

Arizona's English Language Arts Standards – 3rd Grade

Reading Standards for Informational Text

Key Ideas and Details

3.RI.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
3.RI.2	Determine the main idea of a text; recount and paraphrase the key details and explain how they support the main idea.
3.RI.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.

Craft and Structure

3.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.
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Integration of Knowledge and Ideas

3.RI.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
3.RI.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
3.RI.9	Compare and contrast the most important points and key details presented in two texts on the same topic.

Range of Reading and Level of Text Complexity

3.RI.10	By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 3.
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Grade 3
Arizona ELA applicable standards for reading informational text, 2021.

ELA Standard for 3 rd Grade	WU	1	2	3	4	5	6	AS	7	8	9	FPU
RSIT 1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.										•	•	
RSIT 2. Determine the main idea of a text; recount the key details and explain how they support the main idea.										•		
RSIT 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.										•	•	
RSIT 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 3 topic or subject area</i> .	•	•	•	•	•	•	•	•		•	•	
RSIT 7. Use information gained from illustration (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).			•		•				•	•		
RSIT 8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).										•		
RSIT 9. Compare and contrast the most important points and key details presented in two texts on the same topic.										•		
RSIT 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 grades 2-3 text complexity band proficiently independently and with proficiency.										•	•	

Grade 3
Project Archaeology standards for reading informational text, 2013

Arizona's English Language Arts Standards – 3 rd Grade	
Writing Standards	
Text Types and Purposes	
3.W.1	Write opinion pieces on topics or texts, using reasons to support one's point of view. a. Introduce the topic or text, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.
3.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.
Production and Distribution of Writing	
3.W.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
3.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
Research to Build and Present Knowledge	
3.W.7	Conduct short research projects that build knowledge about a topic.
3.W.8	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
Range of Writing	
3.W.10	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.

Grade 3
Arizona ELA applicable standards
for writing, 2021.

ELA Standard for 3 rd Grade	WU	1	2	3	4	5	6	AS	7	8	9	FPU
WS 1. Write opinion pieces on topics or texts, supporting a point view with reasons and information.												•
WS 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				•						•		
WS 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.										•		•
WS 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.										•		
WS 7. Conduct short research projects that build knowledge about a topic.			•	•	•	•		•	•	•		
WS 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take brief notes on sources and sort evidence into provided categories.		•	•	•	•	•	•	•	•	•	•	•
WS 10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.		•	•	•	•	•	•	•	•	•	•	•

Grade 3
Project Archaeology standards for
writing, 2013

Arizona’s English Language Arts Standards – 3rd Grade

Speaking and Listening Standards

Comprehension and Collaboration

3.SL.1	<p>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.</p> <p>a. 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.</p> <p>b. 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).</p> <p>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>d. Explain their own ideas and understanding based on the discussion.</p>
3.SL.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.
3.SL.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

Presentation of Knowledge and Ideas

3.SL.4	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.
3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Grade 3
Arizona ELA applicable standards
for speaking and listening, 2021.

ELA Standard for 3 rd Grade	WU	1	2	3	4	5	6	AS	7	8	9	FPU
SLS 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly.	●	●	●	●	●	●	●	●	●	●	●	●
SLS 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, in visually, quantitatively, and orally.										●	●	●
SLS 3. Ask and answer questions about information about information from a speaker, offering appropriate elaboration and detail.												●
SLS 4. Report on a topic or text, tell a story, or recount 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.										●		●
SLS 6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.												●

Grade 3
Project Archaeology standards for
speaking and listening, 2013

Arizona's English Language Arts Standards – 3 rd Grade	
Speaking and Listening Standards	
Presentation of Knowledge and Ideas	
3.SL.4	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.
3.SL.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations.)

Grade 3
Arizona ELA applicable standards
for Language, 2021.

ELA Standard for 3 rd Grade	WU	1	2	3	4	5	6	AS	7	8	9	FPU
LS 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 3 reading and content</i> , choosing flexibly from a range of strategies.							•			•		•
LS 6. Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.	•	•	•	•	•	•	•	•		•	•	

Grade 3
Project Archaeology standards for
Language, 2013

Arizona’s English Language Arts Standards – 4th Grade

Reading Standards for Informational Text

Key Ideas and Details

4.RI.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

4.RI.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.

