FIRST® LEGO® League Common Core English/Language Arts Standards Alignment & Instructional Exemplars

Rationale	Color Code
There is no evidence that the standard is addressed as part of a *FIRST®* program.	█ Red
This standard potentially could be addressed as part of a *FIRST®* program either by actions that the coach/mentor takes when working with the students or by conditions established by the program for that given year.	█ Yellow
The standard is clearly addressed by program activities.	█ Green

Anchor	Anchor Strand	Cluster	Cluster Strand	Standard	Indicator/Skill	FIRST® Alignment	Instructional Exemplar
College and Career Readiness Anchor Standards for Reading	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Reading: Literature	Key Ideas and Details	RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Yellow	Depending upon the literature being read, the student may be able to use information as part of their Project and would address this standard.
College and Career Readiness Anchor Standards for Reading	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	Reading: Informational Text	Key Ideas and Details	RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Green	In order to develop their Project, students will have to quote sources accurately and draw inferences to support their position.
College and Career Readiness Anchor Standards for Reading	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Reading: Literature	Key Ideas and Details	RL.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	Red	Not Applicable
College and Career Readiness Anchor Standards for Reading	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	Reading: Informational Text	Key Ideas and Details	RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Green	In order to develop a strong conclusion for their Project, students will have to summarize the main idea and supporting details from informational text.
College and Career Readiness Anchor Standards for Reading	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Reading: Literature	Key Ideas and Details	RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Red	Not Applicable
College and Career Readiness Anchor Standards for Reading	Analyze how and why individuals, events, or ideas develop and interact over the course of a text.	Reading: Informational Text	Key Ideas and Details	RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Green	As a requirement of the Project, students will compare and contrast research problem solutions identified from historical, scientific or technical text to determine the best solution for the problem as presented.
College and Career Readiness Anchor Standards for Reading	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Reading: Literature	Craft and Structure	RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Yellow	Depending upon the words in question, the student may address this standard as part of his or her research.
College and Career Readiness Anchor Standards for Reading	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	Reading: Informational Text	Craft and Structure	RI.5.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Green	During Project development, students will determine the meaning of general academic and domain-specific words and phrases in their source material. In the design and engineering of their robot, students will determine the meaning of domain-specific terminology, related to mechanical design, physics, and computer programming that they encounter in their programming software and in engineering tutorials.
College and Career Readiness Anchor Standards for Reading	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Reading: Literature	Craft and Structure	RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Red	Not Applicable
College and Career Readiness Anchor Standards for Reading	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	Reading: Informational Text	Craft and Structure	RI.5.5	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Green	As a requirement of the Project, students will compare and contrast the overall structure of events, ideas, concepts, or information in multiple texts and other resources.
College and Career Readiness Anchor Standards for Reading	Assess how point of view or purpose shapes the content and style of a text.	Reading: Literature	Craft and Structure	RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.	Red	Not Applicable

College and Career Readiness Anchor Standards for Reading	Anchor Description	Strand	Category	Code	Standard	Rating	FLL Connection
College and Career Readiness Anchor Standards for Reading	Assess how point of view or purpose shapes the content and style of a text.	Reading: Informational Text	Craft and Structure	RI.5.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Yellow	Depending upon the nature of the research question, students may have the opportunity to use multiple accounts of an event as part of their research and to develop their research question or Challenge solution.
College and Career Readiness Anchor Standards for Reading	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Reading: Literature	Integration of Knowledge and Ideas	RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).	Red	Not Applicable
College and Career Readiness Anchor Standards for Reading	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	Reading: Informational Text	Integration of Knowledge and Ideas	RI.5.7	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	Green	In the preparation of their Project, students will make use of multiple sources of information, including digital media (i.e., websites, videos) to develop their conclusions.
College and Career Readiness Anchor Standards for Reading	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	Reading: Informational Text	Integration of Knowledge and Ideas	RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Green	In preparation of their Project, students will explore multiple texts and explain how authors use evidence to support points in these texts, identifying which reasons and evidence support which points.
College and Career Readiness Anchor Standards for Reading	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Reading: Literature	Integration of Knowledge and Ideas	RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Red	Not Applicable
College and Career Readiness Anchor Standards for Reading	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	Reading: Informational Text	Integration of Knowledge and Ideas	RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Green	In order to develop a high-quality Project, students will integrate information gleaned from multiple sources to develop their innovative solution to the Challenge.
College and Career Readiness Anchor Standards for Reading	Read and comprehend complex literary and informational texts independently and proficiently.	Reading: Literature	Range of Reading and Text Complexity	RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Red	Not Applicable
College and Career Readiness Anchor Standards for Reading	Read and comprehend complex literary and informational texts independently and proficiently.	Reading: Informational Text	Range of Reading and Text Complexity	RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Green	As part of the research process for the Project and in the design and programming of their robot, students will read multiple age appropriate scientific and technical texts.
		Reading: Foundational Skills	Phonics and Word Recognition	RF.5.3.A	Know and apply grade-level phonics and word analysis skills in decoding words. a. 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.	Green	As part of the research process for the Project and in the design and programming of their robot, students will read multiple age appropriate texts. During their reading, it is expected that they will encounter unknown words related to the Challenge topic, mechanical design, physics, and computer programming and use their knowledge of all letter-sound correspondences, syllabication patterns, and morphology to understand the words encountered.
		Reading: Foundational Skills	Phonics and Word Recognition	RF.5.A	Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	Green	As part of the research process for the Project, students will read accurately and fluently to comprehend content.
		Reading: Foundational Skills	Phonics and Word Recognition	RF.5.B	Read with sufficient accuracy and fluency to support comprehension. b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Yellow	As part of the research process, if the coach/mentor chooses students can read age appropriate texts out loud providing the opportunity to practice word accuracy, rate, and expression.
		Reading: Foundational Skills	Phonics and Word Recognition	RF.5.C	Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Green	As part of the research process for the Project, students will use context to confirm or self-correct word recognition and understanding when reading and comprehending source material.
College and Career Readiness Anchor Standards for Reading	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	W.5.1.A	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	Green	As part of the research process for the Project, students will develop and propose a conclusion supported by reasons and evidence.

