KUTZTOWN AREA SCHOOL DISTRICT
Maximize potential, embrace change, create the future

Kutztown Area School District Curriculum (Unit Map)

Grade 5 English Language Arts

Last Updated February, 2020 by Jenna Ziegler, Drew Gehman, Taylor Thompson, Melissa Blatt, Pam Ashman

Course Description:

Table of Contents		***# of Weeks***	***Month(s)***
Unit #	***Title***		
1	*Realistic Fiction - Book Clubs*	*4*	*Aug-Oct*
2	*Narrative Writing*	*6*	*Oct-Nov*
3	*Historical Nonfiction*	*6*	*Nov-Jan*
4	*Becoming a Close Reader with Historical Fiction*	*3*	*Jan-Mar*
5	*Argument/Persuasive/Opinion*	*5*	*Mar-Apr*
6	*Fantasy Book Clubs*	*5*	*Apr-May*

Unit #/Title	1/Realistic Fiction/Book Clubs	Time Frame	5 Weeks

Stage 1 - Identify Desired Results

Standards

FOUNDATIONAL SKILLS
CC.1.1.5.D 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 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.

READING LITERATURE
CC.1.3.5.A 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 Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.3.5.C 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.D 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.I 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.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

WRITING
CC.1.4.5.M Write narratives to develop real or imagined experiences or events.
CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.5.O 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 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.Q 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 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

SPEAKING & LISTENING
CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

Big Ideas	Essential Questions
• Comprehension requires and enhances critical thinking and is constructed to the intentional interaction between reader and text. • Purpose, topic, & audience guide types of writing. • Information to gain or expand knowledge can be acquired through a variety of sources.	• What strategies do I use to comprehend both fiction and informational texts? • How do literary devices help me understand the meaning of texts? • How does connecting to text enhance my understanding? • Which text details are most important for understanding the author's purpose? • How do multiple texts explore the same themes in different ways? • How does the purpose, topic, or audience change the way I format my writing?
Content	**Skills**
• Literary elements: Setting, character, plot, theme, inferencing, foreshadowing • Summarization of fiction and informational texts • Structures of informational text (captions, headings, index, table of contents, text organization, maps, diagrams, timelines)	• Identify the main idea of a fictional story or informational text. • Identify relevant details for a given main idea. • Write a summary of a fiction or informational story that includes a main idea and relevant details. • Determine the theme of a given text. • Locate information in informational texts.

Unit #/Title	2/Narrative Writing	Time Frame	6 Weeks

Stage 1 - Identify Desired Results

Standards

WRITING
CC.1.4.5.M Write narratives to develop real or imagined experiences or events.
CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.5.O 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 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.Q 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 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
CC.1.4.5.T 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 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 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CC.1.4.5.W 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.1.4.5.X 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.

Big Ideas	Essential Questions
• Purpose, topic, and audience guide types of writing. • Writing is an ongoing process that conveys ideas, thoughts, and feelings. • Writing is a means of documenting thinking.	• To what extent does the writing process contribute to the quality of writing? • How do we develop into effective writers? • What role does writing play in our lives?
Content	**Skills**
• Good writers write with FOCUS: The single controlling point made with an awareness of task about a single topic. • Good writers develop their CONTENT: The presence of details developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations. • Good writers use correct CONVENTIONS: The use of grammar, mechanics, spelling, usage, and sentence formation.	FOCUS • Determine the purpose for writing a piece (to entertain, inform, or communicate). • Maintain a focus on a single idea while including supporting details. • Select and organize a topic for writing. • Write a series of related sentences or paragraphs with one central idea. CONTENT • Include detailed descriptions of people, places, and things in narrative writing.

