



**Danville Area School District  
Course Overview and Scope and Sequence**

**Course Title: English Language Arts**

**Content Area: Comprehension**

**Grade Level: 5th**

**Date Developed: Aug 10, 2023**

**COURSE OVERVIEW: Grade 5 English Language Arts**

**ANCHOR STANDARDS:**

- E05.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
- E05.A-C.2.1 Demonstrate understanding of craft and structure in literature.
- E05.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
- E05.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
- E05.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
- E05.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
- E05.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
- E05.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.
- E05.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.
- E05.D.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
- E05.D.2.1 Use knowledge of language and its conventions.
- E05.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

**KEY COURSE TEXT AND MATERIALS: INTO Reading Program Material: Teacher's Guide (4 Volumes), My Book (2 Volumes), Rigby Readers, My Pal (2 Volumes)**

**KEY ASSESSMENTS:**

- Diagnostic: HMH Growth Measure, NWEA, CDT
- Formative: Weekly Assessments
- Summative: Module Assessments; PSSA

**SCOPE AND SEQUENCE**

Unit	PRIORITY STANDARDS	SUPPORTING STANDARDS	ASSESSMENT	MATERIALS	TIMEFRAME
Module 1	<p><b>E05.A-V.4.1.1b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>E05.A-K.1.1.2</b> 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</p>	<p><b>E05.D.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p> <p><b>E05.D.1.1</b> Demonstrate command of the conventions of standard English grammar and usage.</p> <p><b>E05.B-K.1.1.3</b> Explain the relationships or interactions between two or more</p>	Weekly/Module Assessments	<p>My Book 1            “Morning Miracles” (Get Curious video)  <i>A High Quality Inventor</i> (Informational)            “Government Must Fund Inventors” (Persuasive essay)  <i>The Inventor’s Secret</i> (Narrative Nonfiction)            “Winds of Hope” (Narrative Nonfiction/magazine article)  <i>Wheelchair Sports: Hang Glider to Wheeler-Dealer</i> (Informational Text)  <i>Captain Arsenio</i></p>	3, 5 Day Cycles

	<p>a topic; summarize the text.</p> <p><b>E05.B-K.1.1.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p><b>E05.B-V.4.1.1a</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>E05.A-C.2.1.1</b> 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.</p> <p><b>E05.B-K.1.1.2</b> Determine two or more main ideas of</p>	<p>individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> <p><b>E05.D.2.1.1</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>		<p>(Science Fiction/Fantasy)</p> <p>Vocabulary Cards</p> <p>Comprehension Anchor Charts</p> <p>Weekly Practice Bundles</p> <p>Rigby Reader Library</p>	
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	<p>a text and explain how they are supported by key details; summarize the text.</p> <p><b>E05.A-K.1.1.3</b> 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).</p> <p><b>E05.D.1.2.5</b> Spell grade-appropriate words correctly.</p> <p><b>E05.E.1.1</b> Draw evidence from literary or informational texts to support analysis, reflection, and/or research.</p>				
Module 2	<b>E05.A-V.4.1.2c</b> Use the relationship between particular words (e.g., synonyms,	<b>E05.A-V.4.1.1b</b> Use common, grade-appropriate Greek and Latin affixes and roots as	Weekly/Module Assessments	My Book 1 “Lena and the lonely Peony: A Story Told in Three Genres” (Get Curious video)	3, 5 Day Cycles