College and Career Readiness Anchor Standards for Reading	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	W.5.1.B	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. . b. Provide logically ordered reasons that are supported by facts and details.	As part of the research process and preparing the Project presentation, students will write an opinion piece in support of their innovative solution, that logically orders the reasons, supported by facts and details.
College and Career Readiness Anchor Standards for Reading	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	W.5.1.C	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	As part of the research process and preparing the Project presentation, students will write an opinion piece in support of their innovative solution, that uses transitional words, phrases and clauses to connect their views and reasoning.
College and Career Readiness Anchor Standards for Reading	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Writing	Text Type and Purpose	W.5.1.D	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. d. Provide a concluding statement or section related to the opinion presented.	As part of the research process and preparing the Project presentation, students will write an opinion piece in support of their innovative solution that includes a concluding section or statement that summarizes the evidence to support their point of view.
College and Career Readiness Anchor Standards for Reading	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.5.2.A	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	When writing the Project presentation script, students will present their information logically using appropriate formatting, illustrations, and multimedia.
College and Career Readiness Anchor Standards for Reading	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.5.2.B	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	As part of the research process for the Project and when writing the Project presentation script, students will provide facts, definitions, and details as necessary to convey ideas and information to support their innovative solution.
College and Career Readiness Anchor Standards for Reading	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.5.2.C	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	When writing their Project presentation script, students will use transitional words, phrases, and clauses to link ideas and information.
College and Career Readiness Anchor Standards for Reading	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.5.2.D	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	When writing their Project presentation script, students will use precise language and domain-specific vocabulary r to convey information and explain their topic and solution.
College and Career Readiness Anchor Standards for Reading	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	Writing	Text Type and Purpose	W.5.2.E	Write informative/explanatory texts to examine a topic and convey ideas and information clearly. e. Provide a concluding statement or section related to the information or explanation presented.	When writing their Project presentation script, students will provide a concluding section or statement that summarizes their information or explanation.
College and Career Readiness Anchor Standards for Reading	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.5.3.A	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	In the development of the Project presentation script, students will establish a situation, introduce a narrator and/or characters and organize an event sequence that supports or explains their Challenge solution.