	• Include literary elements (character, setting, plot, theme, point of view) in narrative writing. ORGANIZATION • Develop an idea with a beginning, middle, and end/ problem and solution. STYLE • Utilize exquisite word choice. • Utilize dialogue. WRITING PROCESS • Generate ideas from multiple sources and create a plan for writing (brainstorming, webbing, drawing, and group discussion). • Use graphic organizers, lists, webs, etc. to organize ideas during prewriting. • Create a draft of a story that includes a problem and solution. • Revise the draft by adding, deleting, or changing information to make the story better. • Edit the piece for capitalization, grammar, spelling, and punctuation. • Publish a narrative.

Unit #/Title	3/Historical Nonfiction	Time Frame	6 weeks

Stage 1 - Identify Desired Results

Standards

FOUNDATIONAL SKILLS
CC.1.1.5.D 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 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.

READING LITERATURE
CC.1.3.5.A 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 Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.3.5.C 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 Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
CC.1.3.5.H 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 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.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

SPEAKING & LISTENING
CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.5.B 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.B 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 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.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

Big Ideas	Essential Questions
• Comprehension requires and enhances critical thinking and is constructed to the intentional interaction between reader and text. • Effective speaking and listening are essential for productive communication. • Listening provides the opportunity to learn, reflect, and respond.	• How does connecting to text enhance my understanding? • What strategies do I use to help me understand fictional stories? • How does my ability to speak and listen help me communicate effectively with others? • How does knowing about the author of a text enhance our understanding of a text?
Content	**Skills**
• Literary elements: Setting, character, plot, theme, inferencing, foreshadowing • Summarization of fiction	• Identify common traits of Elvira Woodruff's books. • Analyze characters in Elvira Woodruff's books.

Unit #/Title	4/Becoming a Close Reader w/Historical Fiction	Time Frame	9 Weeks

Stage 1 - Identify Desired Results

Standards

FOUNDATIONAL SKILLS
CC.1.1.5.D 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 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.

READING INFORMATIONAL TEXT
CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

READING LITERATURE
CC.1.3.5.A 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 Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.3.5.C 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.E 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 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 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 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 Read and comprehend literary fiction on grade level, reading independently and proficiently.

SPEAKING & LISTENING
CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.5.B 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.G Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

Big Ideas	Essential Questions
• Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text	• How does interaction with text provoke thinking and response?
Content	**Skills**

• Essential content of text, including literary elements and devices, inform meaning • Acquiring and applying a robust vocabulary assists in constructing meaning	• Identify and analyze relationships between characters, topics, events, sequence of events, setting, and/or plot within and among texts (i.e. literary elements) • Identify conflict, theme and/or point of view within and among texts • Summarize key information and the implied or stated main idea of texts • Question, reflect on, and interpret essential content of text • Distinguish between essential and nonessential information within and among texts, identifying exaggeration and stereotype where present • Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions • Interpret the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, and symbolism) • Analyze organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning • Use contextual cues to confirm the literal and figurative meaning of vocabulary • Use grade appropriate resources to confirm and extend meaning of vocabulary

Unit #/Title	5/Argument/Persuasive/Opinion	Time Frame	5 Weeks

Stage 1 - Identify Desired Results

Standards

READING INFORMATIONAL TEXT
CC.1.2.5.G 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.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.
CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.2.5.D 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.H Determine how an author supports particular points in a text through reasons and evidence.
WRITING
CC.1.4.5G Write opinion pieces on topics or texts.
CC.1.4.5.H Introduce the topic and state an opinion on the topic.
CC.1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.
CC.1.4.5.J 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 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 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.5.M Write narratives to develop real or imagined experiences or events.
CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
CC.1.4.5.T 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 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 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CC.1.4.5.W 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.1.4.5.X 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.

