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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, or concepts 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 technical text 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 the subject 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 when useful 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 digital sources; 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 which point[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 appropriate facts 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 writing or 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 writing or 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, and spelling 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 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). | \* 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.