College and Career Readiness Anchor Standards for Reading	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.5.3.B	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.	In the development of the Project presentation script, students will use narrative techniques to demonstrate or explain their Challenge solution.
College and Career Readiness Anchor Standards for Reading	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.5.3.C	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	In the development of the Project presentation script, students will use transitional words and phrases to describe an event or experience used to support their Challenge solution.
College and Career Readiness Anchor Standards for Reading	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.5.3.D	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	In the development of the Project presentation script, students will use concrete words and sensory details to describe an event or experience used to support their Challenge solution
College and Career Readiness Anchor Standards for Reading	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Writing	Text Type and Purpose	W.5.3.E	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. e. Provide a conclusion that follows from the narrated experiences or events	In the development of the Project presentation script, students will provide a conclusion that follows from their narrated events which summarizes the event or experience in support of their innovative solution.
College and Career Readiness Anchor Standards for Reading	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	Writing	Production and Distribution of Writing	W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	In the development of the Project presentation script, students will compose clear and coherent writing in which the development and organization are appropriate to the task, purpose, and audience of Project judges, who will evaluate the team's presentation or community members with who the team will share their innovative solution.
College and Career Readiness Anchor Standards for Reading	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Writing	Production and Distribution of Writing	W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on page 29.)	As part of the writing process, students should have the opportunity to solicit feedback from their peers as well as the coach/mentor to improve the content, structure, and organization of their Project presentation script.
College and Career Readiness Anchor Standards for Reading	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	Writing	Production and Distribution of Writing	W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	As part of the writing and research process, students will use computers as a resource for research and document creation. Depending upon the nature of the Challenge question and rules governing student communications at the host site students may take advantage of the opportunity to collaborate with content area experts via technology.
College and Career Readiness Anchor Standards for Reading	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Writing	Research to Build and Present Knowledge	W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Throughout the program, students will conduct smaller research efforts supporting the larger Project and in building and programming the robot in order to bring different perspectives and solutions to the group.
College and Career Readiness Anchor Standards for Reading	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	Writing	Research to Build and Present Knowledge	W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	As part of the research process, students will develop notes that capture the main idea and key details provided by a variety of informational text and list resources used.

College and Career Readiness Anchor Standards for Reading	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing	Research to Build and Present Knowledge	W.5.9.A	Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").	Depending upon the topic and type of literature, students may make use of information about events to support their Challenge solution.
College and Career Readiness Anchor Standards for Reading	Draw evidence from literary or informational texts to support analysis, reflection, and research.	Writing	Research to Build and Present Knowledge	W.5.9.B	Draw evidence from literary or informational texts to support analysis, reflection, and research. b. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").	Students will use information they have collected from a variety of informational texts to support their conclusion with sufficient details and evidence.
College and Career Readiness Anchor Standards for Reading	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	Writing	Range of Writing	W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	As part of the Project development, students will write over the course of several weeks to months as they research, reflect, revise, and refine their work.
College and Career Readiness Anchor Standards for Reading	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Speaking & Listening	Comprehension and Collaboration	SL.5.1.A	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Throughout the process of participating in the *FIRST* ® LEGO® League, students will participate in multiple discussions where they have to review material before hand to appropriately discuss the topics presented. At the tournament, students will participate in judging sessions and discuss with judges their Project research and solution; their robot design, programming and game strategy; and their team dynamics, Core Values integration, and teamwork skills and processes.
College and Career Readiness Anchor Standards for Reading	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Speaking & Listening	Comprehension and Collaboration	SL.5.1.B	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. b. Follow agreed-upon rules for discussions and carry out assigned roles.	In developing the team's Core Values, students will participate in multiple discussions where they have to follow agreed upon rules and carry out assigned roles and responsibilities.
College and Career Readiness Anchor Standards for Reading	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Speaking & Listening	Comprehension and Collaboration	SL.5.1.C	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. . c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.	In developing the team's Core Values, robot design and Project development, students will engage actively in collaborative discussions by responding to questions and making contributing comments on the remarks of team members, coaches and mentors.

