

CAPITAL QUEST SCHOOL STANDARDS ALIGNMENT
3RD TO 5TH GRADE

3RD GRADE

Common Core School Standards

CCSS.ELA.Reading – Informational Texts.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA.Speaking & Listening (Comprehension & Collaboration).3.1 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. 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 (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). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

CCSS.ELA.Speaking & Listening (Comprehension & Collaboration).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.

CCSS.ELA.Speaking & Listening (Comprehension & Collaboration).3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

DC Public School Standards

Art.3.1.1 Explore the significance and purposes of art.

Social Studies.3 Compare current maps of the District of Columbia with maps of the city from other times.

Social Studies.3 Describe Washington, D.C., in 1800, 1900, and 2000. Point out the main differences among the times.

Social Studies.3 Explain how Washington, D.C., was chosen and named our capital city.

Virginia SOLs

Visual Arts (Analysis, Evaluation, and Critique) 3.18 The student will analyze and interpret portrait, landscape, still life, and narrative works of art.

United States History to 1865 USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865; b) make connections between the past and the present; d) interpret ideas and events from different historical perspectives; f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events

4TH GRADE

Common Core School Standards

CCSS.ELA.Reading – Informational Texts.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA.Speaking & Listening (Comprehension & Collaboration).4.1 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 in light of the discussion.

CCSS.ELA.Speaking & Listening (Comprehension & Collaboration).4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA.Speaking & Listening (Comprehension & Collaboration).4.3 Identify the reasons and evidence a speaker provides to support particular points.

DC Public School Standards

Art 4.1.1 Explore the significance and purposes of art.

Art 4.3.3 Describe an historic district observing the architecture and landscape; speculate how it has changed since its original construction.

Art 4.3.4 Describe a local historical house, sharing observations about how the structure and the objects in it present a picture of life in another era.

Art 4.4.1 Analyze works of art and design using a using a critique process: How it may relate to events or social trends of the period (investigate/interpret).

Art 4.5.3 Draw diagrams, maps, graphs, time-lines, or illustrations to communicate ideas or tell a story about a historical event.

Virginia SOLS

United States History to 1865

USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865; b) make connections between the past and the present; d) interpret ideas and events from different historical perspectives; f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events

5TH GRADE

Common Core School Standards

CCSS.ELA.Reading – Informational Texts.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA.Speaking & Listening (Comprehension & Collaboration).5.1 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 in light of information and knowledge gained from the discussions.

CCSS.ELA.Speaking & Listening (Comprehension & Collaboration).5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA.Speaking & Listening (Comprehension & Collaboration).5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

DC Public School Standards

Art 5.1.1 Explore the significance and purposes of art.

Art 5.4.1 Make judgements about works of art and design using a context and critique process involving elements of background history: relationship to period or society of origin (investigate/interpret).

Virginia SOLs

United States History to 1865

USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865; b) make connections between the past and the present; d) interpret ideas and events from different historical perspectives; f) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events