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TEKS Connections Grades 3 to 5

Strand by Strand Through the Grades

How each strand grows from Grade 3 through Grade 5

Grades 3 to 5 English Language Arts and Reading

Prepared by Randi Whitney

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The Three Years at a Glance

Thirteen strands run through Grades 3, 4, and 5, and most of them hold their shape. Comprehension, fluency, and self-sustained reading use nearly the same words in all three years, which means the growth there sits in the texts, which grow more complex and demanding each year. Where the wording does change, it changes on purpose, and the tables in this document show every change word for word.

Each strand section opens with the strand's own sentence, which is identical in all three grades. Below it sits a side-by-side table matching every Grade 3 student expectation to its Grade 4 and Grade 5 counterparts, with a final column naming exactly what changes. A short passage after the table traces how the thread grows and which strands it draws from. An SE that is new at a grade, or that drops off, is marked in the table.

Strand	From Grade 3 to Grade 5
1. Oral Language	Opinion to presentation; social communication ends in Grade 3.
2. Beginning Reading and Writing	Lists shrink as decoding moves toward morphology; alphabetizing ends in Grade 3 while cursive continues through Grade 5.
3. Vocabulary	Word origin joins in Grade 5; affixes and roots rotate by grade; the word-study set narrows to homophones before adages and puns.
4. Fluency	One expectation, same wording, all three years.
5. Self-Sustained Reading	One expectation, same wording, all three years.
6. Comprehension	Nine expectations, same wording; the texts grow more complex.
7. Response	Summarizing joins retelling; comparing across sources joins the written response.
8. Literary Elements	Theme, character, and setting climb; plot names its arc in Grade 4 and holds it in Grade 5.
9. Genres	New poetry, drama, and informational targets; argument moves toward facts for or against.
10. Author's Purpose and Craft	Explain becomes analyze; the named devices rotate by grade.
11. Composition: The Writing Process	Transitions join structure; the conventions lists name new grammar each year.
12. Composition: Genres	Fiction joins literary writing; correspondence becomes requesting information.
13. Inquiry and Research	Clarifying joins questioning; credibility and bibliography mark the older grades.

Read down a column to see one grade. Read across a row to see what changes. The What changes column is built from a word-by-word comparison of the three wordings.

Strand 1: Oral Language

FOUNDATIONAL LANGUAGE: LISTENING, SPEAKING, DISCUSSION, AND THINKING

> *"The student develops oral language through listening, speaking, and discussion."*

Five expectations in Grade 3, four in Grades 4 and 5. The table shows which one drops off and how speaking itself is redefined twice.

SE	Grade 3	Grade 4	Grade 5	What changes
1(A)	**3.1(A)** *"listen actively, ask relevant questions to clarify information, and make pertinent comments;"*	**4.1(A)** *"listen actively, ask relevant questions to clarify information, and make pertinent comments;"*	**5.1(A)** *"listen actively to interpret verbal and non-verbal messages, ask relevant questions, and make pertinent comments;"*	Grades 3 and 4 match. Grade 5 drops to clarify information and adds listening to interpret verbal and non-verbal messages.
1(B)	**3.1(B)** *"follow, restate, and give oral instructions that involve a series of related sequences of action;"*	**4.1(B)** *"follow, restate, and give oral instructions that involve a series of related sequences of action;"*	**5.1(B)** *"follow, restate, and give oral instructions that include multiple action steps;"*	Grades 3 and 4 match. Grade 5 says include multiple action steps instead of involve a series of related sequences of action.
1(C)	**3.1(C)** *"speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively;"*	**4.1(C)** *"express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively; and"*	**5.1(C)** *"give an organized presentation employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and"*	Grade 3 asks the student to speak coherently about the topic under discussion. Grade 4 asks for an opinion supported by accurate information and ends with and. Grade 5 asks for an organized presentation and adds natural gestures, and says conventions of language where the earlier grades say the conventions of language.
1(D)	**3.1(D)** *"work collaboratively with others by following agreed-upon rules, norms, and protocols; and"*	**4.1(D)** *"work collaboratively with others to develop a plan of shared responsibilities."*	**5.1(D)** *"work collaboratively with others to develop a plan of shared responsibilities."*	Grade 3 says working collaboratively with others by following agreed-upon rules, norms, and protocols and ends with and. Grades 4 and 5 say working collaboratively with others to develop a plan of shared responsibilities.
1(E)	**3.1(E)** *"develop social communication such as conversing politely in all situations."*	*No counterpart at this grade.*	*No counterpart at this grade.*	Grade 3 only: social communication such as conversing politely in all situations. No counterpart in Grades 4 or 5.

How the Thread Grows

The thread moves from taking part in talk to performing it. Listening changes in Grade 5, which drops to clarify information and adds interpreting verbal and non-verbal messages, while following instructions is restated as multiple action steps. The speaking expectation carries the visible change: coherent talk about the topic in Grade 3, an opinion backed by accurate information in Grade 4, an organized presentation with natural gestures in Grade 5. Working with others shifts from following agreed-upon rules, norms, and protocols to developing a plan of shared responsibilities. Social communication in Grade 3 has no counterpart later, so one classroom option is to secure polite conversation early. The strand feeds discussion in strands 6 and 7 and delivery in 3.13(H) through 5.13(H).

Strand 2: Beginning Reading and Writing

FOUNDATIONAL LANGUAGE: WORD STRUCTURE, PHONICS, AND MORPHOLOGY

> *"The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell."*

Eighteen expectations in Grade 3, fifteen in Grade 4, fourteen in Grade 5. Codes shift across grades, so each row below follows one skill under its changing codes.

