American Red Cross | Youth Preparedness

The Pillowcase Project

Learn. Practice. Share.

Educational Standards Report

An overview of program components
that support curricular standards for grades 3–5

Introduction

In 2013, the American Red Cross began development of The Pillowcase Project, sponsored by Disney. This program—designed originally in New Orleans and now implemented by Red Cross chapters nationwide—teaches elementary school students emergency preparedness and coping skills. Our goal is to raise awareness and knowledge about personal preparedness while also emphasizing the importance of proactive household and community measures. This project seeks to improve individual self-sufficiency by providing students with information and tools to better handle stressful events so that they can take more responsibility over their own personal preparedness.

The Pillowcase Project has been adapted to focus on students in grades 3–5, who are easily reached through school, after school, at summer camps, and in other settings. The program teaches students about home fire preparedness, scientific explanations and protective actions pertaining to a locally prominent hazard (such as an earthquake or tornado), and leads them in building basic coping skills to handle anxiety and stress in emergencies of all kinds. We also include tools and information for students to help their families create an Emergency Communications Plan, Emergency Contact Cards, Home Fire Escape Plan, and Household Emergency Supplies Kit. Furthermore, teachers and site counselors are provided with three additional lesson plans that they can use at any time during the year to reinforce concepts taught during the presentation, but with a heavier focus on science and social studies as they relate to natural hazards and emergencies. Through this comprehensive program, the Red Cross seeks to increase individual, family, and community preparedness and resilience.

As a nationally implemented youth preparedness program, The Pillowcase Project underwent a three year pilot phase from 2013 to 2016, during which the Red Cross improved the program curriculum tools and presenter training materials based on chapter feedback, student assessment results, and new hazard data. In addition, to enhance the program, the Red Cross has created **Monster Guard: Prepare for Emergencies,** an interactive app that complements the educational content of The Pillowcase Project (visit redcross.org/monsterguard). Through the combined reach of The Pillowcase Project and Monster Guard, more than 500,000 youth received preparedness education during the pilot phase.

In addition to increasing preparedness and coping skills, this program is designed with the teacher and education system in mind. Through its various components, The Pillowcase Project addresses many key elements of the Next Generation Science Standards for grades 3–5, as well as core competencies in the Common Core State Standards for grades 3–5. This report identifies these linkages.

Students in Grades 3–5

According to a 2012 study published in Studies in Science Education, from age seven to eleven, children begin to grasp abstract concepts and make rational judgments about concrete or observable phenomena. Children in this stage learn by asking questions and mentally manipulating information.

Additionally, several studies have been conducted to identify the best teaching approaches for successfully imparting knowledge to students across these ages, especially in preparedness education. The list of top approaches can be seen in this table. The Pillowcase Project program incorporates each of these concepts.

Communicating actionable risk	Motivate action and build self-efficacy by describing specifically what can be done, why, and how.
Self-efficacy	Motivate action by fostering children's beliefs that they can improve their own emergency preparedness.
Adaptive capacity	Provide opportunities for children to identify ways they can improve their preparedness and resilience using the resources available to them.
Focus on local problems and capacities	Make education more relevant and engaging by focusing on local hazard risks and providing activities to generate solutions to local problems.
Meaningful and experiential learning	Improve children's problem solving skills and application of knowledge to unknown situations by providing context for why we prepare and take certain protective measures. "Hands-on" activities provide context and improve engagement, comprehension, and knowledge transfer.
Student-centric learning	Build information-seeking and leadership skills through child-led education that demonstrates how children are positive contributors to preparedness, response, and recovery.
Peer-to-peer learning	Motivate action through children's observation of peers taking preparedness actions.
Parent and guardian involvement	Involve parents and guardians to improve children's learning outcomes and knowledge transfer from children to parents and the community at large. Achieve a wider audience for messaging.
Affective learning approaches	Use positive messaging, teach preventative coping skills, and build awareness of community networks and helpers to improve both children's and teachers' self-efficacy and emotional resilience.

The Pillowcase Project: Standards Alignment

Below are descriptions of the educational components of The Pillowcase Project that support curricular standards for grades 3–5 in language arts (LA), mathematics (M), and science (S). A detailed standards alignment for these components is provided on the following pages.

