

## ELA

### Grades 3, 4 & 5 Essential Standards

#### Reading: Literature

##### Key Ideas and Details

| 3 <sup>rd</sup> Grade  | 4 <sup>th</sup> Grade   | 5 <sup>th</sup> Grade  |
|--|---|--|
| <p><b>RL.3.1</b> – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>RL.3.3</b> – Describe characters in a story (e.g. their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> | <p><b>RL.4.1</b> – Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> | <p><b>RL.5.2</b> – 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.</p> <p><b>RL.5.3</b> – 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).</p> |

##### Craft and Structure

| 3 <sup>rd</sup> Grade | 4 <sup>th</sup> Grade | 5 <sup>th</sup> Grade  |
|-----------------------|-----------------------|--|
|                       |                       | <p><b>RL.5.6</b> – Describe how a narrator’s or speaker’s point of view influences how events are described.</p> |

##### Integration of Knowledge and Ideas

| 3 <sup>rd</sup> Grade   | 4 <sup>th</sup> Grade | 5 <sup>th</sup> Grade  |
|---|-----------------------|--|
| <p><b>RL.3.9</b> – Compare and contrast the themes, settings, and plots of stories written by the</p> |                       | <p><b>RL.5.9</b> – Compare and contrast stories in the same genre (e.g., mysteries and adventure</p> |

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| same author about the same or similar characters (e.g., in books from a series). |  | stories) on their approaches to similar themes and topics. |
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#### **Range of Reading and Level of Text Complexity**

| 3 <sup>rd</sup> Grade   | 4 <sup>th</sup> Grade   | 5 <sup>th</sup> Grade |
|---|---|-----------------------|
| <b>RL.3.10</b> –By the end of the year, read and comprehend literature, including stories, dramas, poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. | <b>RL.4.10</b> – By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. |                       |

#### **Reading: Informational Text**

##### **Key Ideas and Details**

| 3 <sup>rd</sup> Grade   | 4 <sup>th</sup> Grade   | 5 <sup>th</sup> Grade   |
|---|---|---|
| <b>RI.3.1</b> – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. | <b>RI.4.2</b> – Determine the main idea of a text and explain how it is supported by key details; summarize the text. | <b>RI.5.2</b> – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. |

##### **Craft and Structure**

| 3 <sup>rd</sup> Grade   | 4 <sup>th</sup> Grade | 5 <sup>th</sup> Grade  |
|---|-----------------------|--|
| <b>RI.3.5</b> – Use text features and search tools (e.g. key words, side bars, hyperlinks) to |                       | <b>RI.5.5</b> – Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, |

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| locate information relevant to a given topic efficiently. |  | ideas, concepts, or information in two or more texts.<br><b>RI.5.6</b> – Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. |
|---|--|---|

#### **Integration of Knowledge and Ideas**

| 3 <sup>rd</sup> Grade | 4 <sup>th</sup> Grade  | 5 <sup>th</sup> Grade  |
|-----------------------|--|--|
|                       | <b>RI.4.7</b> – Interpret information presented visually, orally, or quantitatively (e.g. in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.<br><b>RI.4.8</b> – Explain how an author uses reasons and evidence to support particular points in a text. | <b>RI.5.9</b> – Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |

#### **Range of Reading and Level of Text Complexity**

| 3 <sup>rd</sup>   | 4 <sup>th</sup> Grade | 5 <sup>th</sup> Grade |
|---|-----------------------|-----------------------|
| <b>RI.3.10</b> – By the end of the year, read and comprehend informational text, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. |                       |                       |

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#### WRITING

##### **Text Types and Purposes**

| 3 <sup>rd</sup> Grade  | 4 <sup>th</sup> Grade   | 5 <sup>th</sup> Grade  |
|--|---|--|
| <p><b>W.3.1</b> – Write opinion pieces on topics or texts, supporting a point of view with reasons. Demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b>W.3.2</b> – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.3.3</b> – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> | <p><b>W.2.4.A</b> – Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><b>W.4.3</b> – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> | <p><b>W.5.1</b> – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>W.5.2</b> - Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>W.5.3</b> – Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> |

##### **Research to Build and Present Knowledge**

| 3 <sup>rd</sup> Grade | 4 <sup>th</sup> Grade | 5 <sup>th</sup> Grade  |
|-----------------------|-----------------------|--|
|                       |                       | <p><b>W.5.7</b> – Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p><b>W.5.9</b> – Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> |

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#### LANGUAGE

##### Conventions of Standard English

| 3 <sup>rd</sup> Grade | 4 <sup>th</sup> Grade   | 5 <sup>th</sup> Grade  |
|-----------------------|---|--|
|                       | <b>L.4.1.F</b> - Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.*<br><b>L.4.2.A</b> – Use correct capitalization. | <b>L.5.1</b> – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.<br><b>L.5.2</b> – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |

##### Knowledge of Language

| 3 <sup>rd</sup> Grade   | 4 <sup>th</sup> Grade | 5 <sup>th</sup> Grade |
|---|-----------------------|-----------------------|
| <b>L.3.3</b> – Use knowledge of language and its conventions when writing, speaking, reading, or listening. |                       |                       |

##### Vocabulary Acquisition and Use

| 3 <sup>rd</sup> Grade | 4 <sup>th</sup> Grade | 5 <sup>th</sup> Grade   |
|-----------------------|-----------------------|---|
|                       |                       | <b>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.<br><b>L.5.5</b> – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |

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