SE	Grade 3	Grade 4	Grade 5	What changes
2(A)	**3.2(A)** *"demonstrate and apply phonetic knowledge by:"*	**4.2(A)** *"demonstrate and apply phonetic knowledge by:"*	**5.2(A)** *"demonstrate and apply phonetic knowledge by:"*	Same wording in all three grades.
2(A)(i)	**3.2(A)(i)** *"decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;"*	**4.2(A)(i)** *"decoding words with specific orthographic patterns and rules, including regular and irregular plurals;"*	**5.2(A)(i)** *"decoding words with consonant changes, including ... such as in select and selection and ... such as music and musician"*	Each grade names a different decoding target: multiple sound-spelling patterns such as eigh, ough, and en in Grade 3; specific orthographic patterns and rules including regular and irregular plurals in Grade 4; consonant changes such as in select and selection and music and musician in Grade 5, with multisyllabic in Grade 3 only.
2(A)(ii)	**3.2(A)(ii)** *"decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;"*	**4.2(A)(ii)** *"decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;"*	**5.2(A)(ii)** *"decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;"*	Grades 3 and 4 match. Grade 5 prints VCe syllable in the singular where the earlier grades print VCe syllables.
2(A) (iii/-/-)	**3.2(A)(iii)** *"decoding compound words, contractions, and abbreviations;"*	*No counterpart at this grade.*	*No counterpart at this grade.*	Grade 3 only: decoding compound words, contractions, and abbreviations. No counterpart in Grades 4 or 5.
2(A) (iv/iii/ iii)	**3.2(A)(iv)** *"decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;"*	**4.2(A)(iii)** *"decoding words using advanced knowledge of syllable division patterns such as VV;"*	**5.2(A)(iii)** *"decoding words using advanced knowledge of syllable division patterns;"*	Grade 3 names syllable division patterns VCCV, VCV, and VCCCV with accent shifts. Grades 4 and 5 use advanced knowledge of syllable division patterns, with Grade 4 adding such as VV.
2(A)(v/ iv/iv)	**3.2(A)(v)** *"decoding words using knowledge of prefixes;"*	**4.2(A)(iv)** *"decoding words using knowledge of prefixes;"*	**5.2(A)(iv)** *"decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and"*	Grades 3 and 4 match: decoding words using knowledge of prefixes. Grade 5 shifts to advanced knowledge of the influence of prefixes and suffixes on base words.

SE	Grade 3	Grade 4	Grade 5	What changes
2(A) (vi/v/ iv)	**3.2(A)(vi)** *"decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and"*	**4.2(A)(v)** *"decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and"*	**5.2(A)(iv)** *"decoding words using advanced knowledge of the influence of prefixes and suffixes on base words; and"*	Grades 3 and 4 match: decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants. Grade 5 shifts to advanced knowledge of the influence of prefixes and suffixes on base words.
2(A) (vii/ vi/v)	**3.2(A)(vii)** *"identifying and reading high-frequency words from a research-based list;"*	**4.2(A)(vi)** *"identifying and reading high-frequency words from a research-based list;"*	**5.2(A)(v)** *"identifying and reading high-frequency words from a research-based list;"*	Same wording in all three grades.
2(B)	**3.2(B)** *"demonstrate and apply spelling knowledge by:"*	**4.2(B)** *"demonstrate and apply spelling knowledge by:"*	**5.2(B)** *"demonstrate and apply spelling knowledge by:"*	Same wording in all three grades.
2(B)(i)	**3.2(B)(i)** *"spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;"*	**4.2(B)(i)** *"spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;"*	**5.2(B)(i)** *"spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;"*	Same wording in all three grades.
2(B) (ii/ii/-)	**3.2(B)(ii)** *"spelling homophones;"*	**4.2(B)(ii)** *"spelling homophones;"*	*No counterpart at this grade.*	Grades 3 and 4 match: spelling homophones. Grade 5 has no homophones.
2(B) (iii/-/-)	**3.2(B)(iii)** *"spelling compound words, contractions, and abbreviations;"*	*No counterpart at this grade.*	*No counterpart at this grade.*	Grade 3 only: spelling compound words, contractions, and abbreviations. No counterpart in Grades 4 or 5.
2(B) (iv/iii/ iii)	**3.2(B)(iv)** *"spelling multisyllabic words with multiple sound-spelling patterns;"*	**4.2(B)(iii)** *"spelling multisyllabic words with multiple sound-spelling patterns;"*	**5.2(B)(iii)** *"spelling multisyllabic words with multiple sound-spelling patterns;"*	Same wording in all three grades.
2(B)(v/ iv/iv)	**3.2(B)(v)** *"spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;"*	**4.2(B)(iv)** *"spelling words using advanced knowledge of syllable division patterns;"*	**5.2(B)(iv)** *"spelling words using advanced knowledge of syllable division patterns;"*	Grade 3 says spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV. Grades 4 and 5 say spelling words using advanced knowledge of syllable division patterns.
2(B) (vi/v/v)	**3.2(B)(vi)** *"spelling words using knowledge of prefixes; and"*	**4.2(B)(v)** *"spelling words using knowledge of prefixes; and"*	**5.2(B)(v)** *"spelling words using knowledge of prefixes; and"*	Same wording in all three grades.
2(B) (vii/ vi/vi)	**3.2(B)(vii)** *"spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;"*	**4.2(B)(vi)** *"spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and"*	**5.2(B)(vi)** *"spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants; and"*	Same words in all three grades; Grades 4 and 5 end with and.

SE	Grade 3	Grade 4	Grade 5	What changes
2(B) (-/-/ii)	*No counterpart at this grade.*	*No counterpart at this grade.*	**5.2(B)(ii)** *"spelling words with consonant changes, including ... such as in select and selection and ... such as music and musician"*	New in Grade 5: spelling words with consonant changes, such as in select and selection and such as music and musician.
2(C/-/-)	**3.2(C)** *"alphabetize a series of words to the third letter; and"*	*No counterpart at this grade.*	*No counterpart at this grade.*	Grade 3 only: alphabetize a series of words to the third letter. No counterpart in Grades 4 or 5.
2(D/ C/C)	**3.2(D)** *"write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words."*	**4.2(C)** *"write legibly in cursive to complete assignments."*	**5.2(C)** *"write legibly in cursive."*	Grade 3 says write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words. Grade 4 says write legibly in cursive to complete assignments. Grade 5 says write legibly in cursive.

How the Thread Grows

The thread moves from cracking the code to studying how words are built. Grade 3 spreads wide: compound words, contractions, and abbreviations live only here in both decoding and spelling, and alphabetizing ends after Grade 3. Syllable division moves from VCCV, VCV, and VCCCV with accent shifts to advanced patterns, with Grade 4 naming such as VV. Prefixes hold through Grade 4 before Grade 5 joins them with suffixes, and suffixes keep their three base-word changes in spelling through Grade 5. High-frequency words read the same in all three grades, and cursive runs through all three while alphabetizing stops in Grade 3. The strand feeds vocabulary in strand 3, where decoded parts become meaning, and editing in 3.11(D)(xi) through 5.11(D)(xi), where spelling knowledge is applied.

