

Timeline of the Eras Research Cards

ELC-5014

Common Core Standards

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.4.6

Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

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.

RL.4.9

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.

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.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

RI.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

RI.4.5

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.

RI.4.6

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

RI.4.7

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.

RI.4.8

Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.9

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

RF.4.4

Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.4.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.4.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.4.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.4.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.4.6

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.

W.4.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.4.8

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.

W.4.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

SL.4.1

Engage effectively in a range of collaborative discussions.

SL.4.2

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.4.3

Identify the reasons and evidence a speaker provides to support particular points.

SL.4.4

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.

SL.4.5

Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

L.4.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.4.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.4.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.4.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases

RL.5.1

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

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 the main idea of a text and explain how it is supported by key details; summarize the text.

RI.5.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.5.9

Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RF.5.4

Read with sufficient accuracy and fluency to support comprehension.

- d. Read grade-level text with purpose and understanding.
- e. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- f. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5

With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.5.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.5.8

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.

SL.5.1

Engage effectively in a range of collaborative discussions.

SL.5.2

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

SL.5.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

L.5.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.5.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

RL.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2

Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.6.4

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

RI.6.7

Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

W.6.1

Write arguments to support claims with clear reasons and relevant evidence.

W.6.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.6.3

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

W.6.4

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.6.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.6.6

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 three pages in a single sitting.

W.6.7

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

W.6.8

Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

W.6.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.6.10

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, and purposes.

SL.6.1

Engage effectively in a range of collaborative discussions.

SL.6.2

Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

SL.6.4

Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.6.5

Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

L.6.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.6.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.6.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

L.6.6

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases