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| **Common Core Strand** | **Cluster** | **Standard** | **Learning Targets**5th Grade ELA Curriculum Map – 3rd Quarter | **Resources** | **Vocabulary** |  |
| **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 myth | q I can explain how visuals contribute to a myth. RL.5.7 |   | visual, multimedia, contribute, myth |  |
| **Reading – Informational Text** | **Key Ideas and Details** | RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, orconcepts in a historical, scientific, or technical text based on specific information in the text. **On-Going**- Scientific Text | q I can tell how people, events, ideas or concepts are related in a scientific text. RI.5.3 |   | scientific texts |  |
| RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technicaltext based on specific information in the text. **On-Going**- Technical Text | q I can tell how people, events, ideas or concepts are related in technical texts. RI.5.3 |   | technical text |  |
| **Integration of Knowledge & Ideas** | RI.5.9 Integrate information from several texts on the same topic in order to write or speak about thesubject knowledgeably. **On-Going**(Use with Informational Writing) | q I can put together ideas from different texts to talk about a topic. RI.5.9  |   | integrate, topic,  |  |
| **Writing** | **Text Types and Purposes** | W.5.2 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 whenuseful to aiding comprehension. | • I can write an informative/explanatory piece that examine and convey complex ideas and information clearly and accurately. \* I can introduce a clear topic with a general observation and focus.\* I can group related information in a logical way.\* I can use headings, illustrations, and multimedia to add impact and help comprehension of my text. |   | complex, accurately, topic, introduce, logical, headings, illustrations, multimedia, impact, comprehension |  |
| W.5.2 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. | \* I can develop my topic with facts, definitions, concrete details, quotations, and other examples related to the topic. |   | topic, facts, definitions, concrete details, quotations,  |  |
| W.5.2 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). | \*I can use words, phrases, and clauses to link ideas across categories of information.  |   | phrases, clauses, link, categories |  |
| W.5.2 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. | \* I can use precise language to help inform about or explain my topic.\* I can use domain-specific vocabulary (subject-specific) to inform about or explain my topic. |   | precise, topic, domain-specific vocabulary, inform  |  |
| **Writing** | **Text Types and Purposes** | W.5.2 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. | \* I can provide a concluding statement or section related to the information or explanation presented in my text.  |   | concluding statement,  |  |
| **Research to Build & Present Knowledge** | W.5.8 Recall relevant information from experiences or gather relevant information from print and digitalsources; summarize or paraphrase information in notes and finished work, and provide a list of sources. **On-Going**- Provide a list of sources. | \* I can provide a list of sources used when writing (citations.)  |   | citations, sources |  |
| W.5.9 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 whichpoint[s]”). On-Going | \* I can apply 5th grade reading standards to informational texts.\* I can explain how an author uses reasons and evidence to support particular in a text and identify which reasons support which points. |   | evidence, support |  |
| **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 appropriatefacts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.- Report on a topic.Use with Informational Writing | \* I can give an oral report on a topic or text with logically sequenced ideas, appropriate facts, and relevant, descriptive details supporting my main ideas and themes.\* I can speak clearly at an understandable pace. |   | oral report, logically sequenced, appropriate facts, relevant, descriptive, main ideas, themes, pace |  |
| **Language** | **Conventions of Standard English** | L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writingor speaking.a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.  | • I can use conjunctions correctly.• I can use conjunctions, prepositions, and interjections when speaking or writing.• I can explain the function of conjunctions, prepositions, and interjections in sentences. |   | conjunctions, prepositions, interjections,  |  |
| L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writingor speaking.e. Use correlative conjunctions (e.g., either/or, neither/nor). | \* I can correctly use correlative conjunctions (e.g. either/or, neither, nor). |   | correlative conjunctions |  |
| L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, andspelling when writing.d. Use underlining, quotation marks, or italics to indicate titles of works. | \* I can write titles of works correctly using underlining, quotation marks, or italics. |   |   |  |
| **Vocabulary Acquisition and Use** | L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based ongrade 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). | \* I can use Greek and Latin affixes and roots as clues to the meaning of a word.  |   | affixes, roots |  |
| **Language** | **Vocabulary Acquisition and Use** | L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.b. Recognize and explain the meaning of common idioms, adages, and proverbs. **On-Going** | \* I can recognize idioms, adages, and proverbs.\* I can explain the meaning of common idioms, adages, and proverbs. |   | idioms, adages, proverbs |  |

Please refer to the 1st and 2nd quarter curriculum maps to make sure you are covering on-going standards.