Strand 3: Vocabulary

FOUNDATIONAL LANGUAGE: NEWLY ACQUIRED VOCABULARY

> *"The student uses newly acquired vocabulary expressively."*

Four expectations at every grade. The habits hold still while the word lists change by grade.

SE	Grade 3	Grade 4	Grade 5	What changes
3(A)	**3.3(A)** *"use print or digital resources to determine meaning, syllabication, and pronunciation;"*	**4.3(A)** *"use print or digital resources to determine meaning, syllabication, and pronunciation;"*	**5.3(A)** *"use print or digital resources to determine meaning, syllabication, pronunciation, and word origin;"*	Grades 3 and 4 match: use print or digital resources to determine meaning, syllabication, and pronunciation. Grade 5 says pronunciation, and word origin instead of and pronunciation.
3(B)	**3.3(B)** *"use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words;"*	**4.3(B)** *"use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;"*	**5.3(B)** *"use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words;"*	Grade 3 says the meaning of unfamiliar words and multiple-meaning words. Grades 4 and 5 say the relevant meaning of unfamiliar words or multiple-meaning words.
3(C)	**3.3(C)** *"identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful; and"*	**4.3(C)** *"determine the meaning of and use words with affixes such as mis-, sub-, -ment, and -ity/ty and roots such as auto, graph, and meter; and"*	**5.3(C)** *"identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo; and"*	identify in Grades 3 and 5; determine in Grade 4. Each grade names new word parts: im-, non-, dis-, in-, pre-, -ness, -y, and -ful in Grade 3; mis-, sub-, -ment, and -ity/ty with auto, graph, and meter in Grade 4; trans-, super-, -ive, and -logy with geo and photo in Grade 5.
3(D)	**3.3(D)** *"identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text."*	**4.3(D)** *"identify, use, and explain the meaning of homophones such as reign/rain."*	**5.3(D)** *"identify, use, and explain the meaning of adages and puns."*	Antonyms, synonyms, idioms, homophones, and homographs in a text in Grade 3. Grade 4 narrows to homophones such as reign/rain. Grade 5 names adages and puns.

How the Thread Grows

The thread keeps its four moves and swaps its materials. Print or digital resources stay constant, with Grade 5 adding word origin to meaning, syllabication, and pronunciation. Context work tightens from the meaning of unfamiliar words to the relevant meaning, which asks the student to choose among senses. Affixes and roots rotate: im- through -ful in Grade 3, mis- through -ity/ty with auto, graph, and meter in Grade 4, trans- through -logy with geo and photo in Grade 5. The word-study set narrows from antonyms through homographs to homophones such as reign/rain, then names adages and puns. The strand feeds comprehension in strand 6, where worked-out words keep reading moving, and response in 3.7(F) through 5.7(F), where new words appear in writing.

Strand 4: Fluency

FOUNDATIONAL LANGUAGE: RATE, ACCURACY, AND PROSODY

> *"The student reads grade-level text with fluency and comprehension."*

One expectation, identical in all three grades. The growth sits entirely in the words grade-level text.

SE	Grade 3	Grade 4	Grade 5	What changes
4	**3.4** *"use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text."*	**4.4** *"use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text."*	**5.4** *"use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text."*	Same wording in all three grades.

How the Thread Grows

The thread is a single sentence that does not change: rate, accuracy, and prosody when reading grade-level text. What changes is the text itself, which grows more demanding each year while the standard stays put. Fluency and comprehension are paired in the strand's own sentence. One classroom option is to teach them as one habit, since the standard never splits them. The strand draws from strand 2, where the code becomes automatic, and it feeds strand 6, where attention freed from decoding goes to meaning.

Strand 5: Self-Sustained Reading

FOUNDATIONAL LANGUAGE: INDEPENDENT READING

> *"The student reads grade-appropriate texts independently."*

One expectation, identical in all three grades. The growth sits in the stamina and the books.

SE	Grade 3	Grade 4	Grade 5	What changes
5	**3.5** *"self-select text and read independently for a sustained period of time."*	**4.5** *"self-select text and read independently for a sustained period of time."*	**5.5** *"self-select text and read independently for a sustained period of time."*	Same wording in all three grades.

How the Thread Grows

The thread is one sentence: self-select text and read independently for a sustained period of time. With the wording fixed in all three grades, the growth sits in the books students choose for themselves. The strand feeds 3.6(E) through 5.6(E), where connections need something to connect to, and 3.7(A) through 5.7(A), where self-selected texts become sources a response can describe.

Strand 6: Comprehension

COMPREHENSION SKILLS USING MULTIPLE TEXTS

> *"The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts."*

Nine expectations, word for word the same in all three grades. The strand grows through the texts, not the wording.

SE	Grade 3	Grade 4	Grade 5	What changes
6(A)	**3.6(A)** *"establish purpose for reading assigned and self-selected texts;"*	**4.6(A)** *"establish purpose for reading assigned and self-selected texts;"*	**5.6(A)** *"establish purpose for reading assigned and self-selected texts;"*	Same wording in all three grades.
6(B)	**3.6(B)** *"generate questions about text before, during, and after reading to deepen understanding and gain information;"*	**4.6(B)** *"generate questions about text before, during, and after reading to deepen understanding and gain information;"*	**5.6(B)** *"generate questions about text before, during, and after reading to deepen understanding and gain information;"*	Same wording in all three grades.
6(C)	**3.6(C)** *"make and correct or confirm predictions using text features, characteristics of genre, and structures;"*	**4.6(C)** *"make and correct or confirm predictions using text features, characteristics of genre, and structures;"*	**5.6(C)** *"make and correct or confirm predictions using text features, characteristics of genre, and structures;"*	Same wording in all three grades.
6(D)	**3.6(D)** *"create mental images to deepen understanding;"*	**4.6(D)** *"create mental images to deepen understanding;"*	**5.6(D)** *"create mental images to deepen understanding;"*	Same wording in all three grades.
6(E)	**3.6(E)** *"make connections to personal experiences, ideas in other texts, and society;"*	**4.6(E)** *"make connections to personal experiences, ideas in other texts, and society;"*	**5.6(E)** *"make connections to personal experiences, ideas in other texts, and society;"*	Same wording in all three grades.
6(F)	**3.6(F)** *"make inferences and use evidence to support understanding;"*	**4.6(F)** *"make inferences and use evidence to support understanding;"*	**5.6(F)** *"make inferences and use evidence to support understanding;"*	Same wording in all three grades.
6(G)	**3.6(G)** *"evaluate details read to determine key ideas;"*	**4.6(G)** *"evaluate details read to determine key ideas;"*	**5.6(G)** *"evaluate details read to determine key ideas;"*	Same wording in all three grades.
6(H)	**3.6(H)** *"synthesize information to create new understanding; and"*	**4.6(H)** *"synthesize information to create new understanding; and"*	**5.6(H)** *"synthesize information to create new understanding; and"*	Same wording in all three grades.
6(I)	**3.6(I)** *"monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down."*	**4.6(I)** *"monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down."*	**5.6(I)** *"monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down."*	Same wording in all three grades.

