

**Curriculum Mapping (3-5) by Quarter** *(Revised 6/14/17)*

**Grade: 3rd**

**Subject Area: English Language Arts (ELA)**

**Quarter: 1**

Strand/ Domain	Cluster	Standards-based Essential Skills/ Concepts to be Targeted & Instructional Strategies	Formative Assessment	Summative Assessment	Text Reference
Reading Standards for Literature	Cluster 1: Key Ideas & details	<p>____LAFS.3.RL.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>____LAFS.3.RL.1.2: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>____LAFS.3.RI.1.3: 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.</p>			
Reading Standards: foundational Skills (K-5)	Cluster 3: Phonics & Word Recognition	<p>____LAFS.3.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>_____ a. Identify and know the meaning of the most common prefixes and derivational suffixes.</p>			
Reading Standards for Informational Text	Cluster 4: Fluency	<p>____LAFS.3.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>_____ a. Read on-level text with purpose and understanding.</p>			
	Cluster 1: Key Ideas & Details	<p>____LAFS.3.RL.1.1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>			



<p>Standards for Speaking &amp; Listening</p>	<p>Cluster 3: Research to Build &amp; Present Knowledge</p> <p>Cluster 4: Range of Writing</p> <p>Cluster 1: Comprehension &amp; Collaboration</p> <p>Cluster 2: Presentation of Knowledge &amp; Ideas</p>	<p>____LAFS.3.W.3.8: Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p>____LAFS.3.W.4.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>____LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>____a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>____b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>____c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>____LAFS.3.SL.2.4: 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.</p> <p>____LAFS.3.SL.2.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>			
---	--	---	--	--	--



	<p>Cluster 3: Vocabulary Acquisition &amp; Use</p>	<p>_____LAFS.3.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>_____ a. Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>_____LAFS.3.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>_____ c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., <i>knew, believed, suspected, heard, wondered</i>).</p> <p>_____LAFS.3.L.3.6: Acquire and use accurately conversational, general academic, and domain specific words and phrases as found in grade appropriate texts, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).</p>			
--	--	--	--	--	--

**Curriculum Mapping (3-5) by Quarter** (Revised 6/14/17)

**Grade: 3rd**

**Subject Area: English Language Arts (ELA)**

**Quarter: 2**

Strand/ Domain	Cluster	Standards-based Essential Skills/ Concepts to be Targeted & Instructional Strategies	Formative Assessment	Summative Assessment	Text Reference
Reading Standards for Literature	Cluster 2: Craft & Structure	<p>_____LAFS.3.RL.2.5: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p><b><u>LAFS.3.RL.2.4</u></b>  <b><u>LAFS.3.RL.1.1</u></b>  <b><u>LAFS.3.RL.1.2</u></b>  <b><u>LAFS.3.RL.2.4</u></b>  <b><u>LAFS.3.RL.2.6</u></b></p>			
Reading Standards Foundational Skills	Cluster 3: Integration of Knowledge & Ideas	<p>_____LAFS.3.RL.3.7: Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p><b><u>LAFS.3.RL.3.8</u></b></p>			
Reading Standards for Informational text	Cluster 3: Phonics and Word Recognition	<p>_____LAFS.3.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>_____b Decode words with common Latin suffixes.</p>			
	Cluster 4: Fluency	<p>_____LAFS.3.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>_____c Use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>			
	Cluster 2: Craft & Structure	<p>_____LAFS.3.RI.2.5: Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p>			
	Cluster 3: Integration of Knowledge & Ideas	<p>_____LAFS.3.RI.3.9: Compare and contrast the most important points and key details presented in two texts on the same topic.</p>			

<p>Writing Standards</p>	<p>Cluster 1: Text Types &amp; Purposes</p>	<p>_____LAFS.3.W.1.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>_____a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>_____b Develop the topic with facts, definitions, and details.</p> <p>_____c Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</p> <p>_____d Provide a concluding statement or section.</p> <p><b><u>LAFS.3.W.2.4</u></b>  <b><u>LAFS.3.W.2.5</u></b>  <b><u>LAFS.3.W.3.8</u></b>  <b><u>LAFS.3.W.4.10</u></b></p> <p>_____LAFS.3.SL.1.2: 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.</p> <p><b><u>LAFS.3.SL1.1.a.b.c</u></b>  <b><u>LAFS.3.SL.2.6</u></b></p>			
<p>Standards for Speaking &amp; Listening</p>	<p>Cluster 1: Comprehension &amp; Collaboration</p>	<p>_____LAFS.3.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>_____f Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>_____g Ensure subject-verb and pronoun-antecedent agreement.</p>			
<p>Language Standards</p>	<p>Cluster 1: Conventions of Standard English</p>	<p><b><u>LAFS.3.L.1.1b</u></b></p>			
	<p>Cluster 3: Vocabulary Acquisition &amp; Use</p>	<p>_____LAFS.3.L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>_____f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p>			

