

3-5 Next Generation ELA Standards at a Glance

3-5 Reading Standards (Literary and Informational Text)

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Key Ideas and Details

3	4	5
3R1: Develop and answer questions to locate relevant and specific details in a text to support an answer or inference.	4R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.	5R1: Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences.
3R2: Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text.	4R2: Determine a theme or central idea of text and explain how it is supported by key details; summarize a text.	5R2: Determine a theme or central idea and explain how it is supported by key details; summarize a text.
3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect.	4R3: In literary texts, describe a character, setting, or event, drawing on specific details in the text. In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text.	5R3: In literary texts, compare and contrast two or more characters, settings, and events, drawing on specific details in the text. In informational texts, explain the relationships or interactions between two or more individuals, events, ideas, or concepts based on specific evidence from the text.

Craft and Structure

3	4	5
3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words.	4R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words.	5R4: Determine the meaning of words, phrases, figurative language, academic, and content-specific words and analyze their effect on meaning, tone, or mood.
3R5: In literary texts, identify parts of stories, dramas, and poems using terms such as chapter, scene, and stanza. In informational texts, identify and use text features to build comprehension.	4R5: In literary texts, identify and analyze structural elements, using terms such as verse, rhythm, meter, characters, settings, dialogue, stage directions. In informational texts, identify the overall structure using terms such as sequence, comparison, cause/effect, and problem/solution.	5R5: In literary texts, explain how a series of chapters, scenes, or stanzas fits together to determine the overall structure of a story, drama, or poem. In informational texts, compare and contrast the overall structure in two or more texts using terms such as sequence, comparison, cause/effect, and problem/solution.
3R6: Discuss how the reader's point of view or perspective may differ from that of the author, narrator or characters in a text.	4R6: In literary texts, compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. In informational texts, compare and contrast a primary and secondary source on the same event or topic.	5R6: In literary texts, explain how a narrator's or speaker's point of view influences how events are described. In informational texts, analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

3	4	5
3R7: Explain how specific illustrations or text features contribute to what is conveyed by the words in a text (e.g., create mood, emphasize character or setting, or determine where, when, why, and how key events occur).	4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text.	5R7: Analyze how visual and multimedia elements contribute to meaning of literary and informational texts.
3R8: Explain how claims in a text are supported by relevant reasons and evidence.	4R8: Explain how claims in a text are supported by relevant reasons and evidence.	5R8: Explain how claims in a text are supported by relevant reasons and evidence, identifying which reasons and evidence support which claims.
3R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	4R9: Recognize genres and make connections to other texts, ideas, cultural perspectives, eras, personal events, and situations.	5R9: Use established criteria to categorize texts and make informed judgements about quality; make connections to other texts, ideas, cultural perspectives, eras and personal experiences.

3-5 Reading Standards (Foundational Skills)

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Print Concepts and Phonological Awareness

Standards are addressed in PK-Grade 1. Please see preceding grades for more information.

Phonics and Word Recognition

3	4	5
<p>3RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>3RF3a: Identify and know the meaning of the most common prefixes and suffixes.</p> <p>3RF3b: Decode multi-syllabic words.</p> <p>3RF3c: Identify, know the meanings of, and decode words with suffixes.</p> <p>3RF3d: Recognize and read grade-appropriate irregularly spelled words.</p>	<p>4RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>4RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>	<p>5RF3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>5RF3a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.</p>

Fluency

3	4	5
<p>3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>3RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>4RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>4RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>5RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.</p> <p>5RF4a: Read grade-level text across genres orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>5RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>

3-5 Writing Standards

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [3rd](#), [4th](#), and [5th](#) grade Writing introductions for information regarding production and range of writing.