How the Thread Grows

The thread holds nine moves steady from Grade 3 through Grade 5: purpose, questions, predictions, mental images, connections, inferences with evidence, key ideas, synthesis, and monitoring with fixes. Because the wording does not move, one classroom option is to teach the same moves three years running and raise only the difficulty of the text. The phrase increasingly complex texts in the strand's own sentence is where the growth lives. The strand draws from strands 3, 4, and 5, which supply words, smooth reading, and mileage, and it feeds strand 7, where text evidence supports a response and new words appear in writing.

Strand 7: Response Skills

RESPONDING TO SOURCES READ, HEARD, OR VIEWED

> *"The student responds to an increasingly challenging variety of sources that are read, heard, or viewed."*

Seven expectations at every grade. Two rows change; the rest hold still while the sources grow harder.

SE	Grade 3	Grade 4	Grade 5	What changes
7(A)	**3.7(A)** *"describe personal connections to a variety of sources, including self-selected texts;"*	**4.7(A)** *"describe personal connections to a variety of sources, including self-selected texts;"*	**5.7(A)** *"describe personal connections to a variety of sources, including self-selected texts;"*	Same wording in all three grades.
7(B)	**3.7(B)** *"write a response to a literary or informational text that demonstrates an understanding of a text;"*	**4.7(B)** *"write responses that demonstrate understanding of texts, including comparing and contrasting … across a variety of sources"*	**5.7(B)** *"write responses that demonstrate understanding of texts, including comparing and contrasting … across a variety of sources"*	Grade 3 asks for a response to a literary or informational text that demonstrates an understanding of a text. Grades 4 and 5 ask for responses that demonstrate understanding of texts, including comparing and contrasting across a variety of sources.
7(C)	**3.7(C)** *"use text evidence to support an appropriate response;"*	**4.7(C)** *"use text evidence to support an appropriate response;"*	**5.7(C)** *"use text evidence to support an appropriate response;"*	Same wording in all three grades.
7(D)	**3.7(D)** *"retell and paraphrase texts in ways that maintain meaning and logical order;"*	**4.7(D)** *"retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;"*	**5.7(D)** *"retell, paraphrase, or summarize texts in ways that maintain meaning and logical order;"*	Grade 3 says retell and paraphrase. Grades 4 and 5 say retell, paraphrase, or summarize: and becomes or, and both grades add summarize.
7(E)	**3.7(E)** *"interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;"*	**4.7(E)** *"interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;"*	**5.7(E)** *"interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;"*	Same wording in all three grades.
7(F)	**3.7(F)** *"respond using newly acquired vocabulary as appropriate; and"*	**4.7(F)** *"respond using newly acquired vocabulary as appropriate; and"*	**5.7(F)** *"respond using newly acquired vocabulary as appropriate; and"*	Same wording in all three grades.
7(G)	**3.7(G)** *"discuss specific ideas in the text that are important to the meaning."*	**4.7(G)** *"discuss specific ideas in the text that are important to the meaning."*	**5.7(G)** *"discuss specific ideas in the text that are important to the meaning."*	Same wording in all three grades.

How the Thread Grows

The thread moves from showing understanding to working across texts. The written response in Grade 3 demonstrates an understanding of a text, while Grades 4 and 5 ask for responses that demonstrate understanding of texts, including comparing and contrasting across sources. Retelling and paraphrasing gain a third partner in Grades 4 and 5: summarizing. Evidence, interaction with sources, new vocabulary,

and discussion of important ideas hold steady, which keeps the response anchored to the text it answers. The strand draws from strand 6 for the understanding it shows: purpose guides the written response, inference with evidence becomes a response the text can support, and synthesis becomes a demonstrated understanding. It feeds composition in strands 11 and 12, where a response grows into a full piece.

Strand 8: Literary Elements

MULTIPLE GENRES: LITERARY ELEMENTS

> *"The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts."*

Four expectations at every grade, and every row changes. This is the strand where the verbs climb fastest.

SE	Grade 3	Grade 4	Grade 5	What changes
8(A)	**3.8(A)** *"infer the theme of a work, distinguishing theme from topic;"*	**4.8(A)** *"infer basic themes supported by text evidence;"*	**5.8(A)** *"infer multiple themes within a text using ... evidence"*	Grade 3 says infer the theme of a work, distinguishing theme from topic. Grade 4 says infer basic themes supported by text evidence. Grade 5 says infer multiple themes within a text using evidence, dropping basic, supported, and by.
8(B)	**3.8(B)** *"explain the relationships among the major and minor characters;"*	**4.8(B)** *"explain the interactions of the characters and the changes they undergo;"*	**5.8(B)** *"analyze the relationships of and conflicts among the characters;"*	Grade 3 says explain the relationships among the major and minor characters. Grade 4 says explain the interactions of the characters and the changes they undergo. Grade 5 says analyze the relationships of and conflicts among the characters.
8(C)	**3.8(C)** *"analyze plot elements, including the sequence of events, the conflict, and the resolution; and"*	**4.8(C)** *"analyze plot elements, including the rising action, climax, falling action, and resolution; and"*	**5.8(C)** *"analyze plot elements, including rising action, climax, falling action, and resolution; and"*	Sequence of events, conflict, and resolution in Grade 3; rising action, climax, falling action, and resolution in Grades 4 and 5, with Grade 5 dropping the first the.
8(D)	**3.8(D)** *"explain the influence of the setting on the plot."*	**4.8(D)** *"explain the influence of the setting, including historical and cultural settings, on the plot."*	**5.8(D)** *"analyze the influence of the setting, including historical and cultural settings, on the plot."*	Explain the influence of setting on plot in Grade 3. Grade 4 adds including historical and cultural settings. Grade 5 keeps the addition and upgrades explain to analyze.

