Curriculum Map: 5 English Language Arts-JW

Course: 5 English Language Arts Sub-topic: English

Grade(s): 5

Course Description:	5th grade students will be able to read and analyze a text using a variety of reading strategies. They will apply grammar and conventions to written responses. They will also acquire spelling patterns and vocabulary in order to enrich written responses.

Essential Questions:	1. How do readers comprehend and evaluate complex texts across a range of types and disciplines.
	2. How can readers be critical consumers of text and other media to recognize, understand, and appreciate multiple perspectives?
	3. How do writers effectively address task, purpose, perspective, and audience through research and gathering evidence to create a clear and coherent message?
	4. How do students communicate effectively for varied purposes and audiences?
	5. How do students listen actively to engage in a range of conversations, to analyze and synthesize ideas and positions, and to evaluate accuracy in order to learn, reflect, and respond?

Unit: Unit 1: Literary Elements

Timeline: Week 2 to 9

Unit Description:	In the 5th grade, students will be able to identify and explain literary elements such as: story elements (characters, setting, plot-conflict, climax, resolution); theme, characterization, figurative language, imagery, and point of view. In order to be successful readers and analyze the text, students will cite evidence from multiple texts through written responses with an awareness of audience and purpose.
	5th grade students will apply standard English conventions such as verb usage, tense, and inappropriate shift. Students will edit for capital letters, punctuation, and spelling. Students will write in an organized manner in response to a given task.
	Students will be introduced to text dependent analysis with teacher directed and guided instruction.

Unit Essential	1. How do strategic readers create meaning from informational and literary text?

Questions:

2. How does interaction with text provoke thinking and response?

3. What do good and active listeners do to make meaning?

4. How does an awareness of purpose and audience make clear, effective writing?

5. How do grammar and the conventions of language influence spoken and written communication?

6. What strategies and resources does the learner use to figure out unknown vocabulary?

Unit Big Ideas:

1. Effect readers use appropriate strategies to construct meaning.

2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

4. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

5. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

6. An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials:

Scholastic Storyworks

Reading/Language Arts anthology

TPT resources

MobyMax lessons

Unit Assignments: TDA-instructional

Unit Key Terminology   Domain Specific: characters, setting, plot-conflict, climax, resolution, theme, characterization, figurative language (simile, metaphor,
& Definitions: personification, idioms, adages, proverbs, imagery), and point of view, and author's purpose.

Academic: summarize, compare/contrast, analyze, convey, cite, inference, generalize, conclude, multiple meaning words, genre

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.1.1.5.D (Advanced) Know and apply grade-level phonics and word analysis skills in decoding words.

? Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

CC.1.1.5.E (Advanced) Read with accuracy and fluency to support comprehension:

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

CC.1.3.5.A (Advanced) Determine a theme of a text 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.

CC.1.3.5.B (Advanced) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.3.5.C (Advanced) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.F (Advanced) Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.3.5.G (Advanced) Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

CC.1.3.5.H (Advanced) Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

CC.1.3.5.I (Advanced) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.5.J (Advanced) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.3.5.K (Advanced) Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.5.Q (Advanced) Write with an awareness of style.

? Use sentences of varying length. ? Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.1.4.5.R (Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage,

capitalization, punctuation, and spelling.

CC.1.4.5.S (Advanced) Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

CC.1.5.5.C (Advanced) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CC.1.5.5.E (Advanced) Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

STATE: PA Core Anchors and Eligible Content (2014)

E05.A-K.1.1.1 (Advanced)
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

Alternate Eligible Content Code E05AK1.1.1a: Answer a literal question about a text E05AK1.1.1b: Answer an in ferential question about a text E05AK1.1.1c: Identify details from the text to support answers to literal and inferential questions

E05.A-K.1.1.2 (Advanced)
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.

Alternate Eligible Content Code E05AK1.1.2a: Identify the theme/central message of a story, drama, or poem using key details/evidence from the text E05AK1.1.2b: Summarize the text E05AK1.1.2c: Identify specific details in the text to compare two characters, settings, or events

E05.A-K.1.1.3 (Advanced)
Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).

Alternate Eligible Content Code E05AK1.1.3a: Identify how characters' actions contribute to the story

E05.A-C.2.1.1 (Advanced)
Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.