Text Types and Purposes

3	4	5
<p>3W1: Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <p>3W1a: Introduce a claim, supported by details, and organize the reasons and evidence logically.</p> <p>3W1b: Use precise language and content-specific vocabulary.</p> <p>3W1c: Use linking words and phrases to connect ideas within categories of information.</p> <p>3W1d: Provide a concluding statement or section.</p>	<p>4W1: Write an argument to support claim(s), using clear reasons and relevant evidence.</p> <p>4W1a: Introduce a precise claim, supported by well-organized facts and details, and organize the reasons and evidence logically.</p> <p>4W1b: Use precise language and content-specific vocabulary.</p> <p>4W1c: Use transitional words and phrases to connect ideas within categories of information.</p> <p>4W1d: Provide a concluding statement or section related to the argument presented.</p>	<p>5W1: Write an argument to support claims with clear reasons and relevant evidence.</p> <p>5W1a: Introduce a precise claim and organize the reasons and evidence logically.</p> <p>5W1b: Provide logically ordered reasons that are supported by facts and details from various sources.</p> <p>5W1c: Use precise language and content-specific vocabulary while writing an argument.</p> <p>5W1d: Use appropriate transitional words, phrases, and clauses to clarify and connect ideas and concepts.</p> <p>5W1e: Provide a concluding statement or section related to the argument presented.</p> <p>5W1f: Maintain a style and tone appropriate to the writing task.</p>
<p>3W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>3W2a: Introduce a topic and organize related information together.</p> <p>3W2b: Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.</p> <p>3W2c: Use precise language and content-specific vocabulary.</p> <p>3W2d: Use linking words and phrases to connect ideas within categories of information.</p> <p>3W2e: Provide a concluding statement or section.</p>	<p>4W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>4W2a: Introduce a topic clearly and organize related information in paragraphs and sections.</p> <p>4W2b: Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension.</p> <p>4W2c: Use precise language and content-specific vocabulary.</p> <p>4W2d: Use transitional words and phrases to connect ideas within categories of information.</p> <p>4W2e: Provide a concluding statement or section related to the information or explanation presented.</p>	<p>5W2: Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.</p> <p>5W2a: Introduce a topic clearly, provide a general focus, and organize related information logically.</p> <p>5W2b: Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension.</p> <p>5W2c: Use precise language and content-specific vocabulary to explain a topic.</p> <p>5W2d: Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts.</p> <p>5W2e: Provide a concluding statement or section related to the information or explanation presented.</p> <p>5W2f: Establish a style aligned to a subject area or task.</p>

3-5 Writing Standards (continued)

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Review the [3rd](#), [4th](#), and [5th](#) grade Writing introductions for information regarding production and range of writing.

Text Types and Purposes (continued)

3	4	5
<p>3W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>3W3a: Establish a situation and introduce a narrator and/or characters.</p> <p>3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>3W3c: Use temporal words and phrases to signal event order.</p> <p>3W3d: Provide a conclusion.</p>	<p>4W3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>4W3a: Establish a situation and introduce a narrator and/or characters.</p> <p>4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events to show the responses of characters to situations.</p> <p>4W3c: Use transitional words and phrases to manage the sequence of events.</p> <p>4W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>4W3e: Provide a conclusion that follows from the narrated experiences or events.</p>	<p>5W3: Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.</p> <p>5W3a: Establish a situation and introduce a narrator and/or characters.</p> <p>5W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.</p> <p>5W3c: Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>5W3d: Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p>5W3e: Provide a conclusion that follows from the narrated experiences or events.</p>
<p>3W4: Create a response to a text, author, theme or personal experience (e.g., poem, play, story, art work, or other).</p>	<p>4W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.</p>	<p>5W4: Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.</p>
<p><i>Begins in Grade 4.</i></p>	<p>4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.</p>	<p>5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.</p>

Research to Build and Present Knowledge

3	4	5
<p>3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.</p>	<p>4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.</p>	<p>5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.</p>
<p>3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.</p>	<p>4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.</p>	<p>5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.</p>

3-5 Speaking and Listening Standards

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Comprehension and Collaboration

3	4	5
<p>3SL1: Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.</p> <p>3SL1a: Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>3SL1b: Follow agreed-upon norms for discussions by actively listening, taking turns, and staying on topic.</p> <p>3SL1c: Ask questions to check understanding of information presented and link comments to the remarks of others.</p> <p>3SL1d: Explain their own ideas and understanding of the discussion.</p> <p>3SL1e: Consider individual differences when communicating with others.</p>	<p>4SL1: Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.</p> <p>4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.</p> <p>4SL1c: 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.</p> <p>4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.</p>	<p>5SL1: Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p>5SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>5SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.</p> <p>5SL1c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>5SL1d: Consider the ideas expressed and draw conclusions about information and knowledge gained from the discussions.</p>
<p>3SL2: Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).</p>	<p>4SL2: Paraphrase portions of information presented in diverse formats (e.g., including visual, quantitative, and oral).</p>	<p>5SL2: Summarize information presented in diverse formats (e.g., including visual, quantitative, and oral).</p>
<p>3SL3: Ask and answer questions in order to evaluate a speaker’s point of view, offering appropriate elaboration and detail.</p>	<p>4SL3: Identify and evaluate reasons and evidence a speaker provides to support particular points.</p>	<p>5SL3: Identify and evaluate the reasons and evidence a speaker provides to support particular points.</p>

