**NCSS**
*History Standards*
*Historical Thinking Standard 3*

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**NCTE/IRA**
*Standards for the English Language Arts Standard 3*

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**CCSS**
*Writing; Grade 5 students*

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Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics). (NCTE & IRA, 2010, p. 22)

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CCSS, Grade 5 students

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Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences...

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c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

d. Use concrete words and phrases and sensory details to convey experiences and events precisely.

e. Provide a conclusion that follows from the narrated experiences or events.

(CCSS, 2010, p. 20)

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<thead>
<tr>
<th>Domain</th>
<th>Topic</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
</tr>
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<tbody>
<tr>
<td>Writing</td>
<td>Immigration</td>
<td>List family members or historical figures with countries of origin, using maps or charts</td>
<td>Create personal or historical family trees using graphic organizers and photographs</td>
<td>Produce illustrated family or group histories through albums, journals, diaries, or travelogues</td>
<td>Research (e.g., by conducting interviews) and report family or historical journeys</td>
<td>Discuss, in paragraph form, cause/effect, historical patterns, or impact of movement of peoples from nation to nation</td>
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<td>Colonization</td>
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PreK–12 English Language Proficiency Standards, Grade Level Cluster 4–5, Standard 5 (TESOL, 2006, p. 77)

Adapted with permission.

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**Figure 3. Standards Comparison Chart**