SPEAKING & LISTENING
CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.5.B 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 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.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

Big Ideas	Essential Questions
• Purpose, topic, & audience guide types of writing. • Writing in an ongoing process that conveys ideas, thoughts, and feelings. • Writing is a means of documenting thinking. • Various types of writing are distinguished by their characteristics	• To what extent does the writing process contribute to the quality of writing? • How do we develop into effective writers? • What role does writing play in our lives?
Content	**Skills**
• Good writers write with FOCUS: The single controlling point made with an awareness of task about a single topic. • Good writers develop their CONTENT: The presence of details developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations. • Good writers use correct CONVENTIONS: The use of grammar, mechanics, spelling, usage, and sentence formation.	• Develop an idea with a beginning, middle, and end/problem and solution. • Include detailed descriptions of people, places, and things in their opinion essays (as appropriate).. • Include literary elements (character, setting, plot, theme, point of view) in their opinion essays (as appropriate). • Utilize exquisite word choice. • Generate ideas from multiple sources and create a plan for writing (brainstorming, webbing, drawing, and group discussion). • Select and organize a topic for writing. • Determine the purpose for writing a piece (to entertain, inform, or communicate). • Maintain a focus on a single idea while including supporting details. • Write a series of related sentences or paragraphs with one central idea. • Use graphic organizers, lists, webs, etc. to organize ideas during prewriting. • Create a draft of a story that includes a problem and solution. Revise the draft by adding, deleting, or changing information to make the story better. • Edit the piece for capitalization, grammar, spelling, and punctuation. • Publish their opinion pieces. • Write opinion pieces that contain a clearly stated position or opinion and includes supporting details with sources cited where appropriate.

Unit #/Title	6/Fantasy Bookclubs	Time Frame	5 Weeks

Stage 1 - Identify Desired Results

Standards

FOUNDATIONAL SKILLS
CC.1.1.5.D 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 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.

READING LITERATURE
CC.1.3.5.A 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 Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
CC.1.3.5.C 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.D 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 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 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 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 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 Read and comprehend literary fiction on grade level, reading independently and proficiently.

WRITING
CC.1.4.5.M Write narratives to develop real or imagined experiences or events.
CC.1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.
CC.1.4.5.O 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 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.Q 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 Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
CC.1.4.5.T 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 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.W 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.1.4.5.X 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.

SPEAKING & LISTENING
CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
CC.1.5.5.B 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.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

Big Ideas	Essential Questions
• Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information. • Effective readers use appropriate strategies to construct meaning. • Information to gain or expand knowledge can be attained through a variety of resources.	• How does interaction with text provoke thinking and response? • How do strategic readers create meaning from informational and literary text? • What role does writing play in our lives? • How can our knowledge and use of the research process promote life-long learning? • How do we use information gained through research to expand knowledge?
Content	**Skills**
• Essential content of text, including literary elements and devices, inform meaning • Textual features and organization inform meaning • Acquiring and applying a robust vocabulary assists in constructing meaning • Various types of writing are distinguished by their characteristics • Research is an inquiry-based process. • Informational sources have unique purposes. • Validity of information must be established. • Organization of information facilitates meaning.	• Identify and analyze relationships between characters, topics, events, sequence of events, setting, and/or plot within and among texts (i.e. literary elements) • Identify conflict, theme and/or point of view within and among texts • Summarize key information and the implied or stated main idea of texts • Question, reflect on, and interpret essential content of text • Distinguish between essential and nonessential information within and among texts, identifying exaggeration and stereotype where present • Use and cite evidence from texts to make assertions, inferences, generalizations, and to draw conclusions • Interpret the effect of literary devices within and among texts (e.g. personification, simile, alliteration, metaphor, and symbolism)

	• Analyze organizational features of text (e.g. sequence, question/answer, comparison/contrast, cause/effect, problem/solution) as related to content to clarify and enhance meaning • Use contextual cues to confirm the literal and figurative meaning of vocabulary • Write narrative pieces that contain detailed descriptions of people, places and things, as well as literary elements and devices (e.g. multi-paragraph stories, poems, plays). • Write informational pieces that have a well developed main idea, precise language and specific detail, and relevant graphics/illustrations where appropriate (e.g. essays, letters, reports, instructions). • Identify resource materials to achieve a research goal. • Locate and select appropriate resource material to achieve a research goal. • Summarize relevant information from source material to achieve a research goal. • Locate credible sources of information, including information gathered from websites. • Organize and present information drawn from research.