	<p>antonyms, homographs) to better understand each of the words.</p> <p><b>E05.A-C.2.1</b> Demonstrate understanding of craft and structure in literature.</p> <p><b>E05.B-V.4.1.2a</b> Interpret figurative language (simile, metaphor, and personification) in context.</p>	<p>clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>E05.D.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p> <p><b>E05.A-K.1.1.3</b> 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).</p> <p><b>E05.D.1.1</b> Demonstrate command of the conventions of standard English grammar and usage.</p> <p><b>E05.D.1.2.5</b> Spell grade-appropriate words correctly.</p> <p><b>E05.E.1.1</b></p>		<p>“From Mouth to Page” (Informational Text) <i>Many Ways to Tell a Story (Informational Text)</i> <i>Airborn</i> (Fantasy/Adventure) <i>The Secret Garden</i> (Realistic Fiction) <i>The Miracle of Spring</i> (Play) “The Poem That Will Not End” (Poetry)</p> <p>Vocabulary Cards</p> <p>Comprehension Anchor Charts</p> <p>Weekly Practice Bundles</p> <p>Rigby Reader Library</p>	
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		Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
Module 3	<p><b>E05.A-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p><b>E05.B-C.3.1</b> Demonstrate understanding of connections within, between, and/or among informational texts.</p> <p><b>E05.B-C.2.1.2</b> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or</p>	<p><b>E05.A-V.4.1.1b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>E05.D.1.1</b> Demonstrate command of the conventions of standard English grammar and usage.</p> <p><b>E05.B-K.1.1.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>E05.D.1.2.5</b> Spell grade-appropriate words correctly.</p>	Weekly/Module Assessments	<p>My Book 1 “Nature’s Dark Side” (Get Curious Video) <i>Help is on the Way</i> (Informational Text) “Who Studies Natural Disasters?” (Letter) <i>Eruption: Volcanoes and the Science of Saving Lives</i> (Narrative Nonfiction) “Between the Glacier and the Sea: The Alaska Earthquake” (Informational Video) <i>Quaking Earth, Racing Waves</i> (Informational Text) <i>Hurricanes: The Science Behind Killer Storms</i> (Informational Text)</p> <p>Vocabulary Cards</p> <p>Comprehension Anchor Charts</p>	3, 5 Day Cycles

	<p>information and text features in two or more texts.</p> <p><b>E05.D.1.1.1</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p><b>E05.D.1.1.5</b> Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p><b>E05.B-K.1.1.3</b> 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.</p> <p><b>E05.B-V.4.1.1c</b> Determine the meaning of general academic and</p>	<p><b>E05.E.1.1</b> Draw evidence from literary or informational texts to support analysis, reflection, and/or research.</p>		<p>Weekly Practice Bundles</p> <p>Rigby Reader Library</p>	
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	<p>domain-specific words and phrases used in a text.</p> <p><b>E05.A-V.4.1.2a</b> Interpret figurative language (e.g., simile, metaphor, personification) in context.</p>				
Module 4	<p><b>E05.D.1.2.4</b> Use underlining, quotation marks, or italics to indicate titles of works.</p> <p><b>E05.D.1.1.4</b> Recognize and correct inappropriate shifts in verb tense.</p> <p><b>E05.A-K.1.1.3</b> 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).</p>	<p><b>E05.A-V.4.1.1b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>E05.A-V.4.1.2c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>E05.B-V.4.1.2c</b> Use the relationship between particular words (e.g., synonyms,</p>	Weekly/Module Assessments	<p>My Book 1 “Life in the Wild West” (Get Curious Video) <i>Houses of Dirt</i> (Informational Text) <i>Why Go West?</i> (Informational Text) <i>Explore the Wild West!</i> (Informational Text) “The Celestials’ Railroad” (Magazine Article) “Homesteading” (Documentary Video) <i>A Pioneer Sampler: The Daily Life of a Pioneer Family in 1840</i> (Historical Fiction)</p> <p>Vocabulary Cards</p>	3, 5 Day Cycles



		<p>antonyms, homographs) to better understand each of the words.</p> <p><b>E05.D.1.1</b> Demonstrate command of the conventions of standard English grammar and usage.</p> <p><b>E05.B-K.1.1.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>E05.A-V.4.1.2a</b> Interpret figurative language (e.g., simile, metaphor, personification) in context.</p> <p><b>E05.B-K.1.1.3</b> Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific,</p>		<p>Comprehension Anchor Charts</p> <p>Weekly Practice Bundles</p> <p>Rigby Reader Library</p>	
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		<p>or technical text based on specific information in the text.</p> <p><b>E05.A-C.2.1.1</b> 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.</p> <p><b>E05.B-V.4.1.1c</b> Determine the meaning of general academic and domain-specific words and phrases used in a text.</p> <p><b>E05.D.1.1.1</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p><b>E05.D.1.2.5</b> Spell grade-appropriate words correctly.</p> <p><b>E05.E.1.1</b></p>			
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		Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			
Module 5	<p><b>E05.D.1.2.2</b> Use a comma to separate an introductory element from the rest of the sentence.</p> <p><b>E05.B-C.3.1.1</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>E05.A-C.2.1</b> Demonstrate understanding of craft and structure in literature.</p>	<p><b>E05.A-V.4.1.1b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>E05.A-V.4.1.2c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>E05.B-C.3.1</b> Demonstrate understanding of connections within, between, and/or among informational texts.</p> <p><b>E05.D.1.1.4</b> Recognize and</p>	Weekly/Module Assessments	<p>My Book 1  “Planet Home” (Get Curious Video)  “Tech-Trash Tragedy” (Informational Text)  “The Protective Power of Nature Preserves” (Informational Text)  <i>Potatoes on Rooftops</i> (Persuasive Text)  <i>Living Green</i> (Play)  <i>The Good Garden</i> (Informational Text)  <i>Parrots Over Puerto Rico</i> (Informational Text)</p> <p>Vocabulary Cards</p> <p>Comprehension Anchor Charts</p> <p>Weekly Practice Bundles</p> <p>Rigby Reader Library</p>	3, 5 Day Cycles