Craft and Structure

4.RI.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

Integration of Knowledge and Ideas

4.RI.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.

4.RI.8 Explain how an author uses reasons and evidence to support particular points in a text.

4.RI.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

4.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts, including history/social studies, science, and technical texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 4.

Grade 4
Arizona ELA applicable standards for reading informational text, 2021.

ELA Standard for 4 th Grade	WU	1	2	3	4	5	6	AS	7	8	9	FPU
RSIT 1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.										•	•	
RSIT 3. Explain events procedures, ideas, or concepts in a historical, scientific, or technical text including what happened and why, based specific information in the text.										•	•	
RSIT 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	•	•	•	•	•	•	•	•		•	•	
RSIT 7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.			•		•				•	•		
RSIT 8. Explain how an author uses reasons and evidence to support particular points in a text.										•		
RSIT 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.										•		
RSIT 10. By the end of the 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.										•	•	

Grade 4
Project Archaeology standards for reading informational text, 2013

Arizona's English Language Arts Standards -4 th Grade	
Writing Standards	
Text Types and Purposes	
4.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). d. Provide a concluding statement or section related to the opinion presented.
4.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Production and Distribution of Writing	
4.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above).
4.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4).
Research to Build and Present Knowledge	
4.W.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
4.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, categorize information, and provide a list of sources.
4.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature. b. Apply grade 4 Reading standards to informational texts.
Range of Writing	
4.W.10	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.

Grade 4
Arizona ELA applicable standards
for writing, 2021.

ELA Standard for 4 th Grade	WU	I	2	3	4	5	6	AS	7	8	9	FPU
WS 1. Write opinion pieces on topics or texts, supporting a point view with reasons and information.												•
WS 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				•						•		
WS 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.										•		•
WS 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.										•		
WS 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.			•	•	•	•		•	•	•		
WS 8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.		•	•	•	•	•	•	•	•	•	•	•
WS 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 4 Reading standards to informational texts.							•			•	•	•
WS 10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.		•	•	•	•	•	•	•	•	•	•	•

Grade 4
Project Archaeology standards for
writing, 2013

Arizona’s English Language Arts Standards – 4th Grade

Speaking and Listening Standards

Comprehension and Collaboration

4.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. a. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. 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. d. Review the key ideas expressed and explain their own ideas and understanding based on the discussion.
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4.SL.3	Identify the reasons and evidence a speaker provides to support particular points.
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Presentation of Knowledge and Ideas

4.SL.4	Report on a topic or text, tell a story, or recount 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.
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4.SL.6	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. (See grade 4 Language standards 1 and 3 for specific expectations).
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Grade 4
Arizona ELA applicable standards
for speaking and listening, 2021.

ELA Standard for 4 th Grade	WU	1	2	3	4	5	6	AS	7	8	9	FPU
SLS 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 4 topics and texts, building on others ideas and expressing their own clearly.	●	●	●	●	●	●	●	●	●	●	●	●
SLS 3. Identify reasons and evidence a speaker provides to support particular points.										●		●
SLS 4. Report on a topic or text, tell a story, or recount 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.										●		●
SLS 6. Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate to task and situation.												●

Grade 4
Project Archaeology standards for
speaking and listening, 2013

Arizona's English Language Arts Standards – 4th Grade

Language Standards

Vocabulary Acquisition and Use

4.L.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. a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph). b. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauri), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
4.L.6	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Grade 4
Arizona ELA applicable standards
for Language, 2021.

ELA Standard for 4 th Grade	WU	1	2	3	4	5	6	AS	7	8	9	FPU
LS 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 4 reading and content</i> .							•			•		•
LS 6. Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	•	•	•	•	•	•	•	•		•	•	

Grade 4
Project Archaeology standards for
Language, 2013

Arizona’s English Language Arts Standards – 5 th Grade	
Reading Standards for Informational Text	
Key Ideas and Details	
5.RI.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5.RI.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.
Craft and Structure	
5.RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
5.RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas	
5.RI.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).
5.RI.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Level of Text Complexity	
5.RI.10	By the end of the year, proficiently and independently read and comprehend informational text, including history/social studies, science and technological texts, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 5.