Grade	3	4	5
Pillowcase Project Presentation An interactive classroom/youth group presentation that prompts students to engage in discussion and draw on the information presented to build emergency preparedness knowledge and skills. Includes a segment focusing on the causes and characteristics of a natural hazard common to the students' geographic region.	LA S	LA S	LA S
Sharing Activities (SA) In this part of the presentation, students work in small groups to read a problem-solving scenario and generate ideas for helping the characters in the scenario resolve the situation, then present their ideas through a group spokesperson. Scenarios focus on coping with and managing a natural hazard common to the students' geographic region.	LA S	LA S	LA S
My Preparedness Workbook (WB) and Online Activities (OA) Students read a variety of informational and literary texts on a wide range of topics (science, geography, history, literature) related to emergency preparedness, and complete activities that reinforce comprehension. Specific activities are listed below, with a key to where they can be found (e.g., WB6-7 = My Preparedness Workbook, pages 6-7, OA = redcross.org/pillowcase).	LA S	LA S	LA S
▪ **Our Home Fire Escape Map** (WB6-7) Students draw a map of their home to scale and diagram two exits from every room to create a home fire escape plan.	M	M	M
▪ **Home Fire Safety Planner** (WB7) Students calculate time intervals and set dates for home fire drills and smoke alarm testing.	M		
▪ **My Preparedness Network** (WB11) Students diagram the support network that will surround them in an emergency and categorize the members of that network based on their position in the community. The activity provides a lesson in group dynamics and how groups can help individuals cope with challenging circumstances.	S		
▪ **Mapping Emergencies** (WB12-13) Students analyze a map of the United States to identify and quantify the locations where a variety of meteorological, geological, and environmental hazards are most likely to happen.	LA M S	M S	LA M S
▪ **Learn What to Do in Emergencies** (WB14-15) Students complete a preparedness quiz covering nine natural hazards and download activities on each hazard to learn more about these emergency situations.	LA	LA	LA
▪ **Earthquake Ready** (OA) Students read informational text to learn how earthquakes occur, then analyze a diagram to identify engineering solutions designed to help protect a home from earthquake damage.	S	S	S
▪ **Flood Season** (OA) Students read two fact-based stories about families living along the Nile in ancient and modern Egypt. They use context clues to fill in missing words, and learn about the impact of flooding and flood control on land, agriculture, and society.	LA S	LA S	LA S

Grade	3	4	5
▪ **Track the Hurricane** (OA) Students read informational text about hurricane forecasting and interpret a timeline description of a hurricane's progress to track its movements on a map using longitude and latitude.	LA M S	LA M S	M S
▪ **Thunderstorms and Lightning** (OA) Students read informational text about thunderstorms and lightning, then combine knowledge gained from the text and facts presented in a graphic to answer mathematical questions about these phenomena.	LA M S	LA M S	LA M S
▪ **Tornado Tales** (OA) Students read the opening of *The Wizard of Oz*, then research facts about tornadoes using online resources. They then answer questions examining the accuracy of the story by applying those facts to the literary text.	LA S	LA S	LA S
▪ **Tilly Spots a Tsunami** (OA) Students read informational text explaining how tsunamis form. Afterwards, they read a fact-based story about a girl who used her knowledge of tsunamis to save her family, then analyze the text to identify the warning signs for a tsunami.	LA S	LA S	LA S
▪ **The Ring of Fire** (OA) Students read informational text on plate tectonics and the location of volcanoes, then use context clues and a map of the Pacific Region to identify specific volcanoes.	LA S	LA S	S
▪ **Wildfire Home Protection** (OA) Students read informational text on the impact of wildfires and then analyze an illustration to identify specific ways that a home can be protected against wildfire.	LA S	S	S
▪ **Wind Chill and Winter Storms** (OA) Students read informational text about calculating the wind chill factor and the risks of cold exposure. Afterwards, they combine knowledge gained from the text with data from a wind chill chart in order to solve mathematical problems about whether or not characters are safe if they stay outside for an allotted amount of time.	LA M S	LA M S	LA M S
▪ **Your Coping Skills** (WB16) Students write about an experience when they coped with a tough situation, describing what they did to overcome stressful circumstances.	LA	LA	LA
▪ **I'm Prepared** (WB19) Students use a structured journal page to reflect on and evaluate their Pillowcase Project learning experience.	LA	LA	LA
Teacher Supplement: The Science of Safety A self-contained curriculum that introduces students to the science behind emergency preparedness and how engineering can reduce the impact of natural hazards. The curriculum includes three classroom learning activities:	LA S	LA S	LA S
▪ **Storm Watch** (TS1) Students work in teams to research facts about hurricanes or tornadoes using a variety of resources (maps, videos, informational text), then write/produce a class presentation explaining where these types of storms occur, how they form, and how to stay safe when they happen.	LA S	LA S	LA S
▪ **On the Edge** (TS2) Students read informational text on plate tectonics and the causes of earthquakes and volcanoes, demonstrate comprehension of the text by researching and designing models that illustrate geologic forces in action, then work in teams to compare ideas and build working models of these phenomena.	LA S	LA S	LA S
▪ **Designed for Safety** (TS3) Students research and design a structure engineered to withstand an earthquake, hurricane, or tornado, then present their design in class and compare ideas to produce a consensus design.	LA S	LA S	LA S

