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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**  5th Grade ELA Curriculum Map – 2nd Quarter | **Resources** | **Vocabulary** | **Essential Questions** |
| **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. **On-Going** - Theme | - I can find the theme in a  story. RL.5.2 |  | theme |  |
| **Craft & 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. **On-Going** Drama | - I can understand the structures of stories, plays and poems. RL.5.5 |  | chapters, scenes, stanzas, drama, 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. **On-Going** Poetry | - I can understand the structures of stories, plays and poems. RL.5.5 |  | stanzas, structure, poem |  |
| RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described. **On-Going** | - I know how a narrator’s or speaker’s point of view influences a story |  | point of view, influences, narrator |  |
| **Integration of Knowledge & 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). - Graphic Novel | - I can analyze pictures and multimedia elements to understand a graphic novel. |  | analyze, visual elements, multimedia elements, tone, graphic novel |  |
| **Reading - Literature** | **Integration of Knowledge & 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). - multimedia presentation of fiction | - I can explain how visuals contribute to a story. RL.5.7 |  | analyze, mutimedia presentation |  |
| 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). - multimedia presentation of folk tale | - I can explain how visuals contribute to a folk tale. RL.5.7 |  | analyze, multimedia, folk tale |  |
| 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). - multimedia presentation of poem | - I can explain how visuals contribute to a poem. RL.5.7 |  | analyze, multimedia, poem |  |
| 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. **On-Going** | - I can compare and contrast stories from the same genre. RL.5.9 |  | compare, contrast, genre, |  |
| **Reading – Informational Text** | **Key Ideas & 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. **On-Going** - Historical text | - I can tell how people, events, ideas or concepts are related in a historical text. RI.5.3 |  | explain, historical text, |  |
| **Reading – Informational Text** | **Craft & 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. (Use with Opinion/Argument Writing)  **On-Going** | - I can compare and contrast multiple  texts that tell about the same event or topic. RI.5.6 |  | analyze, noting, similarities, differences, topic |  |
| **Integration of Knowledge & 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). **On-Going** (Use with Opinion/Argument Writing) | - I can explain how authors support an idea. RI.5.8 |  | explain, support |  |
| **Writing** | **Text Types & Purposes** | W.5.1 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. | - I can write a position paper using a main idea and supporting details. - I can introduce a clear topic and state an opinion. - I can write with an organized structure with logical organization that supports my purpose as a writer. |  | position paper, opinion, topic, structure, purpose |  |
| W.5.1 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. | -I can write a position paper using a main idea and supporting details. - As I write, my reasons are logically ordered and supported by fact and details. |  | logically ordered, fact, details, support |  |
| **Writing** | **Text Types & Purposes** | W.5.1 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). | - I can write a position paper using a main idea and supporting details. - I can link opinions and reasons using words, phrases, and clauses. |  | link, opinions, reasons, phrases, clauses |  |
| W.5.1 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. | - I can write a position paper using a main idea and supporting details. - I can provide a concluding statement or section related to the opinion I presented. |  | concluding statement, section, opinion, related |  |
| **Research to Build & 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. **On-Going** - Gather relevant information from print and digital sources. (Use with Informational Writing or Opinion Argument). | \* I can gather relevant information from print (books, encyclopedias, magazines, etc.) to help me write. \* I can gather relevant  information from digital sources (web-sites, videos, etc.) to help me write. |  | recall, gather, relevant, encyclopedias, digital sources |  |
| 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. On-Going - Summarize or paraphrase information in notes and finished work. | \* I can summarize or paraphrase information that I gather when writing. |  | summarize, paraphrase, |  |
| **Writing** | **Research to Build & Present Knowledge** | W.5.9 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]”). **On-Going** | • I can apply 5th grade reading standards to compare and contrast two or more characters, settings, or events drawing on specific details. |  | apply, compare, contrast, settings, events, details, specific |  |
| **Speaking & Listening** | **Comprehension & Collaboration** | SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **On-Going** | • I can orally summarize information presented in various formats. (a written text read aloud and/or information presented visually, quantitatively, and orally.) |  | summarize, various, formats, visually, quantitatively, orally |  |
| SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. **On-Going** (Use with Opinion/Argument Writing) | • I can summarize the speaker’s main points and give evidence of support. |  | summarize, evidence, support, main points |  |
| **Presentation of Knowledge & 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. - Present an opinion. (Use with Opinion/Argument Writing) | • I can present an opinion  using sequencing and appropriate facts and details to support the main idea. |  | present, opinion, sequencing, appropriate facts, details, support, main idea |  |
| **Speaking and Listening** | **Presentation of Knowledge & 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. | • I can use multimedia resources to explain the main idea of the story in presentations when appropriate. |  | multimedia resources, explain, main idea, presentations |  |
| **Language** | **Conventions of Standard English** | L.5.1 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. | \* I can form and use the perfect verb tenses. (e.g. I had walked; I have walked; I will have walked). |  | form, perfect verb tenses |  |
| L.5.1 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. | \* I can use verb tense to show various times, sequences, states, and conditions. |  | verb tense, sequences, states, conditions |  |
| **Language** | **Conventions of Standard English** | L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Recognize and correct inappropriate shifts in verb tense.\* | \* I can recognize mistakes in verb tense and correct them. |  | verb tense |  |
| L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation to separate items in a series.\* | \* I can use punctuation to  separate items in a series. |  | punctuation, items in a series |  |
| **Language** | **Conventions of Standard English** | L.5.2 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. | \* I can use a comma to separate an introductory element from the rest of the sentence. |  | introductory element, comma, |  |
| L.5.2 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?). | \* I can use a comma to set off the words yes and no. \* I can use a comma to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?). \* I can use a comma to indicate a direct address (e.g., Is that you, Steve?). |  | comma, tag question, direct address, indicate |  |
| L.5.3 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. - Expand, combine and reduce sentences for meaning. (Teach in conjunction with commas.) | \* I can expand sentences to add to the meaning, engage readers, or enhance my style. \* I can combine sentences to add to the meaning, engage readers, or enhance my style. \* I can reduce sentences to add to the meaning, engage readers, or enhance my style. |  | expand, combine, reduce, enhance, style, complex, simple |  |
| **Language** | **Vocabulary Acquisition and Use** | L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. **On-Going** | \* I can identify a simile. \* I can identify a metaphor. \* I can define what a nuance means and describe a nuance in real life. \* I can understand the meaning of figurative language, including similes and metaphors, in context. |  | figurative language, simile, metaphor, nuance, context |  |

Please refer to the 1st quarter curriculum map to make sure you are covering on-going standards.