How the Thread Grows

Theme, character, and setting climb each year while plot names its arc in Grade 4 and holds it. Theme moves from distinguishing theme from topic to basic themes with evidence to multiple themes. Character moves from relationships among major and minor characters to interactions and changes to relationships and conflicts. Plot moves from sequence, conflict, and resolution to the named arc of rising action, climax, falling action, and resolution, which Grade 5 holds while dropping the first the. Setting gains historical and cultural settings in Grade 4, and Grade 5 upgrades explain to analyze. The strand draws from strand 6 for the inference and evidence habits and feeds literary composition in 3.12(A) through 5.12(A), where students build the elements they studied.

Strand 9: Genres

MULTIPLE GENRES: GENRE-SPECIFIC CHARACTERISTICS, STRUCTURES, AND PURPOSES

> *"The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts."*

Twelve expectations at every grade. Story forms, poetry, drama, and informational structures each turn over by grade.

SE	Grade 3	Grade 4	Grade 5	What changes
9(A)	**3.9(A)** *"demonstrate knowledge of distinguishing characteristics of well-known ... folktales, fables, fairy tales, legends, and myths;"*	**4.9(A)** *"demonstrate knowledge of distinguishing characteristics of well-known ... folktales, fables, legends, myths, and tall tales;"*	**5.9(A)** *"demonstrate knowledge of distinguishing characteristics of well-known ... folktales, fables, legends, myths, and tall tales;"*	Grade 3 lists folktales, fables, fairy tales, legends, and myths. Grades 4 and 5 list folktales, fables, legends, myths, and tall tales.
9(B)	**3.9(B)** *"explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems;"*	**4.9(B)** *"explain figurative language such as simile, metaphor, and personification that the poet uses to create images;"*	**5.9(B)** *"explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms;"*	Grade 3 says rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems. Grade 4 says figurative language such as simile, metaphor, and personification that the poet uses to create images. Grade 5 says the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.
9(C)	**3.9(C)** *"discuss elements of drama such as characters, dialogue, setting, and acts;"*	**4.9(C)** *"explain structure in drama such as character tags, acts, scenes, and stage directions;"*	**5.9(C)** *"explain structure in drama such as character tags, acts, scenes, and stage directions;"*	Grade 3 says discuss elements of drama such as characters, dialogue, setting, and acts. Grades 4 and 5 say explain structure in drama such as character tags, acts, scenes, and stage directions.
9(D)	**3.9(D)** *"recognize characteristics and structures of informational text, including:"*	**4.9(D)** *"recognize characteristics and structures of informational text, including:"*	**5.9(D)** *"recognize characteristics and structures of informational text, including:"*	Same wording in all three grades.
9(D)(i)	**3.9(D)(i)** *"the central idea with supporting evidence;"*	**4.9(D)(i)** *"the central idea with supporting evidence;"*	**5.9(D)(i)** *"the central idea with supporting evidence;"*	Same wording in all three grades.
9(D)(ii)	**3.9(D)(ii)** *"features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; and"*	**4.9(D)(ii)** *"features such as pronunciation guides and diagrams to support understanding; and"*	**5.9(D)(ii)** *"features such as insets, timelines, and sidebars to support understanding; and"*	Each grade names different features: sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font in Grade 3; pronunciation guides and diagrams in Grade 4; insets, timelines, and sidebars in Grade 5.

SE	Grade 3	Grade 4	Grade 5	What changes
9(D)(iii)	**3.9(D)(iii)** *"organizational patterns such as cause and effect and problem and solution;"*	**4.9(D)(iii)** *"organizational patterns such as compare and contrast;"*	**5.9(D)(iii)** *"organizational patterns such as logical order and order of importance;"*	Cause and effect and problem and solution in Grade 3; compare and contrast in Grade 4; logical order and order of importance in Grade 5.
9(E)	**3.9(E)** *"recognize characteristics and structures of argumentative text by:"*	**4.9(E)** *"recognize characteristics and structures of argumentative text by:"*	**5.9(E)** *"recognize characteristics and structures of argumentative text by:"*	Same wording in all three grades.
9(E)(i)	**3.9(E)(i)** *"identifying the claim;"*	**4.9(E)(i)** *"identifying the claim;"*	**5.9(E)(i)** *"identifying the claim;"*	Same wording in all three grades.
9(E)(ii)	**3.9(E)(ii)** *"distinguishing facts from opinion; and"*	**4.9(E)(ii)** *"explaining how the author has used facts for an argument; and"*	**5.9(E)(ii)** *"explaining how the author has used facts for or against an argument; and"*	Distinguishing facts from opinion in Grade 3; how the author has used facts for an argument in Grade 4; for or against an argument in Grade 5.
9(E)(iii)	**3.9(E)(iii)** *"identifying the intended audience or reader; and"*	**4.9(E)(iii)** *"identifying the intended audience or reader; and"*	**5.9(E)(iii)** *"identifying the intended audience or reader; and"*	Same wording in all three grades.
9(F)	**3.9(F)** *"recognize characteristics of multimodal and digital texts."*	**4.9(F)** *"recognize characteristics of multimodal and digital texts."*	**5.9(F)** *"recognize characteristics of multimodal and digital texts."*	Same wording in all three grades.

How the Thread Grows

The thread swaps its examples while its frame holds. Fairy tales in Grade 3 become tall tales in Grades 4 and 5. Poetry moves from rhyme scheme, sound devices, and stanzas to figurative language that creates images to poet versus speaker across poetic forms. Drama moves from elements to structure with character tags, scenes, and stage directions. Informational features and patterns rotate each year, ending in logical order and order of importance, while argument grows from distinguishing facts from opinion, through how facts serve an argument, to facts for or against an argument. The strand feeds strands 10, 11, and 12, giving craft its devices and composition its shapes.

Strand 10: Author's Purpose and Craft

CRITICAL INQUIRY INTO AUTHORS' CHOICES

> *"The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances."*

Seven expectations at every grade. The frame holds while explain becomes analyze and the devices rotate.