Science: Grade 3

Next Generation Science Standards

Disciplinary Core Idea	Pillowcase Project Components
3-LS2 Ecosystems	
LS2.D: Social Interactions and Group Behavior ▪ Being part of a group helps animals obtain food, defend themselves, and cope with changes. Groups may serve different functions and vary dramatically in size	**My Preparedness Network** (WB11)
3-LS4 Biological Evolution	
LS2.C: Ecosystem Dynamics ▪ When the environment changes in ways that affect a place's physical characteristics, temperature, or availability of resources, some organisms survive and reproduce, others move to new locations, yet others move into the transformed environment, and some die.	**Flood Season** (OA)
LS4.C: Adaptation ▪ For any particular environment, some kinds of organisms survive well, some survive less well, and some cannot survive at all.	**Earthquake Ready** (OA) **Wildfire Home Protection** (OA) **Designed for Safety** (TS3)
LS4.D: Biodiversity and Humans ▪ Populations live in a variety of habitats, and change in those habitats affects the organisms living there.	**Mapping Emergencies** (WB12-13)
3-ESS2 Earth's Systems	
ESS2.D: Weather and Climate ▪ Scientists record patterns of the weather across different times and areas so that they can make predictions about what kind of weather might happen next. ▪ Climate describes a range of an area's typical weather conditions and the extent to which these conditions vary over years.	**Mapping Emergencies** (WB12-13) **Flood Season** (OA) **Track the Hurricane** (OA) **Thunderstorms and Lightning** (OA) **Tornado Tales** (OA) **Wind Chill and Winter Storms** (OA) **Storm Watch** (TS1)
5-ESS3 Earth and Human Activity	
ESS3.B: Natural Hazards ▪ A variety of natural hazards result from natural processes. Humans cannot eliminate natural hazards but can take steps to reduce their impacts.	**All components of The Pillowcase Project address this core concept.**
3-5-ETS1 Engineering Design	
ETS1.A: Defining Engineering Problems ▪ Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. **ETS1.B: Developing Possible Solutions** ▪ Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. ▪ At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. **ETS1.C: Optimizing the Design Solution** ▪ Different solutions need to be tested in order to determine which of them best solves the problem.	**Earthquake Ready** (OA) **On the Edge** (TS2) **Designed for Safety** (TS3)

