

3-5 Literacy and Math NYS COMMON CORE STANDARDS Applicable to Art Lessons

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Artwork serves as a venue for building visual literacy, to understand the meaning of images, understanding how an artist communicates ideas with objects, elements, organizational principles, media, and techniques. When Reading and Writing Standards are seen as pertaining to visual literacy, *reading* text or *writing* can be interpreted as *reading* art or *communicating* through art. For instance:

- *text* can also mean *artwork*
- *details* can also mean the *elements* or *objects* contained within the artwork
- *phrases* can refer to *organizational principles* used to create the artwork

College & Career Readiness Anchor Standards for Reading 3-5	<p style="text-align: center;">READING STANDARDS for Literacy (Grades 3-5)</p> <p style="text-align: center;">* 3-5 Standards related to literature will be identified with an (L) * 3-5 Standards related to informational text will be identified with a (I)</p> <p style="text-align: center;">Proper way to cite a standard: Category.Grade level.Number for specific standard. For example: RL.3.1</p>
<i>Key Ideas and Details</i>	
1. Read closely to determine what the text (artwork) says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text (artwork).	<p>3: Ask and answer questions to demonstrate understanding of a text (artwork), referring explicitly to the text (artwork) as the basis for the answers.</p> <p>4: Refer to details and examples in a text (artwork) when explaining what the text (artwork) says explicitly and when drawing inferences from the text (artwork).</p> <p>5: Quote accurately from a text (artwork) when explaining what the text (artwork) says explicitly and when drawing inferences from the text (artwork).</p>
2. Determine central ideas or themes of a text (in an artwork) and analyze their development; summarize the key supporting details and ideas.	<p>3(I): Determine the main idea of a text (an artwork); recount the key details and explain how they support the main idea.</p> <p>4(I): Determine the main idea of a text (in an artwork) and explain how it is supported by key details; summarize the text (artwork).</p> <p>5(I): Determine two or more main ideas of a text (in an artwork) and explain how they are supported by key details; summarize the text (artwork).</p>
3. Analyze how and why individuals (subjects or elements), events, or ideas develop and interact over the course of a text (in an artwork).	<p>3(L): Describe characters (subjects) in a story (an artwork) (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>3(I): Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text (an artwork), using language that pertains to time, sequence, and cause/effect.</p> <p>4(L): 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).</p> <p>4(I): 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.</p> <p>5(L): Compare and contrast two or more characters (subjects or elements), settings, or events in a story or drama (artwork), drawing on specific details in the text (artwork) (e.g., how the subjects or elements interact).</p> <p>5(I): Explain the relationships or interactions between two or more individuals (subjects or elements), events, ideas, or concepts in a historical, scientific, or technical text (artwork) based on specific information in the text (artwork).</p>
<i>Craft and Structure</i>	
4. Interpret words (objects or elements) and phrases (principles or techniques) as they are used in a text (an artwork), including determining technical, connotative, and figurative meanings, and analyze how specific word (image or element) choices shape meaning or tone.	<p>3(L): Determine the meaning of words (objects or elements) and phrases (principles or techniques) as they are used in a text (artwork), distinguishing literal from non-literal language (images).</p> <p>3(I): Determine the meaning of general academic and domain-specific words and phrases in a text (or artwork) relevant to a <i>grade 3 topic or subject area</i>.</p> <p>4(L): Determine the meaning of words (objects or elements) and phrases (principles or techniques) as they are used in a text (an artwork), including those that allude to significant characters found in mythology (e.g., <i>Herculean</i>).</p> <p>4(I): Determine the meaning of general academic and domain-specific words or phrases in a text (or artwork) relevant to a <i>grade 4 topic or subject area</i>.</p> <p>5(L): Determine the meaning of words (objects or elements) and phrases (principles or techniques) as they are used in a text (an artwork), including figurative language such as metaphors and similes.</p> <p>5(I): Determine the meaning of general academic and domain-specific words and phrases in a text (artwork or art related text) relevant to a <i>grade 5 topic or subject area</i>.</p>