SE	Grade 3	Grade 4	Grade 5	What changes
10(A)	**3.10(A)** *"explain the author's purpose and message within a text;"*	**4.10(A)** *"explain the author's purpose and message within a text;"*	**5.10(A)** *"explain the author's purpose and message within a text;"*	Same wording in all three grades.
10(B)	**3.10(B)** *"explain how the use of text structure contributes to the author's purpose;"*	**4.10(B)** *"explain how the use of text structure contributes to the author's purpose;"*	**5.10(B)** *"analyze how the use of text structure contributes to the author's purpose;"*	Explain in Grades 3 and 4; analyze in Grade 5.
10(C)	**3.10(C)** *"explain the author's use of print and graphic features to achieve specific purposes;"*	**4.10(C)** *"analyze the author's use of print and graphic features to achieve specific purposes;"*	**5.10(C)** *"analyze the author's use of print and graphic features to achieve specific purposes;"*	Explain in Grade 3; analyze in Grades 4 and 5.
10(D)	**3.10(D)** *"describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes;"*	**4.10(D)** *"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes;"*	**5.10(D)** *"describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes;"*	Simile with onomatopoeia in Grade 3; simile and metaphor with alliteration and assonance in Grade 4; simile and metaphor with sound devices in Grade 5.
10(E)	**3.10(E)** *"identify the use of literary devices, including first- or third-person point of view;"*	**4.10(E)** *"identify and understand the use of literary devices, including first- or third-person point of view;"*	**5.10(E)** *"identify and understand the use of literary devices, including first- or third-person point of view;"*	Identify in Grade 3; identify and understand in Grades 4 and 5.
10(F)	**3.10(F)** *"discuss how the author's use of language contributes to voice; and"*	**4.10(F)** *"discuss how the author's use of language contributes to voice; and"*	**5.10(F)** *"examine how the author's use of language contributes to voice; and"*	Discuss in Grades 3 and 4; examine in Grade 5.
10(G)	**3.10(G)** *"identify and explain the use of hyperbole."*	**4.10(G)** *"identify and explain the use of anecdote."*	**5.10(G)** *"explain the purpose of hyperbole, stereotyping, and anecdote."*	Grade 3 says identify and explain the use of hyperbole. Grade 4 says identify and explain the use of anecdote. Grade 5 says explain the purpose of hyperbole, stereotyping, and anecdote.

How the Thread Grows

The thread moves from naming choices to weighing them. Purpose and message stay put in Grade 3 words. Print and graphic features move from explain to analyze in Grade 4, while text structure waits until Grade 5, when explain becomes analyze, and voice follows when discuss becomes examine. The device lists carry the rotation: simile with onomatopoeia, then simile and metaphor with alliteration and assonance, then simile and metaphor with sound devices. Point of view gains understand alongside identify, and the final row moves from hyperbole to anecdote to all three with stereotyping. The strand draws from strands 8 and 9 for the elements and genres it studies and feeds composition, where the author's tools become the student's tools.

Strand 11, Composition: The Writing Process

COMPOSITION: PLANNING, DRAFTING, REVISING, EDITING, PUBLISHING

> *"The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions."*

Eighteen expectations at every grade. Planning, revising, and publishing hold still; drafting structure and nine editing rows change.

SE	Grade 3	Grade 4	Grade 5	What changes
11(A)	**3.11(A)** *"plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;"*	**4.11(A)** *"plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;"*	**5.11(A)** *"plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping;"*	Same wording in all three grades.
11(B)	**3.11(B)** *"develop drafts into a focused, structured, and coherent piece of writing by:"*	**4.11(B)** *"develop drafts into a focused, structured, and coherent piece of writing by:"*	**5.11(B)** *"develop drafts into a focused, structured, and coherent piece of writing by:"*	Same wording in all three grades.
11(B)(i)	**3.11(B)(i)** *"organizing with purposeful structure, including an introduction and a conclusion; and"*	**4.11(B)(i)** *"organizing with purposeful structure, including an introduction, transitions, and a conclusion; and"*	**5.11(B)(i)** *"organizing with purposeful structure, including an introduction, transitions, and a conclusion; and"*	Introduction and conclusion in Grade 3. Grades 4 and 5 add transitions.
11(B)(ii)	**3.11(B)(ii)** *"developing an engaging idea with relevant details;"*	**4.11(B)(ii)** *"developing an engaging idea with relevant details;"*	**5.11(B)(ii)** *"developing an engaging idea reflecting depth of thought with specific facts and details;"*	Grades 3 and 4 match. Grade 5 asks for depth of thought with specific facts and details instead of relevant details.
11(C)	**3.11(C)** *"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;"*	**4.11(C)** *"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;"*	**5.11(C)** *"revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity;"*	Same wording in all three grades.
11(D)	**3.11(D)** *"edit drafts using standard English conventions, including:"*	**4.11(D)** *"edit drafts using standard English conventions, including:"*	**5.11(D)** *"edit drafts using standard English conventions, including:"*	Same wording in all three grades.
11(D)(i)	**3.11(D)(i)** *"complete simple and compound sentences with subject-verb agreement;"*	**4.11(D)(i)** *"complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;"*	**5.11(D)(i)** *"complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;"*	Subject-verb agreement in Grade 3. Grades 4 and 5 add avoidance of splices, run-ons, and fragments.
11(D)(ii)	**3.11(D)(ii)** *"past, present, and future verb tense;"*	**4.11(D)(ii)** *"past tense of irregular verbs;"*	**5.11(D)(ii)** *"past tense of irregular verbs;"*	Past, present, and future verb tense in Grade 3; past tense of irregular verbs in Grades 4 and 5.