Science: Grade 4

Next Generation Science Standards

Disciplinary Core Idea	Pillowcase Project Components
4-PS4 Waves	
PS4-A: Wave Properties ▪ Waves, which are regular patterns of motion, can be made in water by disturbing the surface. When waves move across the surface of deep water, the water goes up and down in place; it does not move in the direction of the wave except when the water meets the beach. ▪ Waves of the same type can differ in amplitude (height of the wave) and wavelength (spacing between wave peaks).	**Tilly Spots a Tsunami** (OA)
4-ESS2 Earth's Systems	
ESS2.A: Earth's Materials and Systems ▪ Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, living organisms, and gravity break rocks, soils, and sediments into smaller particles and move them around.	**Flood Season** (OA) **Storm Watch** (TS1)
ESS2.B: Plate Tectonics and Large-Scale System Interactions ▪ The locations of mountain ranges, deep ocean trenches, ocean floor structures, earthquakes, and volcanoes occur in patterns. Most earthquakes and volcanoes occur in bands that are often along the boundaries between continents and oceans. Major mountain chains form inside continents or around their edges. Maps can help locate the different land and water features areas of Earth.	**Earthquake Ready** (OA) **The Ring of Fire** (OA) **On the Edge** (TS2)
ESS2.E: Biogeology ▪ Living things affect the physical characteristics of their regions.	**Flood Season** (OA) **Wildfire Home Protection** (OA)
4-ESS3 Earth and Human Activity	
ESS3.B: Natural Hazards ▪ A variety of hazards result from natural processes (e.g., earthquakes, tsunamis, volcanic eruptions). Humans cannot eliminate the hazards but can take steps to reduce their impacts.	**All components of The Pillowcase Project address this core concept.**
3-5-ETS1 Engineering Design	
ETS1.A: Defining Engineering Problems ▪ Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. **ETS1.B: Developing Possible Solutions** ▪ Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. ▪ At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. **ETS1.C: Optimizing the Design Solution** ▪ Different solutions need to be tested in order to determine which of them best solves the problem.	**Earthquake Ready** (OA) **On the Edge** (TS2) **Designed for Safety** (TS3)

Science: Grade 5

Next Generation Science Standards

Disciplinary Core Idea	Pillowcase Project Components
5-ESS2 Earth's Systems	
ESS2.A: Earth's Materials and Systems ▪ Earth's major systems are the geosphere (solid and molten rock, soil, and sediments), the hydrosphere (water and ice), the atmosphere (air), and the biosphere (living things, including humans). These systems interact in multiple ways to affect Earth's surface materials and processes. The ocean supports a variety of ecosystems and organisms, shapes landforms and influences climate. Winds and clouds in the atmosphere interact with the landforms to determine patterns of weather.	**Mapping Emergencies** (WB12-13) **Earthquake Ready** (OA) **Flood Season** (OA) **Track the Hurricane** (OA) **Thunderstorms and Lightning** (OA) **Tornado Tales** (OA) **Tilly Spots a Tsunami** (OA) **The Ring of Fire** (OA) **Wildfire Home Protection** (OA) **Wind Chill and Winter Storms** (OA) **Storm Watch** (TS1) **On the Edge** (TS2)
5-ESS3 Earth and Human Activity	
ESS3.C: Human Impacts on Earth Systems ▪ Human activities in agriculture, industry, and everyday life have had major effects on the land, vegetation, streams, ocean, air, and even outer space. But individuals and communities are doing things to help protect Earth's resources and environments.	**Flood Season** (OA)
3-5-ETS1 Engineering Design	
ETS1.A: Defining Engineering Problems ▪ Possible solutions to a problem are limited by available materials and resources (constraints). The success of a designed solution is determined by considering the desired features of a solution (criteria). Different proposals for solutions can be compared on the basis of how well each one meets the specified criteria for success or how well each takes the constraints into account. **ETS1.B: Developing Possible Solutions** ▪ Research on a problem should be carried out before beginning to design a solution. Testing a solution involves investigating how well it performs under a range of likely conditions. ▪ At whatever stage, communicating with peers about proposed solutions is an important part of the design process, and shared ideas can lead to improved designs. **ETS1.C: Optimizing the Design Solution** ▪ Different solutions need to be tested in order to determine which of them best solves the problem.	**Earthquake Ready** (OA) **On the Edge** (TS2) **Designed for Safety** (TS3)