		<p>_____ LAFS.3.L.3.4: Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>_____d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.</p> <p><b><u>LAFS.3.L.3.4a</u></b></p> <p>LAFS.3.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>_____b Identify real-life connections between words and their use (e.g., <i>describe people who are friendly or helpful</i>).</p> <p><b><u>LAFS.3.L.3.6</u></b></p>			
--	--	---	--	--	--

**\*Any Standard that is bold/underlined is a standard to maintain within this quarter\***



**Curriculum Mapping (3-5) by Quarter** *(Revised 6/14/17)*

**Grade: 3rd**

**Subject Area: English Language Arts (ELA)**

**Quarter: 3**

Strand/ Domain	Cluster	Standards-based Essential Skills/ Concepts to be Targeted & Instructional Strategies	Formative Assessment	Summative Assessment	Text Reference
Reading Standards for Literature	Cluster 1: Key Ideas & Details	<p>_____ LAFS.3.RL.1.3: 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><u>LAFS.3.RL.3.9</u>  <u>LAFS.3.RL.1.1</u>  <u>LAFS.3.RL.1.2.</u>  <u>LAFS.3.RI.2.4</u>  <u>LAFS.3.RL.2.6</u>  <u>LAFS.3.RL.3.8</u>  <u>LAFS.3.RL.3.9</u></p>			
Reading Standards: Foundational Skills	Cluster 3: Phonics & Word Recognition	<p>_____ LAFS.3.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>_____ c Decode multi-syllable words.</p>			
	Cluster 4: Fluency	<p>_____ LAFS.3.RF.4.4: Read with sufficient accuracy and fluency to support comprehension.</p> <p>_____ b Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p>			
Reading Standards for Informational text	Cluster 2: Craft & Structure	<p>_____ LAFS.3.RI.2.6: Distinguish their own point of view from that of the author of a text.</p>			
Writing Standards	Cluster 1: Text Types & Purposes	<p>_____ LAFS.3.W.1.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>_____ a Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>_____ b Provide reasons that support the opinion.</p> <p>_____ c Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>_____ d Provide a concluding statement or section.</p>			

Speaking & Listening	<p>Cluster 2: Production and Distribution of Writing</p> <p>Cluster 3: Research to Build &amp; Present Knowledge</p> <p>Cluster 1 : Comprehension Collaboration</p>	<p><u><b>LAFS.3.W.2.4</b></u>  <u><b>LAFS.3.W.2.5</b></u>  <u><b>LAFS.3.W.4.10</b></u></p> <p>_____ LAFS.3.W.2.6: With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>_____ LAFS.3.W.3.7: Conduct short research projects that build knowledge about a topic.</p> <p>_____ LAFS.3.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 <i>topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p>_____ d Explain their own ideas and understanding in light of the discussion.</p> <p><u><b>LAFS.3.SL.1.1 abc</b></u>  <u><b>LAFS.3.SL.1.2</b></u></p> <p>_____ LAFS.3.SL.2.5: Demonstrate fluid reading at an understandable pace, adding visual displays and engaging audio recordings when appropriate to emphasize or enhance certain facts or details.</p> <p><u><b>LAFS.3.SL.2.</b></u></p>			
Language Standards	Cluster 1: Conventions of Standard English	<p>_____ LAFS.3.L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>_____ c Form and use regular and irregular plural nouns.</p> <p>_____ d Use abstract nouns (e.g., childhood, friendship, courage).</p> <p>_____ e Form and use regular and irregular verbs.</p>			

	<p>Cluster 3: Vocabulary Acquisition &amp; Use</p>	<p>_____h Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.</p> <p>_____i Use coordinating and subordinating conjunctions.</p> <p><u>LAFS.3.L.1.2</u></p> <p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>_____b Use commas in addresses.</p> <p>_____c Use commas and quotation marks in dialogue.</p> <p>_____d Form and use possessives.</p> <p>_____e Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., <i>sitting, smiled, cries, happiness</i>).</p> <p>_____f Use spelling patterns and generalizations (e.g., <i>word families, position-based spellings, syllable patterns, ending rules, meaningful word parts</i>) in writing words.</p> <p><u>LAFS.3.L.3.4</u></p> <p>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>_____b Determine the meaning of the new word formed when a known affix is added to a known word (e.g., <i>agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat</i>).</p> <p>_____c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>company, companion</i>).</p> <p><b><u>LAFS.3.L.3.4a</u></b></p> <p>_____LAFS.3.L.3.5: Demonstrate understanding of word relationships and nuances in word meanings.</p> <p>_____a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., <i>take steps</i>).</p> <p><b><u>LAFS.3.L.3.6</u></b></p>			
--	--	--	--	--	--

