3 - 5 ELA Essential Standards

ELA Standards	Third Grade	Fourth Grade	Fifth Grade
Literature	**Literacy.RL.3.1** - Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Literacy.RL.3.2** - 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. **Literacy.RL.3.3** - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	**RL.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text **RL.4.2** Determine a theme of a story, drama, or poem from details in the text. Summarize the text.	**RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **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.
Alignment	**RL.4.3** Is this a standard at your grade level? • **Literacy.RL.3.3** - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	• **Think Alouds to model the strategy** • **IXL Quizzes to assess** • **Provide quoted evidence from the text to support your thoughts** • **Remove poetry/drama from theme standard** • **Sticky Note Thinking Sheet to formatively assess understanding** **RL.3.1**	**RL.4.3** Is this a standard at your grade level? • We build off describing to compare/contrast Is it an Essential Standard at your grade level? • No If yes, to what depth is it being taught? Are our expectations aligned 4th-5th

	Is it an Essential Standard at your grade level? • Yes If yes, to what depth is it being taught? • Focus is on feelings and actions. • Guided practice through mentor texts, Read/Think Alouds, collaborative practice through small groups, independent practices, character maps, benchmark assessment, trait posters. Are our expectations aligned 4th-5th and 3rd-4th? • Yes 3rd-4th If not, then do the students need to be exposed to the skill or knowledge in your grade level? • More independent practice with using text evidence to support character traits **RL.4.2** Is this a standard at your grade level? • **Literacy.RL.3.2** - 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. • **Literacy.RL.3.9** - Compare and contrast the themes, settings, and	Is this a standard at your grade level? • Yes RL 4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. Is it an Essential Standard at your grade level? • No If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th? • If not, then do the students need to be exposed to the skill or knowledge in your grade level? • We still teach concepts in this standard, but focus more on character traits and theme **RL.3.7** Is this a standard at your grade level? • Yes RL 4.7 - 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. Is it an Essential Standard at your grade level? • No If yes, to what depth is it being taught?	and 3rd-4th? • If not, then do the students need to be exposed to the skill or knowledge in your grade level? • We still teach concepts in this standard, but we don't need to assess the comparing/contrasting part as an essential standard. **RL 4.2** Is this a standard at your grade level? • Yes Is it an Essential Standard at your grade level? • Yes If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th? • Our first unit is about analyzing how characters respond to challenges to determine the themes in texts. • Formative Assessments: Graphic organizers, exit slips, read alouds with discussion questionsN • Plot structure (Character, setting, conflict, solution, theme) • Think aloud & modeling If not, then do the students need to be exposed to the skill or knowledge in your grade level? •

	plots of stories written by the same author about the same or similar characters. Is it an Essential Standard at your grade level? • Yes If yes, to what depth is it being taught? • Mentor Texts, read aloud, narrative-non fiction unit Are our expectations aligned 4th-5th and 3rd-4th? • If not, then do the students need to be exposed to the skill or knowledge in your grade level? •	Are our expectations aligned 4th-5th and 3rd-4th? • If not, then do the students need to be exposed to the skill or knowledge in your grade level? • No	**RL 3.7** Is this a standard at your grade level? • Yes/No Is it an Essential Standard at your grade level? • No If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th? • If not, then do the students need to be exposed to the skill or knowledge in your grade level? • Not as much in 5th. We use picture books as mentor texts and students do read graphic novels, but we focus on the text component more.
Informational	**RI.3.1** – Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **RI.3.2 –** Determine the main idea of a text; recount the key details and explain how they support the main idea. **RI.3.3** – 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, cause/effect. **RI.3.5 –** Use text features and search tools	**RI.4.1** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text **RI.4.2** Determine the main idea of a text and explain how it is supported by key details; summarize the text.	**RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. **RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **RI.5.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect,