Alternate Eligible Content Code E05AC2.1.1a: Identify the narrator's point-of-view E05AC2.1.1b: Describe the author's purpose (entertain, inform, or persuade) in a text

E05.A-C.3.1.1 (Advanced)
Compare and contrast stories in the same genre on their approaches to similar themes and topics.

Note: "Stories" means narration of events told through the text types of stories, dramas, or poems. Alternate Eligible Content Code E05AC3.1.1a: Identify similarities or differences in two texts in the same genre

E05.A-V.4.1.1 (Advanced)
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.

Alternate Eligible Content Code E05AV4.1.1a: Use context to determine the meaning of an

	unknown or multiple meaning word E05AV4.1.1b: Use a root word or affix to determine the meaning of a word
E05.A-V.4.1.2 (Advanced)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Alternate Eligible Content Code E05AV4.1.2a: Identify the meaning of figurative language in context E05AV4.1.2b: Use relationships between words to aid comprehension
E05.C.1.1.4 (Advanced)	Establish and maintain a formal style.
E05.C.1.1.5 (Advanced)	Provide a concluding section related to the opinion presented.
E05.C.1.2.1 (Advanced)	Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.
E05.D.1.1.2 (Advanced)	Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).
E05.D.1.1.3 (Advanced)	Use verb tense to convey various times, sequences, states, and conditions.
E05.D.1.1.4 (Advanced)	Recognize and correct inappropriate shifts in verb tense.*
E05.D.1.1.6 (Advanced)	Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*
E05.D.1.1.7 (Advanced)	Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*
E05.D.1.1.8 (Advanced)	Ensure subject-verb and pronoun-antecedent agreement.*
E05.D.1.2.1 (Advanced)	Use punctuation to separate items in a series.*
E05.D.1.2.2 (Advanced)	Use a comma to separate an introductory element from the rest of the sentence.
E05.D.1.2.3 (Advanced)	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?).
E05.D.1.2.5 (Advanced)	Spell grade-appropriate words correctly.
E05.D.2.1.1 (Advanced)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
E05.D.2.1.2 (Advanced)	Choose words and phrases to convey ideas precisely.*

E05.D.2.1.3 (Advanced)	Choose punctuation for effect.*
E05.D.2.1.4 (Advanced)	Choose words and phrases for effect.*
E05.E.1.1.1 (Advanced)	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
E05.E.1.1.2 (Advanced)	Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
E05.E.1.1.3 (Advanced)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
E05.E.1.1.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
E05.E.1.1.5 (Advanced)	Establish and maintain a formal style.
E05.E.1.1.6 (Advanced)	Provide a concluding section related to the analysis presented.

This Curriculum Map Unit has no Topics to display

Unit: Unit 2: Poetry
Timeline: Week 10 to 13

Unit Description: In the 5th grade, students will be able to identify and analyze the elements of poetry (imagery, simile, metaphor, personification, alliteration, onomatopoeia, rhythm, rhyme), author's purpose, theme, and point of view by citing evidence in written responses and class discussion.

Students will also read and analyze paired text, making inferences, and drawing conclusions.

5th grade students will apply standard English conventions such as prepositions, conjunctions (subordinating, coordinating, correlative), and interjections. These conventions tie into sentence structure (simple, compound, complex) and use of transitional words and phrases to connect ideas.

Students will continue to analyze text with teacher-directed and guided instruction. Students will cite text evidence and elaborate how such evidence addresses the prompt.

Unit Essential Questions:

1. How do strategic raeders create meaning from literary text?

2. How does interaction with prose provoke thinking and response?

3. How do task, purpose, and audience influence how speakers craft and deliver a message?

4. How do poets employ language and utilize resources to effectively communicate a message?

5. How does the author's use of formal or informal language to convey ideas?

6. What strategies and resources does the learner use to figure out unknown vocabulary?

Unit Big Ideas:

1. Effective reader use appropriate strategies to construct meaning.

2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

4. Audience and purpose influence a writer's choice of organization pattern, language, and literary techniques.

5. An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials:

Reading anthology

Seasonal poems

TPT resources

PSSA Item Samplers

Unit Assignments: TDA instructional

Unit Key Terminology & Definitions: Domain Specific: stanza, prose, line, rhythm, rhyme, metaphor, simile, alliteration, personification, onomatopoeia, imagery, author's purpose, point of view

Academic: inferences, draw conclusion, analyze cite

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.1.3.5.A (Advanced) Determine a theme of a text 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.