SE	Grade 3	Grade 4	Grade 5	What changes
11(D)(iii)	**3.11(D)(iii)** *"singular, plural, common, and proper nouns;"*	**4.11(D)(iii)** *"singular, plural, common, and proper nouns;"*	**5.11(D)(iii)** *"collective nouns;"*	Singular, plural, common, and proper nouns in Grades 3 and 4; collective nouns in Grade 5.
11(D)(iv)	**3.11(D)(iv)** *"adjectives, including their comparative and superlative forms;"*	**4.11(D)(iv)** *"adjectives, including their comparative and superlative forms;"*	**5.11(D)(iv)** *"adjectives, including their comparative and superlative forms;"*	Same wording in all three grades.
11(D)(v)	**3.11(D)(v)** *"adverbs that convey time and adverbs that convey manner;"*	**4.11(D)(v)** *"adverbs that convey frequency and adverbs that convey degree;"*	**5.11(D)(v)** *"conjunctive adverbs;"*	Time and manner adverbs in Grade 3; frequency and degree in Grade 4; conjunctive adverbs in Grade 5.
11(D)(vi)	**3.11(D)(vi)** *"prepositions and prepositional phrases;"*	**4.11(D)(vi)** *"prepositions and prepositional phrases;"*	**5.11(D)(vi)** *"prepositions and prepositional phrases and their influence on subject-verb agreement;"*	Grades 3 and 4 match. Grade 5 adds and their influence on subject-verb agreement.
11(D)(vii)	**3.11(D)(vii)** *"pronouns, including subjective, objective, and possessive cases;"*	**4.11(D)(vii)** *"pronouns, including reflexive;"*	**5.11(D)(vii)** *"pronouns, including indefinite;"*	Subjective, objective, and possessive cases in Grade 3; reflexive in Grade 4; indefinite in Grade 5.
11(D)(viii)	**3.11(D)(viii)** *"coordinating conjunctions to form compound subjects, predicates, and sentences;"*	**4.11(D)(viii)** *"coordinating conjunctions to form compound subjects, predicates, and sentences;"*	**5.11(D)(viii)** *"subordinating conjunctions to form complex sentences;"*	Coordinating conjunctions for compound subjects, predicates, and sentences in Grades 3 and 4; subordinating conjunctions for complex sentences in Grade 5.
11(D)(ix)	**3.11(D)(ix)** *"capitalization of official titles of people, holidays, and geographical names and places;"*	**4.11(D)(ix)** *"capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities;"*	**5.11(D)(ix)** *"capitalization of abbreviations, initials, acronyms, and organizations;"*	Grade 3 says official titles of people, holidays, and geographical names and places. Grade 4 says historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities. Grade 5 says abbreviations, initials, acronyms, and organizations.
11(D)(x)	**3.11(D)(x)** *"punctuation marks, including apostrophes in contractions and possessives and commas in compound sentences and items in a series; and"*	**4.11(D)(x)** *"punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue; and"*	**5.11(D)(x)** *"italics and underlining for titles and emphasis and punctuation marks, including quotation marks in dialogue and commas in compound and complex sentences; and"*	Grade 3 says apostrophes in contractions and possessives and commas in compound sentences and items in a series. Grade 4 says apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue. Grade 5 says italics and underlining for titles and emphasis and quotation marks in dialogue and commas in compound and complex sentences.
11(D)(xi)	**3.11(D)(xi)** *"correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and"*	**4.11(D)(xi)** *"correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and"*	**5.11(D)(xi)** *"correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words; and"*	Same wording in all three grades.

SE	Grade 3	Grade 4	Grade 5	What changes
11(E)	**3.11(E)** *"publish written work for appropriate audiences."*	**4.11(E)** *"publish written work for appropriate audiences."*	**5.11(E)** *"publish written work for appropriate audiences."*	Same wording in all three grades.

How the Thread Grows

The thread keeps its process and raises its standards. Planning, revision, the drafting and editing stems, and publishing use the same words in all three years. Draft structure adds transitions in Grades 4 and 5, and Grade 5 asks for depth of thought with specific facts and details. The editing list is the longest climb in the document: sentence completeness gains splices, run-ons, and fragments; verb tense narrows to irregular past; nouns narrow to collective; adverbs move from time and manner to frequency and degree to conjunctive; pronouns move from cases to reflexive to indefinite; conjunctions move from coordinating to subordinating for complex sentences; capitalization and punctuation name new territory each year. Adjectives and spelling keep the same wording while the other editing rows climb. The strand draws from the reading strands for what to write about and feeds strand 12, which gives each draft its genre shape.

Strand 12, Composition: Genres

COMPOSITION: LITERARY, INFORMATIONAL, ARGUMENTATIVE, AND CORRESPONDENCE

> *"The student uses genre characteristics and craft to compose multiple texts that are meaningful."*

Four expectations at every grade. Small wording moves with one real addition: fiction in Grade 5.

SE	Grade 3	Grade 4	Grade 5	What changes
12(A)	**3.12(A)** *"compose literary texts, including personal narratives and poetry, using genre characteristics and craft;"*	**4.12(A)** *"compose literary texts such as personal narratives and poetry using genre characteristics and craft;"*	**5.12(A)** *"compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;"*	Including personal narratives and poetry in Grade 3; such as personal narratives and poetry in Grade 4. Grade 5 adds fiction.
12(B)	**3.12(B)** *"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and ... characteristics and craft"*	**4.12(B)** *"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;"*	**5.12(B)** *"compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft;"*	Same wording. The Grade 3 source prints andgenre as one word; Grades 4 and 5 print and genre.
12(C)	**3.12(C)** *"compose argumentative texts, including opinion essays, using genre characteristics and craft; and"*	**4.12(C)** *"compose argumentative texts, including opinion essays, using genre characteristics and craft; and"*	**5.12(C)** *"compose argumentative texts, including opinion essays, using genre characteristics and craft; and"*	Same wording in all three grades.
12(D)	**3.12(D)** *"compose correspondence such as thank you notes or letters."*	**4.12(D)** *"compose correspondence that requests information."*	**5.12(D)** *"compose correspondence that requests information."*	Thank you notes or letters in Grade 3; correspondence that requests information in Grades 4 and 5.

How the Thread Grows

The thread widens gently. Literary writing moves from including personal narratives and poetry to such as personal narratives and poetry, and Grade 5 adds fiction to the list. Informational writing keeps its wording apart from a spacing fix in the source. Argumentative writing, opinion essays, hold identical wording across all three years. Correspondence changes purpose: thank you notes or letters in Grade 3 become correspondence that requests information in Grades 4 and 5. The strand draws from strands 8, 9, and 10 for the genre shapes and craft it asks students to produce.

Strand 13: Inquiry and Research

INQUIRY AND RESEARCH: SHORT-TERM AND SUSTAINED

> *"The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes."*

Eight expectations at every grade. The plan, sources, and presentation rows hold still while four rows change their wording, with adult assistance staying in the plan at every grade.