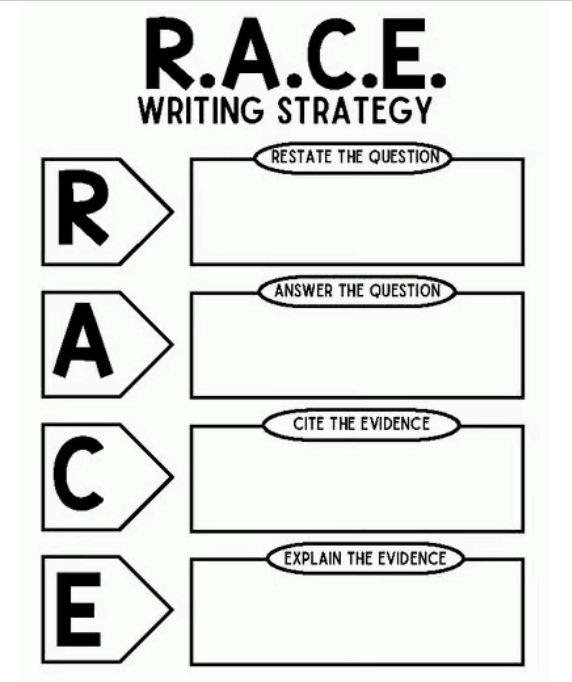
	(e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently		problem/solution) of events, ideas, concepts, or information in two or more texts. **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (will go with research writing)
Alignment	**RI.4.2** Is this a standard at your grade level? • CCSS.ELA-LITERACY.W.3.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly. • **CCSS.ELA-RI.3.10.** 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. Is it an Essential Standard at your grade level? • Yes If yes, to what depth is it being taught? • Mentor text, sub-genres, text structure unit, Main Idea unit, determining importance lessons, incorporated into science with squirrels Are our expectations aligned 4th-5th and 3rd-4th?	• Boxes & Bullets ◦ Main Idea & Supporting Details • Text Features & Text Structure • IXL Quizzes to assess • Think Alouds to model **RI.5.5** Is this a standard at your grade level? • Yes • RI4.5 - Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text Is it an Essential Standard at your grade level? • No If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th? • If not, then do the students need to be exposed to the skill or knowledge in your	**RI 4.2** Is this a standard at your grade level? • Yes Is it an Essential Standard at your grade level? • Yes If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th? • Students find two or more main ideas of a text. If not, then do the students need to be exposed to the skill or knowledge in your grade level? •

	• Yes If not, then do the students need to be exposed to the skill or knowledge in your grade level?	grade level? • Yes, they are. They are introduced to the text structures and are identifying them in texts.	
Writing	**CCSS.ELA-LITERACY.W.3.2 -** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **CCSS.ELA-LITERACY.W.3.1** - Write opinion pieces on topics or texts, supporting a point of view with reasons. **CCSS.ELA-LITERACY.W.3.1.A** - Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **CCSS.ELA-LITERACY.W.3.1.B** - Provide reasons that support the opinion. **CCSS.ELA-LITERACY.W.3.1.C** - Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. **CCSS.ELA-LITERACY.W.3.1.D** - Provide a concluding statement or section. **CCSS.ELA-LITERACY.W.3.3 -**	**CCSS.W.4.1**-Write opinion pieces on topics or texts, supporting a point of view with reasons and information. **CCSS.W.4.2**-Write informative/explanatory texts to examine a topic and convey ideas and information clearly. **CCSS.W.4.3**-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	**W.5.3a:** Orient the reader by establishing a situation (conflict) and introducing a narrator and/or characters; organize an event sequence (plot) that unfolds naturally. **W.5.3b:** Use narrative techniques such as dialogue, description and pacing to develop experiences and events or show the responses of characters to situations. **W.5.2a.** 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 aid comprehension. **W.5.2b.** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **W.5.2d.** Use precise language and