Grade 5
Arizona ELA applicable standards
for reading informational text,
2021.

ELA Standard for 5 th Grade	WU	1	2	3	4	5	6	AS	7	8	9	FPU
RSIT 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.										●	●	
RSIT 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.										●	●	
RSIT 4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 5 topic or subject area</i> .	●	●	●	●	●	●	●	●		●	●	
RSIT 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.										●		●
RSIT 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).										●		
RSIT 9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.										●		
RSIT 10. By the end of the 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.										●	●	

Grade 5
Project Archaeology standards for
reading informational text, 2013

Arizona's English Language Arts Standards – 5 th Grade	
Writing Standards	
Text Types and Purposes	
5.W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. 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. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.
5.W.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. 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. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Production and Distribution of Writing	
5.W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
5.W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
Research to Build and Present Knowledge	
5.W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic and to answer a specific question.
5.W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
5.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature. b. Apply grade 5 Reading standards to informational texts.
Range of Writing	
5.W.10	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.

Grade 5
Arizona ELA applicable standards
for writing, 2021.

ELA Standard for 5 th Grade	WU	1	2	3	4	5	6	AS	7	8	9	FPU
WS 1. Write opinion pieces on topics or texts, supporting a point view with reasons and information.												●
WS 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.				●						●		
WS 4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.										●		●
WS 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.										●		
WS 7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.			●	●	●	●		●	●	●		
WS 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.		●	●	●	●	●	●	●	●	●	●	●
WS 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 5 Reading standards to informational texts.							●			●	●	●
WS 10. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.		●	●	●	●	●	●	●	●	●	●	●

Grade 5
Project Archaeology standards for
writing, 2013

Arizona’s English Language Arts Standards – 5th Grade

Speaking and Listening Standards

Comprehension and Collaboration

5.SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly. a. 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. b. Follow agreed-upon rules for discussions and carry out assigned roles. c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. d. Review the key ideas expressed and draw conclusions based on information and knowledge gained from the discussions.
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5.SL.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
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Presentation of Knowledge and Ideas

5.SL.4	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.
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5.SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 for specific expectations.)
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Grade 5
Arizona ELA applicable standards
for speaking and listening, 2021.

ELA Standard for 5th Grade	WU	1	2	3	4	5	6	AS	7	8	9	FPU
SLS 1. Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts, building on others ideas and expressing their own clearly.	●	●	●	●	●	●	●	●	●	●	●	●
SLS 3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.										●		●
SLS 4. 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.										●		●
SLS 6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	●	●	●	●	●	●	●	●	●	●	●	●

Grade 5
Project Archaeology standards for
speaking and listening, 2013

Arizona's English Language Arts Standards – 5th Grade

Language Standards

Vocabulary Acquisition and Use

5.L.4	<p>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.</p> <p>a. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p>b. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>c. 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.</p>
5.L.6	<p>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).</p>

Grade 5
Arizona ELA applicable standards
for Language, 2021.

ELA Standard for 5 th Grade	WU	1	2	3	4	5	6	AS	7	8	9	FPU
LS 4. Determine or clarify the meaning of unknown and multiple meaning words and phrases based on <i>grade 5 reading and content</i> , choosing flexibly from a range of strategies.							•			•		•
LS 6. Acquire and use accurately grade appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.	•	•	•	•	•	•	•	•		•	•	