Mathematics: Grades 3–5

Common Core State Standards for Mathematics

Performance Expectation	Pillowcase Project Components
Grade 3 Operations and Algebraic Thinking	
▪ Represent and solve problems involving multiplication and division. ▪ Understand properties of multiplication and the relationship between multiplication and division. ▪ Multiply and divide within 100.	**Thunderstorms and Lightning** (OA) **Wind Chill and Winter Storms** (OA)
Grade 3 Measurement and Data	
▪ Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects. ▪ Represent and interpret data.	**Our Home Fire Escape Map** (WB6-7) **Home Fire Safety Planner** (WB7) **Mapping Emergencies** (WB12-13) **Track the Hurricane** (OA) **Thunderstorms and Lightning** (OA) **Wind Chill and Winter Storms** (OA)
Grade 4 Operations and Algebraic Thinking	
▪ Use the four operations with whole numbers to solve problems. ▪ Generate and analyze patterns.	**Mapping Emergencies** (WB12-13) **Track the Hurricane** (OA) **Thunderstorms and Lightning** (OA) **Wind Chill and Winter Storms** (OA)
Grade 4 Measurement and Data	
▪ Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit. ▪ Represent and interpret data.	**Our Home Fire Escape Map** (WB6-7) **Mapping Emergencies** (WB12-13) **Track the Hurricane** (OA) **Thunderstorms and Lightning** (OA) **Wind Chill and Winter Storms** (OA)
Grade 5 Operations and Algebraic Thinking	
Analyze patterns and relationships	**Track the Hurricane** (OA)
Grade 5 Measurement and Data	
▪ Convert like measurement units within a given measurement system. ▪ Represent and interpret data.	**Our Home Fire Escape Map** (WB6-7) **Mapping Emergencies** (WB12-13) **Track the Hurricane** (OA) **Thunderstorms and Lightning** (OA) **Wind Chill and Winter Storms** (OA)
Grade 5 Geometry	
Graph points on the coordinate plane to solve real-world and mathematical problems.	**Track the Hurricane** (OA)

Language Arts: Grade 3

Common Core State Standards for English Language Arts

Performance Expectation	Pillowcase Project Components
Reading Standards for Literature	
Key Ideas and Details **1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**Sharing Activities** (SA) **Tornado Tales** (OA) **Tilly Spots a Tsunami** (OA)
Craft and Structure **4** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. **6** Distinguish their own point of view from that of the narrator or those of the characters.	**Sharing Activities** (SA) **Flood Season** (OA) **Tornado Tales** (OA)
Reading Standards for Informational Text	
Key Ideas and Details **1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	**Track the Hurricane** (OA) **Thunderstorms and Lightning** (OA) **Tornado Tales** (OA) **Tilly Spots a Tsunami** (OA) **Wind Chill and Winter Storms** (OA) **Storm Watch** (TS1)
Integration of Knowledge and Ideas **7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). **9** Compare and contrast the most important points and key details presented in two texts on the same topic.	**Mapping Emergencies** (WB12-13) **Flood Season** (OA) **Track the Hurricane** (OA) **Thunderstorms and Lightning** (OA) **The Ring of Fire** (OA) **Wildfire Home Protection** (OA) **Wind Chill and Winter Storms** (OA)
Range of Reading and Level of Text Complexity **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 2–3 text complexity band independently and proficiently.	**My Preparedness Workbook** (WB)
Reading Standards: Foundational Skills	
Fluency **4** Read with sufficient accuracy and fluency to support comprehension.	**My Preparedness Workbook** (WB)

Performance Expectation	Pillowcase Project Components
Writing Standards	
Text Types and Purposes **1** Write opinion pieces on topics or texts, supporting a point of view with reasons. **2** Write informative texts to examine a topic and convey ideas and information clearly. **3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Your Coping Skills** (WB16) **I'm Prepared** (WB19) **Storm Watch** (TS1)
Research to Build and Present Knowledge **7** Conduct short research projects that build knowledge about a topic. **8** Recall relevant information from experience or gather relevant information from print and digital sources; take brief notes and sort evidence into provided categories.	**Tornado Tales** (OA) **Tilly Spots a Tsunami** (OA) **Storm Watch** (TS1)
Speaking and Listening Standards	
Comprehension and Collaboration **1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. **2** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	**Pillowcase Project Presentation** **Sharing Activities** (SA) **Storm Watch** (TS1) **On the Edge** (TS2) **Designed for Safety** (TS3)
Presentation of Knowledge and Ideas **4** 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.	**Sharing Activities** (SA) **Storm Watch** (TS1) **Designed for Safety** (TS3)
Language Standards	
Vocabulary Acquisition and Use **4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	**Flood Season** (OA)

Standards numbers are taken from *Common Core State Standards for English Language Arts & Literacy in History/Social Studies and Technical Subjects* (2010).