CC.1.3.5.B (Advanced) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.3.5.D (Advanced) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.3.5.E (Advanced) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

CC.1.3.5.F (Advanced) Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.3.5.I (Advanced) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.5.J (Advanced) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.3.5.K (Advanced) Read and comprehend literary fiction on grade level, reading independently and proficiently.

STATE: PA Core Anchors and Eligible Content (2014)

E05.D.1.1.1 (Advanced) Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

E05.D.1.1.5 (Advanced) Use correlative conjunctions (e.g., either/or, neither/nor).

E05.D.1.1.6 (Advanced) Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.*

E05.D.1.1.7 (Advanced) Correctly use frequently confused words (e.g., to, too, two; there, their, they're).*

E05.D.1.1.8 (Advanced) Ensure subject-verb and pronoun-antecedent agreement.*

E05.D.1.2.3 (Advanced) 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?).

E05.D.1.2.5 (Advanced)	Spell grade-appropriate words correctly.
E05.D.2.1.1 (Advanced)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
E05.D.2.1.2 (Advanced)	Choose words and phrases to convey ideas precisely.*
E05.D.2.1.3 (Advanced)	Choose punctuation for effect.*
E05.D.2.1.4 (Advanced)	Choose words and phrases for effect.*
E05.E.1.1.1 (Advanced)	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
E05.E.1.1.2 (Advanced)	Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
E05.E.1.1.3 (Advanced)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
E05.E.1.1.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
E05.E.1.1.5 (Advanced)	Establish and maintain a formal style.
E05.E.1.1.6 (Advanced)	Provide a concluding section related to the analysis presented.

This Curriculum Map Unit has no Topics to display

Unit: Unit 3: Novel Study-The Best Christmas Pageant Ever
Timeline: Week 14 to 16

Unit Description: 5th grade students will apply literature standards from previous units to novel study.

Students will continue to review and reinforce standard English conventions and editing practice.

Students will respond to literature through a variety of writing tasks.

Unit Essential Questions:	1. How do strategic readers create meaning from literary text?
	2. How do task, purpose, and audience influence how speakers craft and deliver a message?
	3. What makes clear and effective writing?
	4. How do grammar and the conventions of language influence spoken and written communication?
	5. What strategies and resources does the learner use to figure out unknown vocabulary?
Unit Big Ideas:	1. Effective readers use appropriate strategies to construct meaning.
	2. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
	3. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.
	4. An expanded vocabulary enhances one's ability to express ideas and information.
Unit Materials:	*The Best Christmas Pageant Ever* by Barbara Robinson (and movie)
	A Season of Gifts by Richard Peck
	Plot diagram
	Character sequence
	Chapter summary
	Writing Prompts
	Compare/contrast of novel and movie
Unit Key Terminology & Definitions:	Domain Specific: characterization, setting, plot (include rising action, climax, falling action, resolution), figurative language, sequence/chronological order, theme
	Academic: inferences, drawing conclusions, summary, compare/contrast

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.1.3.5.A (Advanced) Determine a theme of a text 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.

CC.1.3.5.B (Advanced) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.3.5.C (Advanced) Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

CC.1.3.5.I (Advanced) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.5.J (Advanced) Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

CC.1.3.5.K (Advanced) Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.5.G (Advanced) Write opinion pieces on topics or texts.

CC.1.4.5.H (Advanced) Introduce the topic and state an opinion on the topic.

CC.1.4.5.J (Advanced) Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.

CC.1.4.5.K (Advanced) Write with an awareness of style.

? Use sentences of varying length. ? Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

CC.1.4.5.L (Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.M (Advanced) Write narratives to develop real or imagined experiences or events.

CC.1.4.5.N (Advanced) Orient the reader by establishing a situation and introducing a narrator and/or characters.

CC.1.4.5.O (Advanced) Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

CC.1.4.5.P (Advanced) Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

CC.1.4.5.X (Advanced) 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.