<p>5. Analyze the structure of texts (artwork), including how specific sentences (elements), paragraphs (principles), and larger portions of the text (art) (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p>	<p>3(L): Refer to parts of (artwork) stories, dramas, and poems when writing or speaking about a text (artwork), using terms such as <i>chapter</i>, <i>scene</i>, and <i>stanza</i>; describe how each successive part builds on earlier sections. 3(I): Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>4(L): Explain major differences between (types of artwork) poems, drama, and prose, and refer to the structural elements of (artwork) 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 (an artwork). 4(I): Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text (an artwork) or part of a text (an artwork).</p> <p>5(L): Explain how a (elements and principles) series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular (work of art) story, drama, or poem. 5(I): Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information (elements or principles) in two or more texts (artworks).</p>
<p>6. Assess how point of view or purpose shapes the content and style of a text (artwork).</p>	<p>3(L): Distinguish their own point of view from that of the narrator (artist) or those of the characters (subjects). 3(I): Distinguish their own point of view from that of the author of a text (artist of an artwork).</p> <p>4(L): Compare and contrast the point of view from which different stories are narrated (illustrated), including the difference between first- and third-person narrations. 4(I): Compare and contrast a firsthand and secondhand account (illustration) of the same event or topic; describe the differences in focus and the information provided (in the artwork).</p> <p>5(L): Describe how a narrator's or speaker's (artist's) point of view influences how events are described (depicted). Recognize and describe how an author's (artist's) background and culture affect his or her perspective. 5(I): Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent (in artwork).</p>
<p><i>Integration of Knowledge and Ideas</i></p>	
<p>7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*</p>	<p>3(L): 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). 3(I): 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).</p> <p>4(L): 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. 4(I): 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.</p> <p>5(L): 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). 5(I): Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p>
<p>8. Delineate and evaluate the argument and specific claims in a text (an artwork), including the validity of the reasoning (artist's intent) as well as the relevance and sufficiency of the evidence.</p>	<p>3(I): Describe the logical connection between particular sentences (elements) and paragraphs (principles) in a text (an artwork) (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>4(I): Explain how an author (artist) uses reasons (objects and elements) and evidence (principles and techniques) to support particular points in a text (an artwork)</p> <p>5(I): Explain how an author (artist) uses reasons (objects and elements) and evidence (principles and techniques) to support particular points in a text (an artwork), identifying which reasons and evidence support which point(s).</p>

<p>9. Analyze how two or more texts (artworks) address similar themes or topics in order to build knowledge or to compare the approaches the authors (artists) take.</p>	<p>3(L): Compare and contrast the themes, settings, and plots of stories (artwork) written (created) by the same author (artist) about the same or similar characters (e.g., in books from a series). 3(I): Describe the logical connection between particular sentences (objects and elements) and paragraphs (principles and techniques) in a text (artwork) (e.g., comparison, cause/effect, first/second/third in a sequence).</p> <p>4(L): 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 (artwork) from different cultures. 4(I): Explain how an author (artist) uses reasons (objects and elements) and evidence (principles and techniques) to support particular points in a text (an artwork).</p> <p>5(L): Compare and contrast stories (artwork) in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. 5(I): Explain how an author (artist) uses reasons and evidence to support particular points in a text (artwork), identifying which reasons and evidence support which point(s).</p>
<p><i>Range of Reading and Level of Text Complexity</i></p>	
<p>10. Read and comprehend complex literary (artwork) and informational texts independently and proficiently.</p>	<p>3(L): By the end of the year, read and comprehend literature, including stories, dramas, and poetry, (artwork) at the high end of the grades 2–3 text complexity band independently and proficiently. 3(I): By the end of the year, read and comprehend informational texts (about art), including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p>4(L): By the end of the year, read and comprehend literature (artwork), 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. 4(I): By the end of year, read and comprehend informational texts (about artwork), 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.</p> <p>5(L): By the end of the year, read and comprehend literature (artwork), including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently. 5(I): By the end of the year, read and comprehend informational texts (about art), including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>

College & Career Readiness Anchor Standards for Writing 3-5	<p style="text-align: center;">3-5 WRITING Standards for Literacy (W)</p> <p style="text-align: center;">Proper way to cite a standard: Category,Grade level.Number for specific standard. For example: W.3.1a</p>
<i>Text Types and Purposes</i>	
<p>1. Write arguments to support claims in an analysis of substantive topics or texts (artwork) using valid reasoning and relevant and sufficient evidence.</p>	<p>3: Write opinion pieces on topics or texts (artwork), supporting a point of view with reasons.</p> <ul style="list-style-type: none"> a. Introduce the topic or text (artwork) they are writing about, 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., <i>because, therefore, since, for example</i>) to connect opinion and reasons. d. Provide a concluding statement or section. <p>4: Write opinion pieces on topics or texts (artwork), supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text (artwork) 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., <i>for instance, in order to, in addition</i>). d. Provide a concluding statement or section related to the opinion presented. <p>5: Write opinion pieces on topics or texts (artwork), supporting a point of view with reasons and information.</p> <ul style="list-style-type: none"> a. Introduce a topic or text (artwork) 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., <i>consequently, specifically</i>). d. Provide a concluding statement or section related to the opinion presented.
<p>2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>	<p>3: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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., <i>also, another, and, more, but</i>) to connect ideas within categories of information. d. Provide a concluding statement or section. <p>4: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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., <i>another, for example, also, because</i>). 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. <p>5: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> 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., <i>in contrast, especially</i>). 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.
<p>3. Write narratives to develop real or imagined experiences or events using effective</p>	<p>3-5: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences (as it relates to artwork).</p> <ul style="list-style-type: none"> a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