**\*Any Standard that is bold/underlined is a standard to maintain within this quarter\***

**Curriculum Mapping (3-5) by Quarter** *(Revised 6/14/17)*

**Grade: 3rd**

**Subject Area: English Language Arts (ELA)**

**Quarter: 4**

Strand/ Domain	Cluster	Standards-based Essential Skills/ Concepts to be Targeted & Instructional Strategies	Formative Assessment	Summative Assessment	Text Reference
Reading Standards for Literature	Cluster 4: Range of Reading and Level of Text Complexity	<p>_____ LAFS.3.RL.4.10: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.</p> <p><u>LAFS.3.RL.1.1</u>  <u>LAFS.3.RI.1.2</u>  <u>LAFS.3.RL.2.4</u>  <u>LAFS.3.RL.2.6</u>  <u>LAFS.3.RL.3.8</u>  <u>LAFS.3.RL.3.9</u></p>			
Reading Standards: Foundational Skills	Cluster 3: Phonics 7 Word Recognition	<p>_____ LAFS.3.RF.3.3: Know and apply grade-level phonics and word analysis skills in decoding words.                      _____d Read grade-appropriate irregularly spelled words.</p>			
Reading Standards for Informational text	Cluster 3: Integration of Knowledge & Ideas	<p>_____ LAFS.3.RI.3.7: 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).</p>			
	Cluster 4: Range of Reading & Level of Text Complexity	<p>_____ LAFS.3.RI.4.10: 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.</p> <p><u>LAFS.3.RI.2.6</u></p>			
Standards for Speaking & Listening	Cluster 1: Comprehension & Collaboration	<p>_____ LAFS.3.SL.1.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>			

Language Standards	Cluster 2: Knowledge of Language  Cluster 1, 2, 3 & 4	<u>LAFS.3.SL.1.1</u>  <u>LAFS.3.SL.2.6</u>  _____LAFS.3.L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening. _____b Recognize and observe differences between the conventions of spoken and written standard English.  _____LAFS.3.L.1.1			
Writing Standards		<u>LAFS.3.L1.1 h &amp; i</u> <u>LAFS.3.L1.2.d,e,g</u> <u>LAFS.3.L.3.4 a, b</u> <u>LAFS.3.L.3.6</u>  <u>LAFS.3.W.1.1</u> <u>LAFS.3.W.2.4</u> <u>LAFS.3.W.2.5</u> <u>LAFS.3.W.2.6</u> <u>LAFS.3.W.3.7</u> <u>LAFS.3.W.4.10</u>			

\*Any Standard that is bold/underlined is a standard to maintain within this quarter\*

**Curriculum Mapping (3-5) by Quarter** *(Revised 6/14/17)*

**Grade: 4th**

**Subject Area: English Language Arts (ELA)**

**Quarter: 1**

Strand/ Domain	Cluster	Standards-based Essential Skills/ Concepts to be Targeted & Instructional Strategies	Formative Assessment	Summative Assessment	Text Reference
Reading Standards for Literature	Cluster 1: Key Ideas and Details	<p>LAFS.4.RL.1.1            _____ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.4.RL.1.2            _____ Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>LAFS.4.RL.1.3            _____ Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g. a character's thoughts, words, or actions).</p>			
Reading Standards: Foundational Skills	Cluster 3: Phonics and Word Recognition	<p>LAFS.4.RF.3.3.A            _____ Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>_____ a. Use combined knowledge of all letter-sound correspondence</p>			
	Cluster 4: Fluency	<p>LAFS.4.RF.4.4A            _____ Read with sufficient accuracy and fluency to support comprehension.</p> <p>_____ Read on-level text with purpose and understanding.</p> <p>LAFS.4.RF.4.4C            _____ Read with sufficient accuracy and fluency to support comprehension.</p> <p>_____ Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>			

Reading Standards for Informational Text	Cluster 1: Key Ideas and Details	<p>LAFS.4.RI.1.1 _____ Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>LAFS.4.RI.1.2 _____ Determine the main idea of a text and explain how it is supported by key details.</p> <p>_____ Summarize the text.</p>			
	Cluster 2: Craft and Structure	<p>LAFS.4.RI.2.4 _____ Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area</p> <p>LAFS.4.RI.2.5 _____ Describe the overall structures (e.g. chronology, comparison, cause/effect, problem/solution) of events ideas, concepts, or information in a text or part of a text.</p>			
	Cluster 3: Integration of Knowledge and Ideas	<p>LAFS.4.RI.3.7 _____ Interpret information presented visually, orally, or quantitatively (e.g. 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.</p> <p>LAFS.4.RI.3.8 _____ Explain how an author uses reasons and evidence to support particular points in a text.</p>			
Writing Standards	Cluster 1: Text Types and Purposes	<p>LAFS.4.W.1.3 _____ Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>			
	Cluster 2: Production and Distribution of Writing	<p>LAFS.4.W.2.4 _____ Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>LAFS.4.W.2.5 _____ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p>			