College and Career Readiness Anchor Standards for Reading	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Speaking & Listening	Comprehension and Collaboration	SL.5.1.D	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.		In developing the team's Core Values, robot design and Project development, students will explain their ideas and consider ideas expressed by their peers as part of discussions to make decisions about mission completion and developing an innovative solution to the Challenge.
College and Career Readiness Anchor Standards for Reading	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	Speaking & Listening	Comprehension and Collaboration	SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.		Depending upon the sources used to collect information for the Project, students may have the opportunity to paraphrase text and information that is presented in multiple formats. Orally presented information will most likely occur as part of a conversation with an expert or from a video presentation.
College and Career Readiness Anchor Standards for Reading	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	Speaking & Listening	Comprehension and Collaboration	SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.		Depending upon the sources used to collect information for the Project, students may have the opportunity to identify the reasons and evidence that a speaker uses to support his or her conclusions. This will most likely occur as part of a conversation with an expert or from a video presentation.
College and Career Readiness Anchor Standards for Reading	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	Speaking & Listening	Presentation of Knowledge and Ideas	SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		At the tournament, students will participate in judging sessions to present their Project topic and solution; their robot design, programming, and game strategy; and their team dynamics, Core Values integration, and teamwork skills using appropriate facts, supporting and descriptive details, and speaking clearly and understandably.
College and Career Readiness Anchor Standards for Reading	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	Speaking & Listening	Presentation of Knowledge and Ideas	SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		As part of *FIRST* ® LEGO® League judging at events, students will prepare and use some or all of the following at a tournament: audio recordings and visual displays, such as posters, programming graphics or computer displays, uniforms, songs, chants, etc. to create a team identity, costumes and props for Project presentation delivery.
College and Career Readiness Anchor Standards for Reading	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	Speaking & Listening	Presentation of Knowledge and Ideas	SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)		Throughout the process of participating in the *FIRST* ® LEGO® League program and at tournaments, students will have multiple opportunities to present in a wide variety of contexts that will allow them to use both formal and informal discourse.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.5.1.A	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.		If the coach/mentor chooses, students can discuss and explain their use of conjunctions, prepositions, and interjections as used in the Project presentation script.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.5.1.B	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.		In the development of the Project presentation script, students may have the opportunity to form and use the perfect verb tense.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.5.1.C	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Use verb tense to convey various times, sequences, states, and conditions.		In the development of the Project presentation script and throughout their writing, students will have multiple opportunities to use different verb tenses to convey ideas about time, sequences, and conditions.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.5.1.D	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb tense.		While editing and revising their writing, students will have the opportunity to identify and correct errors in verb tense.

College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.5.1.E	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use correlative conjunctions (e.g., either/or, neither/nor).	While editing and revising their writing, students will have the opportunity to use correlative conjunctions.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language	Conventions of Standard English	L.5.2.A	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.	In preparation of the Project presentation script and throughout their writing, students will use punctuation to separate items in a series.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Language	Conventions of Standard English	L.5.2.B	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Use a comma to separate an introductory element from the rest of the sentence.	In preparation of the Project presentation script and throughout their writing, students will use commas to separate introductory elements from the rest of the sentence.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Language	Conventions of Standard English	L.5.2.C	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. c. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).	In preparation of the Project presentation script and throughout their writing, students will use commas to set off the words yes or no or tag a question from the rest of the sentence.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Language	Conventions of Standard English	L.5.2.D	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Use underlining, quotation marks, or italics to indicate titles of works.	Throughout their writing, students will use underlining, quotation marks, or italics to identify the titles of text they reference.
College and Career Readiness Anchor Standards for Reading	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Language	Conventions of Standard English	L.5.2.E	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. e. Spell grade-appropriate words correctly, consulting references as needed.	Throughout their writing, students will spell grade-appropriate words correctly.
College and Career Readiness Anchor Standards for Reading	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Language	Knowledge of Language	L.5.3.A	Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	While editing and revising their writing, students will edit sentences to clarify meaning, increase interest, or develop style.
College and Career Readiness Anchor Standards for Reading	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Language	Knowledge of Language	L.5.3.B	Use knowledge of language and its conventions when writing, speaking, reading, or listening. b. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.	Not Applicable
College and Career Readiness Anchor Standards for Reading	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Language	Vocabulary Acquisition and Use	L.5.4.A	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	As part of the reading and research process to collect information to develop their Challenge solution and conclusions for the Project, students will have to use context clues to determine word meaning.

College and Career Readiness Anchor Standards for Reading	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Language	Vocabulary Acquisition and Use	L.5.4.B	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).		As part of the reading and research process to develop their Project, students will use common Greek and Latin affixes and roots to determine the meaning of words.
College and Career Readiness Anchor Standards for Reading	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.	Language	Vocabulary Acquisition and Use	L.5.4.C	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.		While collecting information through reading, students will need to consult reference materials to determine word pronunciation and meaning.
College and Career Readiness Anchor Standards for Reading	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Language	Vocabulary Acquisition and Use	L.5.5.A	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context.		Not Applicable
College and Career Readiness Anchor Standards for Reading	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Language	Vocabulary Acquisition and Use	L.5.5.B	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. b. Recognize and explain the meaning of common idioms, adages, and proverbs.		Not Applicable
College and Career Readiness Anchor Standards for Reading	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Language	Vocabulary Acquisition and Use	L.5.5.C	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.		As part of the reading and research process, students will have the opportunity to use the relationship between words to understand their meaning.
College and Career Readiness Anchor Standards for Reading	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Language	Vocabulary Acquisition and Use	L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly moreover, in addition).		Throughout the process of participating in the *FIRST*® LEGO® League program and at tournaments, students will have multiple opportunities to acquire and use grade appropriate academic as well as domain-specific words relating to the Challenge, engineering, programming.