E05.C.1.1.1 (Advanced)	Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
E05.C.1.1.2 (Advanced)	Provide logically ordered reasons that are supported by facts and details.
E05.C.1.1.3 (Advanced)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
E05.C.1.2.2 (Advanced)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
E05.C.1.2.3 (Advanced)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
E05.C.1.3.1 (Advanced)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.
E05.C.1.3.2 (Advanced)	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.
E05.C.1.3.3 (Advanced)	Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
E05.C.1.3.4 (Advanced)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
E05.C.1.3.5 (Advanced)	Provide a conclusion that follows from the narrated experiences or events.

This Curriculum Map Unit has no Topics to display

Unit: Unit 4: Informational Text

Timeline: Week 17 to 25

Unit Description: 5th grade students will be able to read and comprehend information text to make inferences, draw conclusions, make generalizations, identify text features and structures, analyze multiple accounts, summarize, main ideas/details, and domain specific vocabulary.

Students will continue to apply standard English conventions, with a specific focus on commas, titles, and reinforcement of sentence complexity.

Students will also read information text, analyze, and cite evidence in response to a given TDA prompt.

Unit Essential Questions:

1. How do strategic readers create meaning from informational text?

2. How do readers know what to believe in what they read, hear, and view?

3. What makes clear and effective writing?

4. How do grammar and the conventions of language influence spoken and written communication?

5. What strategies and resources does the learner use to figure out unknown vocabulary?

Unit Big Ideas:

1. Effective readers use appropriate strategies to construct meaning.

2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

4. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

5. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

6. An expanded vocabulary enhances one's ability to express ideas and information.

Unit Materials:

Lovin' Lit Nonfiction Articles of the Week

PSSA Item Sampler

Reading Anthology

Scholastic News

Scholastic: *Storyworks*

Unit Key Terminology & Definitions:

Domain Specific: text structures: cause/effect, compare/contrast, description, sequence/chronological order, problem/solution; text features: title, subtitle, headings, sidebar, graphics, captions

Academic: inferences, drawing conclusions, generalizations, main idea, summary, analyze, multiple texts and accounts, primary and

secondary documents, fact and opinion

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.5.A (Advanced) Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

CC.1.2.5.B (Advanced) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

CC.1.2.5.C (Advanced) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

CC.1.2.5.D (Advanced) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

CC.1.2.5.E (Advanced) Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

CC.1.2.5.F (Advanced) Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

CC.1.2.5.G (Advanced) Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

CC.1.2.5.H (Advanced) Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1

CC.1.2.5.K (Advanced) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.5.L (Advanced) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

CC.1.5.5.C (Advanced) Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

STATE: PA Core Anchors and Eligible Content (2014)

E05.B-K.1.1.1 (Advanced) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

Alternate Eligible Content Code E05BK1.1.1a: Answer a literal question about a text E05BK1.1.1b: Answer an in ferential question about a text E05BK1.1.1c: Identify details from the text to support answers to literal and inferential questions

E05.B-K.1.1.2 (Advanced) Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

	Alternate Eligible Content Code E05BK1.1.2a: Summarize the text E05BK1.1.2b: Identify the main idea/central idea using key details/evidence from the text
E05.B-C.2.1.1 (Advanced)	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	Alternate Eligible Content Code E05BC2.1.1a: Identify similarities or differences in 2 points-of-view about one event or topic in a text
E05.B-C.2.1.2 (Advanced)	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.
	Alternate Eligible Content Code E05BC2.1.2a: Use text structure or text features to identify events, ideas, or concepts in a text
E05.B-C.3.1.1 (Advanced)	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
	Alternate Eligible Content Code E05BC3.1.1a: Identify evidence that supports an author's point in the text
E05.B-C.3.1.3 (Advanced)	Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.
E05.B-V.4.1.1 (Advanced)	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.
	Alternate Eligible Content Code E05BV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E05BV4.1.1b: Use a root word or affix to determine the meaning of a word E05BV4.1.1c: Use relationships between words to aid comprehension
E05.B-V.4.1.2 (Advanced)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	Alternate Eligible Content Code E05BV4.1.2a: Identify meaning of figurative language in the context of a nonfiction text
E05.C.1.2.5 (Advanced)	Establish and maintain a formal style.
E05.C.1.2.6 (Advanced)	Provide a concluding section related to the information or explanation presented.
E05.D.1.2.1 (Advanced)	Use punctuation to separate items in a series.*
E05.D.1.2.2 (Advanced)	Use a comma to separate an introductory element from the rest of the sentence.
E05.D.1.2.3	Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from