	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **CCSS.ELA-LITERACY.W.3.3a**-Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. **CCSS.ELA-LITERACY.W.3.3b** - Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. **CCSS.ELA-LITERACY.W.3.3c** - Use transition words and phrases to signal event order. **CCSS.ELA-LITERACY.W.3.3d** -Provide a sense of closure.		domain-specific vocabulary to inform about or explain the topic. **W.5.1a.** 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. **W.5.1b.** Provide logically ordered reasons that are supported by facts and details.
Alignment	**<u>W.4.3</u>** **Is this a standard at your grade level?** • **CCSS.ELA-LITERACY.W.3.3 (a-d) -** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. **Is it an Essential Standard at your grade level?** • Yes	• **Fiction Elements** • **Story Mountains to prewrite/plan** • **Work through modeling on our own writing each part - beginning, middle & end** • **Use Think Alouds to model in authors work - what did the author do on purpose?** • **Author Study - Patricia Polacco** ****Dive deeper into these standards in Science/Social Studies???** • **Research a topic - take notes using boxes & bullets (must have quotes,**	**<u>W 4.3</u>** Is this a standard at your grade level? • Yes Is it an Essential Standard at your grade level? • Yes If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th? • We go deeper into the narrative techniques like conflict, characters responding to challenges, plot, sequence.

	If yes, to what depth is it being taught? • Patricia Polaco narrative writing unit, mentor texts, focus on characters, conflict/resolution, story mountain, heart of the story, focus on different types of leads, adding thoughtshots, dialogue, setting, multiple endings **Are our expectations aligned 4th-5th and 3rd-4th?** • Yes **If not, then do the students need to be exposed to the skill or knowledge in your grade level?** **<u>W.4.2</u>** Is this a standard at your grade level? • **CCSS.ELA-LITERACY.W.3.2** - Write informative/explanatory texts to examine a topic and convey ideas and information clearly. Is it an Essential Standard at your grade level? • Yes If yes, to what depth is it being taught? • Boxes and bullets non-fiction writing, mentor texts, model/guided lessons, Are our expectations aligned 4th-5th and 3rd-4th? • Somewhat, see below	**numerical information, glossary, table of contents, headings, domain specific vocabulary)** • **Online research resources** • **Give choice on topics** • **Model & guide students to giving main idea and most important details** • **Use a specific text structure for one of their writings** **3rd Grade: Do you teach research skills?** *****Research materials (books)** **Opinion:** • **Time crunch - not always enough time to go into depth** • **Text Dependent Analysis - MStep** • **Reviews on stores, movies, etc.** • **OREO graphic organizer** **Tony Steed books (give both sides)**	• We try to go back and forth between reading and writing when it comes to these techniques. • We also are doing smaller writing pieces for each technique within the plot structure. If not, then do the students need to be exposed to the skill or knowledge in your grade level? • **<u>W 4.2</u>** Is this a standard at your grade level? • Yes Is it an Essential Standard at your grade level? • Yes If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th? • Students write an informational book based on limited choices. • Each chapter is written in a different text structure. (Introduction, 5 "chapters", Conclusion, Works Cited) • Students research a topic, quote & paraphrase the evidence they find. If not, then do the students need to be exposed to the skill or knowledge in your grade level? •

	If not, then do the students need to be exposed to the skill or knowledge in your grade level?
	• We do too many subtopics. They do 2 subtopics, we do 4 subtopics.
	• They have multiple pieces, we do one longer one. We need to have more exposure.
	• Based on fourth grade feedback, next year we will…
	  ○ Do multiple + shorter informational pieces instead of one longer one
	  ○ Narrow it down to 2 subtopics instead of 3-4
	  ○ Only 3 facts per subtopic, no supporting sentences necessary.
	  ○ Better research skills
	  ○ How to grab a fact out of a paragraph/article, dig deeper than looking at a google image
	
	MSTEP- Instead of ICEE (too complicated)- Use this? Simpler, less complicated than ICEE, 5th grade uses
			W 4.1
			Is this a standard at your grade level?
			• Yes
			Is it an Essential Standard at your grade level?
			• Yes
			If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th?
			• We complete this standard during our text-dependent writing practice for M-STEP. Students write full essays during this time. We also complete text-dependent writing throughout the year, but with paragraph-based writing.
			If not, then do the students need to be exposed to the skill or knowledge in your grade level?
			•



W.4.1

Is this a standard at your grade level?