	<p>Cluster 3: Research to Build and Present Knowledge</p>	<p>LAFS.4.W.3.8  _____ Recall relevant information from experiences or gather relevant information from print and digital sources</p> <p>_____ Take notes and categorize information</p> <p>_____ Provide a list of sources.</p> <p>LAFS.4.W.3.9  _____ Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
	<p>Cluster 4: Range of Writing</p>	<p>LAFS.4.W.4.10  _____ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			
<p>Standards for Speaking and Listening</p>	<p>Cluster 1: Comprehension and Collaboration</p>	<p>LAFS.4.SL.1.1.A-C  _____ 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.</p> <p>_____ a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>_____ b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>_____ c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p>			
	<p>Cluster 2: Presentation of Knowledge and Ideas</p>	<p>LAFS.4.SL.2.4  _____ 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.</p> <p>LAFS.4.SL.2.6  _____ Differentiate between contexts that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group</p>			



		discussion); use formal English when appropriate to task and situations.			
Language Standards	Cluster 1: Conventions of Standard English	<p>LAFS.4.L.1.1  _____ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>_____ a. Demonstrate legible cursive writing skills.</p> <p>_____ g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p>LAFS.4.L.1.2  _____ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>_____ a. Use correct capitalization.</p> <p>_____ b. Use commas and quotation marks to mark direct speech and quotations from a text.</p> <p>_____ d. Spell grade-appropriate words correctly, consulting references as needed.</p>			
	Cluster 2: Knowledge of Language	<p>LAFS.4.L.2.3  _____ Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>_____ a. Choose words and phrases to convey ideas precisely.</p>			
	Cluster 3: Vocabulary Acquisition and Use	<p>LAFS.4.L.3.4  _____ 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.</p> <p>_____ a. Use context (e.g. definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase</p> <p>LAFS.4.L.3.5  _____ Demonstrate understanding of word relationships, and nuances in word meanings.</p> <p>_____ c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).</p>			

		LAFS.4.L.3.6 _____ Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate texts, including those that signal precise actions, emotions, or states of being (e.g. wildlife, conservation, and endangered when discussing animal preservation).			
--	--	---	--	--	--

**Curriculum Mapping (3-5) by Quarter** *(Revised 6/14/17)*

**Grade: 4th**

**Subject Area: English Language Arts (ELA)**

**Quarter: 2**

Strand/ Domain	Cluster	Standards-based Essential Skills/ Concepts to be Targeted & Instructional Strategies	Formative Assessment	Summative Assessment	Text Reference
Reading Standards for Literature	Cluster 1: Key Ideas and Details	<p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.RL.1.1</u></b></p> <p><b><u>LAFS.4.RL.1.2</u></b></p> <p><b><u>LAFS.4.RL.1.3</u></b></p>			
	Cluster 2: Craft and Structure	<p>LAFS.4.RL.2.5                      _____ Explain major differences between poems drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p>LAFS.4.RL.2.6                      _____ Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</p>			

Foundational Skills	Cluster 3: Phonics and Word Recognition	<p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.RF.3.3</u></b></p>			
Reading Standards for Informational Text	Cluster 1: Key Ideas and Details	<p>LAFS.4.RI.1.2</p> <p>_____ Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p>			
	Cluster 2: Craft and Structure	<p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.RI.2.4</u></b></p> <p><b><u>LAFS.4.RI.2.5</u></b></p>			
	Cluster 3: Integration of Knowledge and Ideas	<p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.RI.3.7</u></b></p> <p><b><u>LAFS.4.RI.3.8</u></b></p> <p>LAFS.4.RI.3.9</p> <p>_____ Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.</p>			

Writing Standards	Cluster 1: Text Types and Purposes	LAFS.4.W.1.2 _____ Write informative/explanatory texts to examine a topic and convey ideas and information clearly.			
	Cluster 2: Production and Distribution of Writing	<b><u>Maintaining:</u></b>  <b><u>LAFS.4.W.2.4</u></b>  <b><u>LAFS.4.W.2.5</u></b>			
	Cluster 3: Research to Build and Present Knowledge	LAFS.4.W.3.8 _____ Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  <b><u>Maintaining:</u></b>  <b><u>LAFS.4.W.3.9</u></b>			
	Cluster 4: Range of Writing	<b><u>Maintaining:</u></b>  <b><u>LAFS.4.W.4.10</u></b>			

Speaking and Listening	Cluster 1: Comprehension and Collaboration	<p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.SL.1.1.A-C</u></b></p> <p>LAFS.4.SL.1.2  _____ Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>			
	Cluster 2: Presentation of Knowledge and Ideas	<p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.SL.2.6</u></b></p>			
Language Standards	Cluster 1: Conventions of Standard English	<p>LAFS.4.L.1.1  _____ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>_____ b. Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why)</p> <p>LAFS.4.L.1.1  _____ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>_____ e. Order adjectives within sentences according to conventional patterns (e.g. a small red bag rather than a red small bag)</p> <p>_____ h. Correctly use frequently confused words (e.g. to, too, two; there, their)</p> <p>LAFS.4.L.1.2  _____ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>_____ c. Use a comma before a coordinating conjunction in a compound sentence.</p>			