Language Arts: Grade 4

Common Core State Standards for English Language Arts

Performance Expectation	Pillowcase Project Components
Reading Standards for Literature	
Key Ideas and Details **1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	**Tornado Tales** (OA) **Tilly Spots a Tsunami** (OA)
Craft and Structure **4** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). **6** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narratives.	**Flood Season** (OA)
Reading Standards for Informational Text	
Key Ideas and Details **1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **3** Explain events, procedures, ideas or concepts in a historical, scientific or technical text relevant to a grade 4 topic or subject area.	**Track the Hurricane** (OA) **Tornado Tales** (OA) **Tilly Spots a Tsunami** (OA) **On the Edge** (TS2)
Integration of Knowledge and Ideas **7** Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears. **9** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	**Thunderstorms and Lightning** (OA) **Tornado Tales** (OA) **The Ring of Fire** (OA) **Wind Chill and Winter Storms** (OA) **Storm Watch** (TS1)
Range of Reading and Level of Text Complexity **10** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	**My Preparedness Workbook**

Reading Standards: Foundational Skills	
Fluency **4** Read with sufficient accuracy and fluency to support comprehension.	**My Preparedness Workbook**
Writing Standards	
Text Types and Purposes **1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Your Coping Skills** (WB16) **I'm Prepared** (WB19) **Storm Watch** (TS1)
Research to Build and Present Knowledge **7** Conduct short research projects that build knowledge through investigation of different aspects of a topic. **9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Tornado Tales** (OA) **Tilly Spots a Tsunami** (OA) **Storm Watch** (TS1)

Performance Expectation	Pillowcase Project Components
Speaking and Listening Standards	
Comprehension and Collaboration **1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. **2** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **3** Identify the reasons and evidence a speaker provides to support particular points.	**Pillowcase Project Presentation** **Sharing Activities** (SA) **Storm Watch** (TS1) **On the Edge** (TS2) **Designed for Safety** (TS3)
Presentation of Knowledge and Ideas **4** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **5** Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	**Sharing Activities** (SA) **Storm Watch** (TS1)
Language Standards	
Vocabulary Acquisition and Use **4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	**Flood Season** (OA)

Standards numbers are taken from *Common Core State Standards for English Language Arts & Literacy in History/Social Studies and Technical Subjects* (2010).

Language Arts: Grade 5

Common Core State Standards for English Language Arts

Performance Expectation	Pillowcase Project Components
Reading Standards for Literature	
Key Ideas and Details **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).	**Sharing Activities** (SA)
Craft and Structure **4** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	**Flood Season** (OA)
Reading Standards for Informational Text	
Key Ideas and Details **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.	**On the Edge** (TS2)
Integration of Knowledge and Ideas **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. **9** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	**Mapping Emergencies** (WB12-13) **Thunderstorms and Lightning** (OA) **Tornado Tales** (OA) **Wind Chill and Winter Storms** (OA) **Storm Watch** (TS1)
Range of Reading and Level of Text Complexity **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.	**My Preparedness Workbook**
Reading Standards: Foundational Skills	
Fluency **4** Read with sufficient accuracy and fluency to support comprehension.	**My Preparedness Workbook**
Writing Standards	
Text Types and Purposes **1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**Your Coping Skills** (WB16) **I'm Prepared** (WB19) **Storm Watch** (TS1)

Research to Build and Present Knowledge **7** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **8** Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **9** Draw evidence from literary or informational texts to support analysis, reflection, and research.	**Tornado Tales** (OA) **Tilly Spots a Tsunami** (OA) **Storm Watch** (TS1)

Performance Expectation	Pillowcase Project Components
Speaking and Listening Standards	
Comprehension and Collaboration **1** 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. **2** Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**Pillowcase Project Presentation** **Sharing Activities** (SA) **Storm Watch** (TS1) **On the Edge** (TS2) **Designed for Safety** (TS3)
Presentation of Knowledge and Ideas **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. **5** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	**Sharing Activities** (SA) **Storm Watch** (TS1)
Language Standards	
Vocabulary Acquisition and Use **4** 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.	**Flood Season** (OA)

Standards numbers are taken from *Common Core State Standards for English Language Arts & Literacy in History/Social Studies and Technical Subjects* (2010).

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