- **CCSS.ELA-LITERACY.W.3.1 (a-d)**- Write opinion pieces on topics or texts, supporting a point of view with reasons.

Is it an Essential Standard at your grade level?

- Yes

If yes, to what depth is it being taught?

- Opinion writing unit, opinion writing piece, Tony Stead books, interviews/surveys, quotes

Are our expectations aligned 4th-5th and 3rd-4th?

- Yes

	If not, then do the students need to be exposed to the skill or knowledge in your grade level?		
Speaking and Listening	**None identified** **SL.3.4** - 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.	**None identified**	**None identified**
Alignment		**SL.3.4** Is this a standard at your grade level? ● Yes SL - 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. Is it an Essential Standard at your grade level? ● No If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th ● If not, then do the students need to be exposed to the skill or knowledge in your grade level? ● Yes, but not essential. We plan on having 4th grade share out	**SL.3.4** Is this a standard at your grade level? ● Yes Is it an Essential Standard at your grade level? ● No If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th? ● If not, then do the students need to be exposed to the skill or knowledge in your grade level? ● Being able to verbally retell the story is important. It helps their comprehension. "Say it, then write it." Can help us identify comprehension issues vs writing issues.

		to 3rd grade on nonfiction pieces.	
Language	**None identified**	**CCSS.L.4.2.B**-Use quotation marks to mark quotations from a text. **CCSS.L.4.2.A-**Use correct capitalization. **CCSS.L.4.1.F**-Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	**None identified**
Alignment	**4.2.B** Is this a standard at your grade level? • . Is it an Essential Standard at your grade level? • No If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th? • Not an essential, more of a nice to know • Introduced during fiction writing, characters talking, doing activities to reinforce, but is a "nice to know" (not assessed) If not, then do the students need to be exposed to the skill or knowledge in your grade level?	• **No specific lessons - other than right before MStep** • **Incorporated briefly in our writing units** **What can we do to improve this?** *****Can we take out quotation marks as essential????** **??? Incorporate basic sentence writing review at the beginning of the year???**	**5.2.B** Is this a standard at your grade level? • Yes Is it an Essential Standard at your grade level? • No If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th? • Integrated throughout every assignment involving direct evidence and dialogue we complete when necessary. If not, then do the students need to be exposed to the skill or knowledge in your grade level? • **5.2.A** Is this a standard at your grade level?

	4.2.A Is this a standard at your grade level? • .Yes Is it an Essential Standard at your grade level? • No If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th? • Not an essential, more of a nice to know • 5 star sentences, editing, on-going, in all writing and spelling activities If not, then do the students need to be exposed to the skill or knowledge in your grade level? **4.1.F** Is this a standard at your grade level? • .Yes Is it an Essential Standard at your grade level? • No If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th? • Not an essential, more of a nice to know • We teach noun and verbs, incomplete sentences,		• Yes Is it an Essential Standard at your grade level? • No If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th? • Integrated throughout every assignment. We hold high expectations for this skill because we work on sentence building requirements daily at the beginning of the school year. If not, then do the students need to be exposed to the skill or knowledge in your grade level? • **5.1.F** Is this a standard at your grade level? • Yes Is it an Essential Standard at your grade level? • No If yes, to what depth is it being taught? Are our expectations aligned 4th-5th and 3rd-4th? • Integrated throughout every assignment. We hold high expectations for this skill because we work on sentence building requirements daily at the beginning of the school year. If not, then do the students need to be

	If not, then do the students need to be exposed to the skill or knowledge in your grade level? **Boot Camp** (4th and 5th should have access now)		exposed to the skill or knowledge in your grade level? •