		<p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.L.1.2.D</u></b></p>			
Cluster 2: Knowledge of Language	LAFS.4.L.2.3.	<p>_____ Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>_____ b. Choose punctuation for effect.</p>			
Cluster 3: Vocabulary Acquisition and Use	<p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.L.3.4A</u></b></p> <p>LAFS.4.L.3.4</p> <p>_____ 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.</p> <p>_____ c. Consult reference materials (e.g. dictionaries, glossaries, thesauruses) both print and digital, to find the pronunciation and determine or clarify the precise meaning of a key words and phrases.</p> <p>LAFS.4.L.3.5</p> <p>_____ Demonstrate understanding of word relationships, and nuances in word meanings.</p> <p>_____ a. Explain the meaning of simple similes and metaphors (e.g. as pretty as a picture) in context.</p> <p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.L.3.6</u></b></p>				

**\*Any Standard that is bold/underlined is a standard to maintain within this quarter\***

**Curriculum Mapping (3-5) by Quarter** *(Revised 6/14/17)*

**Grade: 4th**

**Subject Area: English Language Arts (ELA)**

**Quarter: 3**

Strand/ Domain	Cluster	Standards-based Essential Skills/ Concepts to be Targeted & Instructional Strategies	Formative Assessment	Summative Assessment	Text Reference
Reading Standards for Literature	Cluster 1: Key Ideas and Details	<p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.RL.1.1</u></b></p> <p><b><u>LAFS.4.RL.1.2</u></b></p> <p><b><u>LAFS.4.RL.1.3</u></b></p>			
	Cluster 2: Craft and Structure	<p>LAFS.4.RL.2.4 _____ 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).</p> <p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.RL.2.5</u></b></p> <p>LAFS.4.RL.2.6 _____ Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>			
	Cluster 3: Integration of Knowledge and Ideas	<p>LAFS.4.RL.3.7 _____ Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.</p> <p>LAFS.4.RL.3.9 _____ Compare and contrast the treatment of similar themes and topics (e.g. opposition of good and evil) and patterns of events (e.g. the quest) in stories, myths, and traditional literature from different cultures.</p>			



Reading Standards: Foundational Skills	Cluster 3: Phonics and Word Recognition	<u><b>Maintaining:</b></u>  <u><b>LAFS.4.RF.3.3</b></u>			
	Cluster 4: Fluency	<u><b>Maintaining:</b></u>  <u><b>LAFS.4.RF.4.4ac</b></u>  LAFS.4.RF.4.4 _____ Read with sufficient accuracy and fluency to support comprehension.  _____ b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.			
Reading Standards for Informational Text	Cluster 1: Key Ideas and Details	<u><b>Maintaining:</b></u>  <u><b>LAFS.4.RI.1.2</b></u>  LAFS.4.RI.1.3 _____ Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.			
	Cluster 2: Craft and Structure	<u><b>Maintaining:</b></u>  <u><b>LAFS.4.RI.2.4</b></u>  <u><b>LAFS.4.RI.2.5</b></u>			

		<p>LAFS.4.RI.2.6  _____ Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p>			
	<p>Cluster 3:  Integration of Knowledge and Ideas</p>	<p><b><u>Maintaining:</u></b>  <b><u>LAFS.4.RI.3.7</u></b>  <b><u>LAFS.4.RI.3.8</u></b>  <b><u>LAFS.4.RI.3.9</u></b></p>			
Writing Standards	<p>Cluster 1:  Text Types and Purposes</p>	<p>LAFS.4.W.1.1  _____ Write opinion pieces on topics and texts, supporting a point of view with reasons and information.</p> <p>_____ a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p>_____ b. Provide reasons that are supported by facts and details.</p> <p>_____ c. Link opinion and reasons using words and phrases (e.g. <i>for instance, in order to, in addition.</i>)</p> <p>_____ d. Provide a concluding statement or section related to the opinion presented.</p>			
	<p>Cluster 2:  Production and Distribution of Writing</p>	<p><b><u>Maintaining:</u></b>  <b><u>LAFS.4.W.2.4</u></b>  <b><u>LAFS.4.W.2.5</u></b></p> <p>LAFS.4.W.2.6  _____ With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p>			

	Cluster 3: Research to Build and Present Knowledge	<p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.W.3.7</u></b></p> <p><b><u>LAFS.4.W.3.8</u></b></p> <p>LAFS.4.W.3.9  _____ Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>_____ a. Apply grade 4 Reading standards to literature</p> <p>_____ b. Apply grade 4 Reading standards to informational texts</p>			
	Cluster 4: Range of Writing	<p>LAFS.4.W.4.10  _____ Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>			
Standards for Speaking and Listening	Cluster 1: Comprehension and Collaboration	<p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.SL.1.1.A-C</u></b></p> <p>LAFS.4.SL.1.1.D  _____ 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.</p> <p>_____ d. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.SL.1.2</u></b></p> <p><b><u>LAFS.4.SL.1.3</u></b></p>			