<p>technique, well-chosen details and well-structured event sequences (as they relate to artwork).</p>	<p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure.</p>
<p><i>Production and Distribution of Writing</i></p>	
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>3: 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.) 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: 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.) a. Produce text (print or nonprint) that explores a variety of cultures and perspectives.</p>
<p>5. Develop and strengthen writing (or artwork) as needed by planning, revising, editing, rewriting, or trying a new approach.</p>	<p>3: With guidance and support from peers and adults, develop and strengthen writing (or artwork) as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 38.) 4: With guidance and support from peers and adults, develop and strengthen writing (or artwork) as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4 on page 38.) 5: With guidance and support from peers and adults, develop and strengthen writing (or artwork) 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 on page 38.)</p>
<p>6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p>	<p>3: With guidance and support from adults, use technology to produce and publish writing (or artwork) as well as to interact and collaborate with others. 4: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (or artwork) as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting 5: With some guidance and support from adults, use technology, including the Internet, to produce and publish writing (or artwork) as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.</p>
<p><i>Research to Build and Present Knowledge</i></p>	
<p>7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p>	<p>3: Conduct short research projects that build knowledge about a topic. 4: Conduct short research projects that build knowledge through investigation of different aspects of a topic. 5: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p>
<p>8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p>	<p>3: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 4: 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. 5: 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</p>

<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>3: n/a</p> <p>4: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <i>grade 4 Reading standards</i> to literature (e.g., “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].”). Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”). <p>5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). Apply <i>grade 5 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
<i>Range of Writing</i>	
<p>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 tasks, purposes, and audiences.</p>	<p>3: 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.</p> <p>4: 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.</p> <p>5: 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.</p>
<p>11. Responding to Literature (artwork)</p>	<p>3: Create and present a poem, narrative, play, art work, or personal response to a particular author or theme studied in class.</p> <p>4: Create and present a poem, narrative, play, art work, or literary review in response to a particular author or theme studied in class.</p> <p>5: Create and present an original poem, narrative, play, art work, or literary critique in response to a particular author or theme studied in class. Recognize and illustrate social, historical, and cultural features in the presentation of literary texts.</p>

College & Career Readiness Anchor Standards for Speaking and Listening 3-5	3-5 Speaking and Listening Standards (SL) Proper way to cite a standard: Category.Grade level.Number for specific standard. For example: SL.3.1a
<i>Comprehension and Collaboration</i>	
<p>1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>3: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. 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). Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. Explain their own ideas and understanding in light of the discussion. Seek to understand and communicate with individuals from different cultural backgrounds. <p>4: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. Follow agreed-upon rules for discussions and carry out assigned roles. 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. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. <p>5: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <ol style="list-style-type: none"> 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. Follow agreed-upon rules for discussions and carry out assigned roles. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. Seek to understand and communicate with individuals from different perspectives and cultural backgrounds. Use their experience and their knowledge of language and logic, as well as culture, to think analytically, address problems creatively, and advocate persuasively.
<p>2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>3: 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</p> <p>4: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>5: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>	<p>3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>4: Identify the reasons and evidence a speaker provides to support particular points.</p> <p>5: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>

<i>Presentation of Knowledge and Ideas</i>	
<p>4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>	<p>3: Report on a topic or text (an artwork), tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>4: Report on a topic or text (an artwork), 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.</p> <p>5: Report on a topic or text (an artwork) 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.</p>
<p>5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p>	<p>3: Create engaging (video) audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>4: Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p>5: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p>
<p>6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>3: 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 on page 38 for specific expectations.)</p> <p>4: 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 on page 38 for specific expectations.)</p> <p>5: 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 on page 38 for specific expectations.)</p>

3-5 Common Core Math Standards Applicable to Art

Proper way to cite a standard: Category.Grade level.Number for specific standard. For example: NF.3.3a