Presentation of Knowledge and Ideas

3	4	5
<p>3SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p>4SL4: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and volume appropriate for audience.</p>	<p>5SL4: Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience.</p>
<p>3SL5: Include digital media and/or visual displays in presentations to emphasize certain facts or details.</p>	<p>4SL5: Include digital media and/or visual displays in presentations to emphasize central ideas or themes.</p>	<p>5SL5: Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes.</p>
<p>3SL6: Identify contexts that call for academic English or informal discourse.</p>	<p>4SL6: Distinguish between contexts that call for formal English versus/or informal discourse; use formal English when appropriate to task and situation.</p>	<p>5SL6: Adapt speech to a variety of contexts and tasks, using formal English when appropriate.</p>

3-5 Language Standards

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Conventions of Academic English/Language for Learning

Grades 3-5 (Students are expected to know and be able to use these skills by the end of 5 th grade.)	
<p>Anchor Standard 1 (3-5L1): Demonstrate command of the conventions of academic English grammar and usage when writing or speaking.*</p>	<p>CORE CONVENTION SKILLS</p> <ul style="list-style-type: none"> • Produce simple, compound, and complex sentences. • Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general as well as in particular sentences. • Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why). • Explain the function of conjunctions, prepositions, and interjections in general as well as in particular sentences. • Form and use regular and irregular plural nouns. • Use abstract nouns. • Form and use regular and irregular verbs. • Form and use the simple verb tenses (e.g., I walked; I walk; I will walk). • Form and use the progressive verb tenses (e.g., I was walking; I am walking; I will be walking). • Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked). • Use verb tense to convey various times, sequences, states, and conditions. • Recognize and correct inappropriate shifts in verb tense. • Ensure subject-verb and pronoun-antecedent agreement. • Use coordinating and subordinating conjunctions. • Use and identify prepositional phrases. • Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. • Correctly use frequently confused words (e.g., to, too, two; there, their).
<p>Anchor Standard 2 (3-5L2): Demonstrate command of the conventions of academic English capitalization, punctuation, and spelling when writing.*</p>	<p>CORE PUNCTUATION and SPELLING SKILLS</p> <ul style="list-style-type: none"> • Capitalize appropriate words in titles. • Use correct capitalization. • Use commas in addresses. • Use commas and quotation marks in dialogue. → Use commas and quotation marks to mark direct speech and quotations from a text. • Use a comma before a coordinating conjunction in a compound sentence. • Use a comma to separate an introductory element from the rest of the sentence. • Use punctuation to separate items in a series. • Form and use possessives. • Use conventional spelling for high-frequency and other studied words, and to add suffixes to base words (e.g., sitting, smiled, cries, happiness). • Use spelling patterns, rules, and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. → Spell grade-appropriate words correctly, consulting references as needed. <p>Use quotation marks or italics to indicate titles of works.</p>

* While building proficiency in English, ELLs/MLLs in English as a New Language and Bilingual Education programs, may demonstrate skills bilingually or transfer linguistic knowledge across languages.

3-5 Language Standards (continued)

Review the [3rd](#), [4th](#), and [5th](#) grade ELA introductions for information regarding: guidance and support, range of student reading experiences, text complexity, English language learners/multilingual learners, and students with disabilities.

Knowledge of Language

3	4	5
<p>3L3: Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.</p> <p>3L3a: Choose words and phrases for effect.</p> <p>3L3b: Recognize and observe differences between the conventions of spoken and written standard English.</p>	<p>4L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>4L3a: Choose words and phrases to convey ideas precisely.</p> <p>4L3b: Choose punctuation for effect.</p> <p>4L3c: Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion).</p>	<p>5L3: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>5L3a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>5L3b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.</p>

Vocabulary Acquisition and Use

3	4	5
<p>3L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to:</p> <p>3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>3L4b: Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable</i>, <i>comfortable/uncomfortable</i>, <i>care/careless</i>, <i>heat/preheat</i>).</p> <p>3L4c: Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company</i>, <i>companion</i>).</p> <p>3L4d: Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.</p>	<p>4L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>4L4a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p> <p>4L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).</p> <p>4L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>	<p>5L4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.</p> <p>5L4a: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>5L4b: Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>).</p> <p>5L4c: Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</p>
<p>3L5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>3L5a: Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p>3L5b: Use words for identification and description, making connections between words and their use (e.g., describe people who are friendly or <i>helpful</i>).</p> <p>3L5c: Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew</i>, <i>believed</i>, <i>suspected</i>, <i>heard</i>, <i>wondered</i>).</p>	<p>4L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>4L5a: Explain the meaning of simple similes and metaphors in context.</p> <p>4L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>4L5c: Demonstrate understanding of words by relating them to their antonyms and synonyms.</p>	<p>5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5L5a: Interpret figurative language, including similes and metaphors, in context.</p> <p>5L5b: Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>5L5c: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p>
<p>3L6: Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went out for dessert</i>).</p>	<p>4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i>, <i>whined</i>, <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i>, <i>conservation</i>, and <i>endangered</i> when discussing animal preservation).</p>	<p>5L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).</p>