	<p>Cluster 2:</p> <p>Presentation of Knowledge and Ideas</p>	<p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.SL.2.4</u></b></p> <p>LAFS.4.SL.2.5        _____ Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</p> <p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.SL.2.6</u></b></p>			
<p>Language Standards</p>	<p>Cluster 1:</p> <p>Conventions of Standard English</p>	<p>LAFS.4.L.1.1.C        _____ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>_____ a. Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.</p> <p>LAFS.4.L.1.2.B        _____ Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>_____ b. Use commas and quotation marks to mark direct speech and quotations from a text.</p>			

		<b><u>Maintaining:</u></b> <b><u>LAFS.4.L.1.2.D</u></b>			
	Cluster 2: Knowledge of Language	LAFS.4.L.2.3.C. _____ Use knowledge of language and its conventions when writing, speaking, reading, or listening.  _____ c. Differentiate between context that call for formal English (e.g. presenting ideas) and situations where informal discourse is appropriate (e.g. small-group discussion)			

**\*Any Standard that is bold/underlined is a standard to maintain within this quarter\***

**Curriculum Mapping (3-5) by Quarter** *(Revised 6/14/17)*

**Grade: 4th**

**Subject Area: English Language Arts (ELA)**

**Quarter: 4**

Strand/ Domain	Cluster	Standards-based Essential Skills/ Concepts to be Targeted & Instructional Strategies	Formative Assessment	Summative Assessment	Text Reference
Reading Standards for Literature	Cluster 1: Key Ideas and Details	<b><u>Maintaining:</u></b> <b><u>LAFS.4.RL.1.1</u></b>  <b><u>LAFS.4.RL.1.2</u></b>  <b><u>LAFS.4.RL.1.3</u></b>			
	Cluster 3: Integration of Knowledge and Ideas	<b><u>Maintaining:</u></b> <b><u>LAFS.4.RL.3.7</u></b>  <b><u>LAFS.4.RL.3.9</u></b>			
	Cluster 4: Range of Reading and Level	LAFS.4.RL.4.10 ____ 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 Standards: Foundational Skills (K-5)	Cluster 3: Fluency	<b><u>Maintaining:</u></b> <b><u>LAFS.4.RF.3.3</u></b>			
Reading Standards For Informational Text	Cluster 1: Key Ideas and Details	<b><u>Maintaining:</u></b> <b><u>LAFS.4.RI.1.3</u></b>			
	Cluster 2: Craft and Structure	<b><u>Maintaining:</u></b> <b><u>LAFS.4.RI.2.4</u></b>  <b><u>LAFS.4.RI.2.5</u></b>  <b><u>LAFS.4.RI.2.6</u></b>			

	Cluster 3: Integration of Knowledge and Ideas	<b><u>Maintaining:</u></b> <b><u>LAFS.4.RI.3.7</u></b> <b><u>LAFS.4.RI.3.8</u></b>			
	Cluster 4: Range of Reading and Level of Text Complexity	LAFS.4.RI.4.10 _____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.			
Writing Standards	Cluster 1: Text Types and Purposes	<b><u>Maintaining:</u></b> <b><u>LAFS.4.W.1.1</u></b>			
	Cluster 2: Production and Distribution of Writing	<b><u>Maintaining:</u></b> <b><u>LAFS.4.W.2.4</u></b> <b><u>LAFS.4.W.2.5</u></b> <b><u>LAFS.4.W.2.6</u></b>			
	Cluster 3: Research to Build and Present Knowledge	<b><u>Maintaining:</u></b> <b><u>LAFS.4.W.3.7</u></b> <b><u>LAFS.4.W.3.9</u></b>			
	Cluster 4: Range of Writing	<b><u>Maintaining:</u></b> <b><u>LAFS.4.W.4.10</u></b>			
Standards For Speaking and	Cluster 1: Comprehension and Collaboration	<b><u>Maintaining:</u></b> <b><u>LAFS.4.SL.1.1D</u></b>			

Listening		<p>LAFS.4.SL.1.3  _____ Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.SL.2.6</u></b></p>			
Language Standards	Cluster 1: Conventions of Standard English	<p>LAFS.4.L.1.1.D  Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>_____ d. Use modal auxiliaries (e.g. can, may, must) to convey various conditions.</p> <p>LAFS.4.L.1.1.F  _____ Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>_____ f. Form and use prepositional phrases.</p> <p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.L.1.2.D</u></b></p>			
	Cluster 3: Vocabulary Acquisition and Use	<p><b><u>Maintaining:</u></b></p> <p><b><u>LAFS.4.L.3.4.A</u></b></p> <p><b><u>LAFS.4.L.3.4.B</u></b></p> <p><b><u>LAFS.4.L.3.5.B</u></b></p> <p><b><u>LAFS.4.L.3.6</u></b></p>			