3rd Grade	<p>In Grade 3, instructional time should focus on four critical areas:</p> <ol style="list-style-type: none"> (1) developing understanding of multiplication and division and strategies for multiplication and division within 100; (2) developing understanding of fractions, especially unit fractions (fractions with numerator 1); (3) developing understanding of the structure of rectangular arrays and of area; and (4) describing and analyzing two-dimensional shapes.
<i>Key Ideas and Details</i>	Number and Operations - Fractions (3.NF)
Develop understanding of fractions as numbers.	<ol style="list-style-type: none"> 3. Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size. <ol style="list-style-type: none"> a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
<i>Key Ideas and Details</i>	Measurement and Data (2.MD)
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	<ol style="list-style-type: none"> 2. Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters (l).⁶ Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem.⁷
Represent and interpret data.	<ol style="list-style-type: none"> 4. Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.
<p>Geometric measurement: understand concepts of area and related area to multiplication and to addition.</p> <p>Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.</p>	<ol style="list-style-type: none"> 5. Recognize area as an attribute of plane figures and understand concepts of area measurement. <ol style="list-style-type: none"> a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area. b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units. 6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units). 7. Relate area to the operations of multiplication and addition. <ol style="list-style-type: none"> a. Find the area of a rectangle with whole-number side lengths by tiling it, and show that the area is the same as would be found by multiplying the side lengths. b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. d. Recognize area as additive. Find areas of rectilinear figures by decomposing them into non-overlapping rectangles and adding the areas of the non-overlapping parts, applying this technique to solve real world problems. 8. Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.

<i>Key Ideas and Details</i>	Geometry (3.G)
Reason with shapes and their attributes.	<p>1. Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> <p>2. Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as 1/4 of the area of the shape.</i></p>
4th Grade	<p>In Grade 4, instructional time should focus on three critical areas:</p> <p>(1) developing understanding and fluency with multi-digit multiplication, and developing understanding of dividing to find quotients involving multi-digit dividends;</p> <p>(2) developing an understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers;</p> <p>(3) understanding that geometric figures can be analyzed and classified based on their properties, such as having parallel sides, perpendicular sides, particular angle measures, and symmetry.</p>
<i>Key Ideas and Details</i>	Operations and Algebraic Thinking (4.OA)
Generate and analyze patterns.	5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself. <i>For example, given the rule “Add 3” and the starting number 1, generate terms in the resulting sequence and observe that the terms appear to alternate between odd and even numbers. Explain informally why the numbers will continue to alternate in this way.</i>
<i>Key Ideas and Details</i>	Measurement and Data (4.MD)
<p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p>Geometric measurement: understand concepts of angle and measure angles.</p>	<p>1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i></p> <p>2. Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.</p> <p>3. Apply the area and perimeter formulas for rectangles in real world and mathematical problems. <i>For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor.</i></p> <p>5. Recognize angles as geometric shapes that are formed wherever two rays share a common endpoint, and understand concepts of angle measurement:</p> <ol style="list-style-type: none"> An angle is measured with reference to a circle with its center at the common endpoint of the rays, by considering the fraction of the circular arc between the points where the two rays intersect the circle. An angle that turns through $1/360$ of a circle is called a “one-degree angle,” and can be used to measure angles. An angle that turns through n one-degree angles is said to have an angle measure of n degrees. <p>6. Measure angles in whole-number degrees using a protractor. Sketch angles of specified measure.</p>

<i>Key Ideas and Details</i>	Geometry (4.G)
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	<ol style="list-style-type: none"> 1. Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. 2. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles. 3. Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.
5th Grade	<p>In Grade 5, instructional time should focus on three critical areas:</p> <ol style="list-style-type: none"> (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume.
<i>Key Ideas and Details</i>	Number and Operations - Fractions (5.NF)
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	<ol style="list-style-type: none"> 5. Interpret multiplication as scaling (resizing), by: <ol style="list-style-type: none"> a. Comparing the size of a product to the size of one factor on the basis of the size of the other factor, without performing the indicated multiplication.
<i>Key Ideas and Details</i>	Measurement and Data (5.MD)
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	<ol style="list-style-type: none"> 3. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. <ol style="list-style-type: none"> a. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit” of volume, and can be used to measure volume b. A solid figure which can be packed without gaps or overlaps using n unit cubes is said to have a volume of n cubic units. 4. Measure volumes by counting unit cubes, using cubic cm, cubic in, cubic ft, and improvised units. 5. Relate volume to the operations of multiplication and addition and solve real world and mathematical problems involving volume. <ol style="list-style-type: none"> a. Find the volume of a right rectangular prism with whole-number side lengths by packing it with unit cubes, and show that the volume is the same as would be found by multiplying the edge lengths, equivalently by multiplying the height by the area of the base. Represent threefold whole-number products as volumes, e.g., to represent the associative property of multiplication. b. Apply the formulas $V = l \times w \times h$ and $V = b \times h$ for rectangular prisms to find volumes of right rectangular prisms with whole number edge lengths in the context of solving real world and mathematical problems. c. Recognize volume as additive. Find volumes of solid figures composed of two non-overlapping right rectangular prisms by adding the volumes of the non-overlapping parts, applying this technique to solve real world problems.
<i>Key Ideas and Details</i>	Geometry (5.G)
Classify two-dimensional figures into categories based on their properties.	<ol style="list-style-type: none"> 3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i> 4. Classify two-dimensional figures in a hierarchy based on properties.