SE	Grade 3	Grade 4	Grade 5	What changes
13(A)	**3.13(A)** *"generate questions on a topic for formal and informal inquiry;"*	**4.13(A)** *"generate and clarify questions on a topic for formal and informal inquiry;"*	**5.13(A)** *"generate and clarify questions on a topic for formal and informal inquiry;"*	Generate questions in Grade 3; generate and clarify questions in Grades 4 and 5.
13(B)	**3.13(B)** *"develop and follow a research plan with adult assistance;"*	**4.13(B)** *"develop and follow a research plan with adult assistance;"*	**5.13(B)** *"develop and follow a research plan with adult assistance;"*	Same wording in all three grades.
13(C)	**3.13(C)** *"identify and gather relevant information from a variety of sources;"*	**4.13(C)** *"identify and gather relevant information from a variety of sources;"*	**5.13(C)** *"identify and gather relevant information from a variety of sources;"*	Same wording in all three grades.
13(D)	**3.13(D)** *"identify primary and secondary sources;"*	**4.13(D)** *"identify primary and secondary sources;"*	**5.13(D)** *"understand credibility of primary and secondary sources;"*	Identify primary and secondary sources in Grades 3 and 4; understand credibility of primary and secondary sources in Grade 5.
13(E)	**3.13(E)** *"demonstrate understanding of information gathered;"*	**4.13(E)** *"demonstrate understanding of information gathered;"*	**5.13(E)** *"demonstrate understanding of information gathered;"*	Same wording in all three grades.
13(F)	**3.13(F)** *"recognize the difference between paraphrasing and plagiarism when using source materials;"*	**4.13(F)** *"recognize the difference between paraphrasing and plagiarism when using source materials;"*	**5.13(F)** *"differentiate between paraphrasing and plagiarism when using source materials;"*	Recognize the difference in Grades 3 and 4; differentiate in Grade 5.
13(G)	**3.13(G)** *"create a works cited page; and"*	**4.13(G)** *"develop a bibliography; and"*	**5.13(G)** *"develop a bibliography; and"*	Grade 3 says create a works cited page. Grades 4 and 5 say develop a bibliography.
13(H)	**3.13(H)** *"use an appropriate mode of delivery, whether written, oral, or multimodal, to present results."*	**4.13(H)** *"use an appropriate mode of delivery, whether written, oral, or multimodal, to present results."*	**5.13(H)** *"use an appropriate mode of delivery, whether written, oral, or multimodal, to present results."*	Same wording in all three grades.

How the Thread Grows

The thread keeps its backbone and sharpens its judgment. Planning with adult assistance, gathering relevant information, and presenting in a fitting mode hold still across all three years. Questions gain clarifying in Grades 4 and 5. Sources move from identifying primary and secondary sources to understanding their credibility in Grade 5. Using source material moves from recognizing to differentiating paraphrasing from plagiarism, and the finished product moves from a works cited page to a bibliography. The strand draws from strands 1, 3, 6, and 7: questions from 3.6(B) through 5.6(B), words from strand 3, evidence from strand 7, and delivery from strand 1.

Threads Through the Grades

A strand section follows one thread down three grades. This section follows the threads that cross strands: the habits that start in one strand and pay off in another. Each thread names its codes at Grades 3, 4, and 5.

Talk grows teeth

Grade 3: 3.1(A) through (D) Grade 4: 4.1(A) through (D) Grade 5: 5.1(A) through (D)

Listening, questioning, and commenting in strand 1 become generating questions about text in 3.6(B) through 5.6(B) and presenting results in 3.13(H) through 5.13(H). The line runs from taking part in discussion to stating an opinion to delivering a presentation. Grade 3 social communication in 3.1(E) stands alone with no later counterpart.

The code gives way to morphology

Grade 3: 3.2(A) through (D) Grade 4: 4.2(A) through (C) Grade 5: 5.2(A) through (C)

Strand 2 moves from sounding out patterns and sorting words to studying how prefixes and suffixes change base words. The Grade 3 lists for compounds, contractions, abbreviations, and alphabetizing drop away entirely. What remains feeds strand 3, where decoded parts become meaning, and the editing lists in strand 11, where spelling knowledge is applied.

Words to meaning

Grade 3: 3.3(A) through (D) Grade 4: 4.3(A) through (D) Grade 5: 5.3(A) through (D)

Strand 3 keeps four moves and swaps its materials: resources gain word origin, context work narrows to the relevant meaning, affixes and roots rotate by grade, and the word-study set narrows to homophones before adages and puns. The payoff sits in strand 6, where worked-out words keep comprehension moving, and in 3.7(F) through 5.7(F), where new words appear in responses.

Smooth reading and long reading carry thought

Grade 3: 3.4, 3.5 Grade 4: 4.4, 4.5 Grade 5: 5.4, 5.5

Fluency and self-sustained reading do not change a word across the three years. Their growth sits in harder texts. Together they free attention for strand 6: the code handled in strand 2, the mileage banked here, and the meaning made there.

Understanding becomes response

Grade 3: 3.6 with 3.7 Grade 4: 4.6 with 4.7 Grade 5: 5.6 with 5.7

Purpose in strand 6 guides the written response in strand 7, inference with evidence becomes a response the text can support, and synthesis becomes a demonstrated understanding. Grades 4 and 5 add comparing across sources to the written response and summarizing to retelling and paraphrasing. Responses grow into compositions in strands 11 and 12.

Genres and craft shape writing

Grade 3: 3.8, 3.9, 3.10 to 3.11, 3.12 Grade 4: 4.8, 4.9, 4.10 to 4.11, 4.12 Grade 5: 5.8, 5.9, 5.10 to 5.11, 5.12

Literary elements, genre structures, and author craft studied in strands 8, 9, and 10 become the shapes and tools of strands 11 and 12. Plot arcs become narrative structure, organizational patterns become draft structure, and figurative language becomes poem craft. The reading in one year is the writing model for the next move.

Inquiry draws on four strands

Grade 3: 3.13(A) through (H) Grade 4: 4.13(A) through (H) Grade 5: 5.13(A) through (H)

Strand 13 draws on strands 1, 3, 6, and 7: questions from strand 6, words from strand 3, evidence from strand 7, delivery from strand 1. The older grades sharpen judgment with credibility of sources, differentiating paraphrase from plagiarism, and the bibliography. The final presentation is where the three years show.

Seven threads, thirteen strands, three years. The wordings that hold still mark habits worth keeping. The wordings that move mark exactly what each new grade asks for more of.