**\*Any Standard that is bold/underlined is a standard to maintain within this quarter\***







	<p>3: Research to Build and Present Knowledge</p> <p>4: Range of Writing</p>	<p>___ LAFS.5.W.3.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>___ LAFS.5.W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and short time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (Maintained throughout quarters)</p>			
Standards for Speaking and Listening	<p>1: Comprehension and Collaboration</p> <p>2: Presentation of Knowledge and Ideas</p>	<p>___ LAFS.5.SL.1.1 Engage effectively in range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners or grade 5 topics and texts, building on others' ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>___ LAFS.5.SL.2.4 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.</p>			
Language Standards	1: Conventions of Standard English	<p>___ LAFS.5.L.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Demonstrate fluent and legible cursive writing skills.</p> <p>b. Explain the functions of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>c. Form and use the perfect (e.g. I had walked, I have walked, I will have walked) verb tenses.</p> <p>d. Use verb tense to convey various times, sequence states, and conditions.</p> <p>e. Recognize and correct inappropriate shifts in verb tense.</p> <p>f. Use correlative conjunctions (e.g. either/or, neither/nor)</p>			

	<p>3: Vocabulary Acquisition and Use</p>	<p>___ LAFS.5.L.1.2          Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> <li>Use punctuation to separate items in a series.</li> <li>Use a comma to separate an introductory element from the rest of the sentence.</li> <li>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?).</li> <li>Use underlining, quotation marks, or italics to indicate titles of works.</li> <li>Spell grade-appropriate words correctly, consulting references as needed.</li> </ol> <p>___ LAFS.5.L.3.4          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.</p> <ol style="list-style-type: none"> <li>Use context (e.g. cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</li> <li>Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. photograph, photosynthesis)</li> <li>Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</li> </ol> <p>___ LAFS.5.L.3.5.          Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Interpret figurative language, including similes and metaphors, in context.</li> <li>Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>Use the relationship between particular words (e.g. synonyms, antonyms, homographs) to better understand each of the words.</li> </ol> <p>___ LAFS.5.L.3.6          Acquire and use accurately general academic and domain-specific words and phrases as found in grade level appropriate words, including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition)</p>			
--	--	---	--	--	--





	3: Research to Build and Present Knowledge 4: Range of Writing	<p>___ LAFS.5.W.3.8 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.</p> <p><b><u>LAFS.5.W.4.10</u></b></p>			
Standards for Speaking and Listening	1: Comprehension and Collaboration  2: Presentation of Knowledge and Ideas	<p><b><u>LAFS.5.SL.1.1</u></b></p> <p>___ LAFS.5.SL.1.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>___ LAFS.5.SL.1.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p><b><u>LAFS.5.SL.2.4</u></b></p> <p>___ LAFS.5.SL.2.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p>			
Language Standards	1: Conventions of Standard English  3: Vocabulary Acquisition and Use	<p><b><u>LAFS.5.L.1.1</u></b></p> <p><b><u>LAFS.5.L.1.2</u></b></p> <p><b><u>LAFS.5.L.3.4</u></b></p> <p><b><u>LAFS.5.L.3.5</u></b></p> <p><b><u>LAFS.5.L.3.6</u></b></p>			

**\*Any Standard that is bold/underlined is a standard to maintain within this quarter\***

**Curriculum Mapping (3-5) by Quarter** (Revised 6/14/17)

**Grade: 5<sup>th</sup>**

**Subject Area: English Language Arts (ELA)**

**Quarter: 3**

Strand/ Domain	Cluster	Standards-based Essential Skills/ Concepts to be Targeted & Instructional Strategies	Formative Assessment	Summative Assessment	Text Reference
Reading Standards for Literature	1: Key Ideas and Details  2: Craft and Structure  3: Integration of Knowledge and Ideas	<p><u><b>LAFS.5.RL.1.1</b></u>  <u><b>LAFS.5.RL.1.2</b></u>  <u><b>LAFS.5.RL.1.3</b></u></p> <p><u><b>LAFS.5.RL.2.4</b></u></p> <p>___ LAFS.5.RL.2.5                      Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama or poem.</p> <p><u><b>LAFS.5.RL.3.7</b></u>  <u><b>LAFS.5.RL.3.9</b></u></p>			
Reading Standards: Foundational Skills	3: Phonics and Word Recognition  4: Fluency	<p><u><b>LAFS.5.RF.3.3</b></u></p> <p><u><b>LAFS.5.RF.4.4</b></u></p>			
Reading Standards for Informational Text	1: Key Ideas and Details  2: Craft and Structure  3: Integration of Knowledge and Ideas	<p><u><b>LAFS.5.RI.1.1</b></u>  <u><b>LAFS.5.RI.1.2</b></u>  <u><b>LAFS.5.RI.1.3</b></u></p> <p><u><b>LAFS.5.RI.2.4</b></u>  <u><b>LAFS.5.RI.2.5</b></u></p> <p>___ LAFS.5.RI.2.6                      Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><u><b>LAFS.5.RI.3.7</b></u>  <u><b>LAFS.5.RI.3.8</b></u></p> <p>___ LAFS.5.RI.3.9                      Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>			