(Advanced)	the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
E05.D.1.2.4 (Advanced)	Use underlining, quotation marks, or italics to indicate titles of works.
E05.D.1.2.5 (Advanced)	Spell grade-appropriate words correctly.
E05.D.2.1.1 (Advanced)	Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
E05.E.1.1.1 (Advanced)	Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
E05.E.1.1.2 (Advanced)	Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
E05.E.1.1.3 (Advanced)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
E05.E.1.1.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
E05.E.1.1.5 (Advanced)	Establish and maintain a formal style.
E05.E.1.1.6 (Advanced)	Provide a concluding section related to the analysis presented.

This Curriculum Map Unit has no Topics to display

Unit: Unit 5: PSSA Review and Preparation
Timeline: Week 27 to 31

Unit Description: 5th grade students will review and reinforce PA Standards and Eligible Content in order to prepare for the PSSA. This will include a TDA for assessment purposes.

Unit Essential Questions:
1. How do strategic readers create meaning form informational and literary text?

2. How does interaction with text provoke thinking and response?

3. What makes clear and effective writing?

Unit Big Ideas: 1. Effective readers use appropriate strategies to construct meaning.

2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

Unit Materials: PSSA Item Samplers

Coach books

Reading anthology

Unit Assignments: TDA-assessment

Unit Key Terminology & Definitions: Literary terms, informational terms, academic and domain-specific vocabulary

This Curriculum Map Unit has no Topics to display

Unit: Unit 6: Transition to Next Grade Level
Timeline: Week 32 to 37

Unit Description: To prepare students for 6th grade, students will continue to apply language standards through use of writing and TDAs, mentor sentences with a specific focus on prepositions. Novels and research will play an integral role in preparation for the next grade level.

Unit Essential Questions: 1. How do speakers employ language and utilize resources to effectively communicate a message?

2. How does a reader know a source can be trusted?

3. How does one organize and synthesize information from various sources?

4. How does one best present findings?

5. How do readers know what to believe in what they read, hear, and view?

6. How do grammar and the conventions of language influence spoken and written communication?

Unit Big Ideas: 1. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

2. Effective speakers prepare and communicate messages to address the audience and purpose.

3. Effective research requires the use of varied resources to gain or expand knowledge.

4. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Unit Materials: Internet, informational text, project description, index cards, novels

Unit Assignments: Research project

TDA

Mentor sentences

Unit Key Terminology & Definitions: Domain Specific: research, bibliography, source, outline/note taking, credible,

STANDARDS:

STANDARDS

STATE: PA Core Standards (2014)

CC.1.2.5.I (Advanced)	Integrate information from several texts on the same topic to demonstrate understanding of that topic.
CC.1.2.5.J (Advanced)	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
CC.1.4.5.A (Advanced)	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CC.1.4.5.B (Advanced)	Identify and introduce the topic clearly.
CC.1.4.5.C (Advanced)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
CC.1.4.5.D (Advanced)	Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when

useful to aiding comprehension.

CC.1.4.5.E (Advanced) Write with an awareness of style.

• Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.

CC.1.4.5.F (Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.5.I (Advanced) Provide reasons that are supported by facts and details; draw from credible sources.

CC.1.4.5.T (Advanced) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CC.1.4.5.U (Advanced) With some guidance and support, 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 two pages in a single sitting.

CC.1.4.5.V (Advanced) Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

CC.1.4.5.W (Advanced) 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.

CC.1.5.5.B (Advanced) Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CC.1.5.5.D (Advanced) Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.

CC.1.5.5.F (Advanced) Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CC.1.5.5.G (Advanced) Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

STATE: PA Core Anchors and Eligible Content (2014)

E05.B-K.1.1.3 (Advanced) Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.

Alternate Eligible Content Code E05BK1.1.3a: Identify the relationship between two individuals, events, procedures, ideas, steps, or concepts in the text

E05.B-C.3.1.2 (Advanced) Integrate information from several texts on the same topic in order to demonstrate subject knowledge.

Alternate Eligible Content Code E05BC3.1.2a: Combine information from 2 or more pieces of text on the same topic

This Curriculum Map Unit has no Topics to display