in writing.
	LA.3.ELC.9	Arrange words in alphabetical order.				

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LISTENING AND SPEAKING (LS)		GRADE 3		GRADE 4		GRADE 5
	LA.3.LS.1	Retell, paraphrase, and explain what a speaker has said.	LA.4.LS.1	Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.	LA.5.LS.1	Ask questions that seek information not already discussed.
	LA.3.LS.2	Connect and relate experiences and ideas to those of a speaker.	LA.4.LS.2	Summarize major ideas and supporting evidence presented in spoken presentations.	LA.5.LS.2	Interpret a speaker's verbal and nonverbal messages, purposes, and perspectives.
	LA.3.LS.3	Answer questions completely and appropriately.	LA.4.LS.3	Identify how language use (sayings and expressions) reflects regions and cultures.	LA.5.LS.3	Make inferences or draw conclusions based on an oral report.
	LA.3.LS.4	Identify the musical elements of literary language, such as rhymes, repeated sounds, and instances of onomatopoeia (naming something by using a sound associated with it, such as hiss or buzz).	LA.4.LS.4	Give precise directions and instructions.	LA.5.LS.4	Select a focus, organizational structure, and point of view for an oral presentation.
	LA.3.LS.5	Organize ideas chronologically (in the order that they happened) or around major points of information.	LA.4.LS.5	Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.	LA.5.LS.5	Clarify and support spoken ideas with evidence and examples.

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LISTENING AND SPEAKING (LS)		GRADE 3		GRADE 4		GRADE 5
	LA.3.LS.6	Provide a beginning, a middle, and an end to oral presentations, including details that develop a central idea.	LA.4.LS.6	Use traditional structures for conveying information, including cause and effect, similarity and difference, and posing and answering a question.	LA.5.LS.6	Use volume, phrasing, timing, and gestures appropriately to enhance meaning.
	LA.3.LS.7	Use clear and specific vocabulary to communicate ideas and establish the tone.	LA.4.LS.7	Emphasize points in ways that help the listener or viewer to follow important ideas and concepts.	LA.5.LS.7	Identify, analyze, and critique persuasive techniques, including promises, dares, flattery, and generalities; identify faulty reasoning used in oral presentations and media messages.
	LA.3.LS.8	Clarify and enhance oral presentations through the use of appropriate props, including objects, pictures, and charts.	LA.4.LS.8	Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.	LA.5.LS.8	Analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmission of culture. .
	LA.3.LS.9	Read prose and poetry aloud with fluency, rhythm, and timing, using appropriate changes in the tone of voice to emphasize important passages of the text being read.	LA.4.LS.9	Engage the audience with appropriate words, facial expressions, and gestures.	LA.5.LS.9	Deliver narrative (story) presentations that: <ul style="list-style-type: none"> • establish a situation, plot, point of view, and setting with descriptive words and phrases. • show, rather than tell, the listener what happens.

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LISTENING AND SPEAKING (LS)		GRADE 3		GRADE 4		GRADE 5
	LA.3.LS.10	Distinguish between the speaker's opinions and verifiable facts.	LA.4.LS.10	Evaluate the role of the media in focusing people's attention on events and in forming their options	LA.5.LS.10	Deliver informative presentations about an important idea, issue, or event by the following means: <ul style="list-style-type: none"> • frame questions to direct the investigation. • establish a controlling idea or topic. • develop the topic with simple facts, details, examples, and explanations.
	LA.3.LS.11	Make brief narrative (story) presentations that provide a context for an event that is the subject of the presentation, provide insight into why the selected event should be of interest to the audience, include well-chosen details to develop characters, setting, and plot.	LA.4.LS.11	Make narrative (story) presentations that relate ideas, observations, or memories about an event or experience, and provide a context that allows listeners to imagine the circumstances of the event or experience.	LA.5.LS.11	Deliver oral responses to literature that: <ul style="list-style-type: none"> • summarize important events and details • demonstrate an understanding of several ideas or images communicated by the literary work. • use examples from the work to support conclusions.
	LA.3.LS.12	Plan and present dramatic interpretations of experiences, stories, poems, or plays.	LA.4.LS.12	Make information presentations that focus on one main idea, include facts and details that help listeners to focus, and incorporate more than one source of information	LA.5.LS.12	Give precise directions and instructions.

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LISTENING AND SPEAKING (LS)		GRADE 3		GRADE 4		GRADE 5
	LA.3.LS.13	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.	LA.4.LS.13	Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details.	LA.5.LS.13	Emphasize points in ways that help the listener or viewer follow important ideas and concepts
	LA.3.LS.14	Follow three- and four-step oral directions.	LA.4.LS.14	Recite brief poems (two or three stanzas long), soliloquies (sections of plays in which characters speak out loud to themselves), or dramatic dialogues, clearly stating words and using appropriate timing, volume, and phrasing.	LA.5.LS.14	Identify claims in different kinds of text (print, image, multimedia) and evaluate evidence used to support these claims.
			LA.4.LS.15	Connect and relate experiences and ideas to those of a speaker.	LA.5.LS.15	Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.
			LA.4.LS.16	Distinguish between the speaker's opinions and verifiable facts.		

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LISTENING AND SPEAKING (LS)	GRADE 3	GRADE 4	GRADE 5
			LA.4.LS.17 Make descriptive presentations that use concrete sensory details to set forth and support unified impressions of people, places, things, or experiences.