	2: Presentation of Knowledge and Ideas	<u>LAFS.5.SL.2.4</u> <u>LAFS.5.SL.2.6</u>  ___ LAFS.5.SL.2.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.			
Language Standards	1: Conventions of Standard English  2: Knowledge of Language  3: Vocabulary Acquisition and Use	<u>LAFS.5.L.1.1</u> <u>LAFS.5.L.1.2</u>  ___ LAFS.5.L.2.3 Use of knowledge and its conventions when writing, speaking, reading, or listening.  <u>LAFS.5.L.3.4</u> <u>LAFS.5.L.3.5</u> <u>LAFS.5.L.3.6</u>			

\*Any Standard that is bold/underlined is a standard to maintain within this quarter\*

**Curriculum Mapping (3-5) by Quarter** (Revised 6/14/17)

**Grade: 5th**

**Subject Area: English Language Arts (ELA)**

**Quarter: 4**

Strand/ Domain	Cluster	Standards-based Essential Skills/ Concepts to be Targeted & Instructional Strategies	Formative Assessment	Summative Assessment	Text Reference
Reading Standards for Literature	1: Key Ideas and Details  2: Craft and Structure  3: Integration of Knowledge and Ideas  4: Range of Reading and Level of Text Complexity	<u>LAFS.5.RL.1.1</u> <u>LAFS.5.RL.1.2</u> <u>LAFS.5.RL.1.3</u>  <u>LAFS.5.RL.2.4</u> <u>LAFS.5.RL.2.5</u>  <u>LAFS.5.RL.3.7</u> <u>LAFS.5.RL.3.9</u>  ___ LAFS.5.RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.			
Reading Standards: Foundational Skills	3: Phonics and Word Recognition  4: Fluency	<u>LAFS.5.RF.3.3</u>  <u>LAFS.5.RF.4.4</u>			
Reading Standards for Informational Text	1: Key Ideas and Details  2: Craft and Structure  3: Integration of Knowledge and Ideas	<u>LAFS.5.RI.1.1</u> <u>LAFS.5.RI.1.2</u> <u>LAFS.5.RI.1.3</u>  <u>LAFS.5.RI.2.4</u> <u>LAFS.5.RI.2.5</u> <u>LAFS.5.RI.2.6</u>  <u>LAFS.5.RI.3.7</u> <u>LAFS.5.RI.3.8</u> <u>LAFS.5.RI.3.9</u>			

	4: Range of Reading and Level of Text Complexity	<p>___ LAFS.5.RI.4.10</p> <p>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.</p>			
Writing Standards	<p>1: Text Types and Purposes</p> <p>2: Production and Distribution of Writing</p> <p>3: Research to Build and Present Knowledge</p> <p>4: Range of Writing</p>	<p><b><u>LAFS.5.W.1.1</u></b> <b><u>LAFS.5.W.1.3</u></b></p> <p><b><u>LAFS.5.W.2.4</u></b> <b><u>LAFS.5.W.2.5</u></b> <b><u>LAFS.5.W.2.6</u></b></p> <p><b><u>LAFS.5.W.3.7</u></b> <b><u>LAFS.5.W.3.8</u></b> <b><u>LAFS.5.W.3.9</u></b></p> <p><b><u>LAFS.5.W.4.10</u></b></p>			
Standards for Speaking and Listening	<p>1: Comprehension and Collaboration</p> <p>2: Presentation of Knowledge and Ideas</p>	<p><b><u>LAFS.5.SL.1.1</u></b> <b><u>LAFS.5.SL.1.2</u></b> <b><u>LAFS.5.SL.1.3</u></b></p> <p><b><u>LAFS.5.SL.2.4</u></b> <b><u>LAFS.5.SL.2.5</u></b> <b><u>LAFS.5.SL.2.6</u></b></p>			
Language Standards	<p>1: Conventions of Standard English</p> <p>2: Knowledge of Language</p> <p>3: Vocabulary Acquisition and Use</p>	<p><b><u>LAFS.5.L.1.1</u></b> <b><u>LAFS.5.L.1.2</u></b></p> <p><b><u>LAFS.5.L.2.3</u></b></p> <p><b><u>LAFS.5.L.3.4</u></b> <b><u>LAFS.5.L.3.5</u></b> <b><u>LAFS.5.L.3.6</u></b></p>			

**\*Any Standard that is bold/underlined is a standard to maintain within this quarter\***