Grade 5
Project Archaeology standards for
Language, 2013

Project Archaeology
 Science Standards for
 Grades 3 through 5,
 2013

NGSS Standard for Grades 3-5 (from Condensed version)	WU	1	2	3	4	5	6	AS	7	8	9	FPU
ADQP: Identify scientific (testable) and non-scientific (non-testable) questions.					•	•		•	•	•		
ADQP: Ask questions based on careful observations of phenomena and information.					•	•		•	•	•		
ADQP: Ask questions to clarify ideas or request evidence.	•				•	•		•		•		
ADQP: Formulate questions that can be investigated and predict reasonable outcomes based on patterns such as cause and effect.					•	•		•		•		
PCOI: Design and conduct investigations collaboratively, using fair tests in which variables are controlled and the number of trials considered.								•		•		
PCOI: Make observations and/or measurements, collect appropriate data, and identify patterns that provide evidence for an explanation of a phenomenon.			•					•		•		
AID: Display tables and graphs, using digital tools when feasible, to reveal patterns that indicate relationships.			•							•		
AID: Compare data collected by different groups in order to discuss similarities and differences in their findings.			•		•			•	•	•		
AID: Interpret data to make sense of and explain phenomena, using logical reasoning, mathematics and/or computation.			•		•	•		•		•		
UMCT: Organize simple data sets to reveal patterns that suggest relationships.			•					•		•		
UMCT: Describe, measure, estimate, and graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems.										•		
CEDS: Construct explanations of observed quantitative relationships.			•			•		•		•		
CEDS: Use evidence (e.g., measurements, observations, patterns) to construct a scientific explanation.			•		•	•		•		•		
CEDS: Identify the evidence that supports particular points in an explanation.								•		•	•	•
CEDS: Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the problem.							•					•

Grades 3-5 Science Standards

The Grades 3-5 Science Standards are designed to provide opportunities for students to develop an understanding of all thirteen core ideas (see [Appendix 3](#)) across the 3-5 grade band. To sufficiently demonstrate knowledge, understanding, and performance of each standard, not every core idea is included in every grade.

Within each grade level, students engage in multiple science and engineering practices as they gather information to answer their questions or solve design problems by reasoning how the data provide evidence to support their understanding, and then communicate their understanding of phenomena in physical, earth and space, and life science (the knowing of science). Students apply their knowledge of the core ideas to understand phenomena, see the impact, or construct technological solutions (using science). The crosscutting concepts support their understanding of patterns, cause and effect relationships, and systems thinking as students make sense of phenomena in the natural and designed worlds. The practices, core ideas, and crosscutting concepts help students develop an understanding of skills and knowledge to transfer them from one grade to the next and between content areas.

- In third grade, students develop an understanding of systems and system models along with structure and function involving energy and matter.
- In fourth grade, students apply systems and system models as they investigate how energy and the availability of resources affects Earth systems (geosphere and biosphere). They also develop an understanding of stability and change with regards to how populations of organisms and Earth have changed over time.
- In fifth grade, students apply their understanding of scale at micro levels as they investigate changes in matter and at macro levels as they investigate patterns of genetic information and movement between Earth and Moon.

The organization of the standards within this document does not indicate instructional sequence or importance. Decisions about curriculum and instruction are made locally by individual school districts and classroom teachers; these standards can be sequenced, combined, or integrated with other content areas to best meet the local curriculum or student needs (See [Appendices 4](#) and [5](#)). It is suggested to use the metric system for measurement, as most scientific tools utilize the metric system.

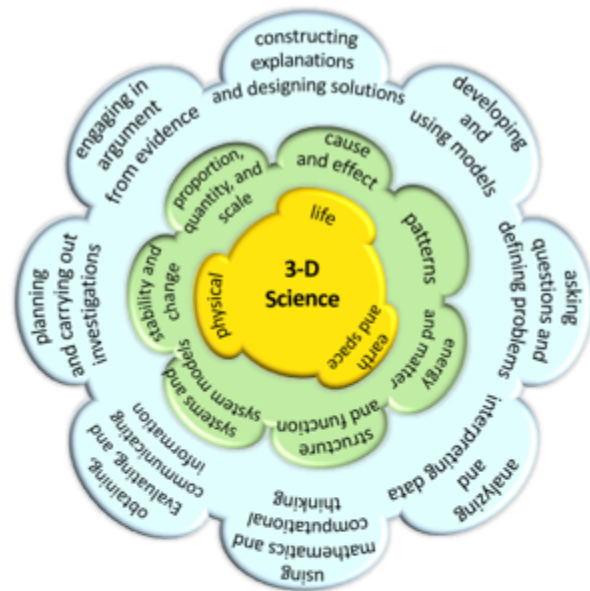


Figure 1: Three Dimensions of Science Instruction