		<p>correct inappropriate shifts in verb tense.</p> <p><b>E05.D.1.1</b> Demonstrate command of the conventions of standard English grammar and usage.</p> <p><b>E05.D.1.2.5</b> Spell grade-appropriate words correctly.</p>			
Module 6	<p><b>E05.E.1.1.1</b> 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.</p> <p><b>E05.D.2.1.1</b> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>	<p><b>E05.A-V.4.1.1</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <p><b>E05.A-V.4.1.1b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p>	Weekly/Module Assessments	<p>My Book 1 “The World Around Us” (Get Curious Video) “Andy Warhol” (Informational Text) <i>Let’s Get Creative</i> (Informational Text) <i>Christo and Jeanne-Claude</i> (Informational Text) <i>Rita Moreno</i> (Biography) <i>Play, Louis, Play!</i> (Fictionalized Biography) <i>Phillis’s Big Test</i> (Biography)</p> <p>Vocabulary Cards</p> <p>Comprehension Anchor Charts</p>	3, 5 Day Cycles

		<p><b>E05.B-K.1.1.1</b> Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p><b>E05.D.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p> <p><b>E05.A-K.1.1.3</b> 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).</p> <p><b>E05.D.1.1</b> Demonstrate command of the conventions of standard English grammar and usage.</p>		<p>Weekly Practice Bundles</p> <p>Rigby Reader Library</p>	
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		<p><b>E05.B-K.1.1.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>E05.B-K.1.1.3</b> 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.</p> <p><b>E05.D.1.2.5</b> Spell grade-appropriate words correctly.</p> <p><b>E05.E.1.1</b> Draw evidence from literary or informational texts to support analysis, reflection, and/or research.</p>			
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<p>Module 7</p>		<p><b>E05.A-V.4.1.1b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>E05.D.1.2.4</b> Use underlining, quotation marks, or italics to indicate titles of works.</p> <p><b>E05.A-V.4.1.2c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>E05.D.1.1.4</b> Recognize and correct inappropriate shifts in verb tense.</p> <p><b>E05.D.1.1</b> Demonstrate command of the conventions of standard English grammar and usage.</p>	<p>Weekly/Module Assessments</p>	<p>My Book 1          “A Hero’s Journey” (Get Curious Video)  <i>Miss Mitchell’s Eclipses</i> (Informational Text)  <i>A Few Who Dared</i> (Expository Text)  <i>Into the Unknown: Above and Below</i> (Informational Text)  <i>Great Discoveries and Amazing Adventures: The Stories of Hidden Marvels and Lost Treasures</i> (Informational Text)  <i>SpaceShipOne</i> (Autobiography)  <i>The Mighty Mars Rovers</i> (Narrative Nonfiction)</p> <p>Vocabulary Cards</p> <p>Comprehension Anchor Charts</p> <p>Weekly Practice Bundles</p> <p>Rigby Reader Library</p>	<p>3, 5 Day Cycles</p>
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		<p><b>E05.B-C.3.1.1</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>E05.B-K.1.1.3</b> 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.</p> <p><b>E05.B-V.4.1.2a</b> Interpret figurative language (simile, metaphor, and personification) in context.</p> <p><b>E05.D.1.2.5</b> Spell grade-appropriate words correctly.</p>			
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<p>Module 8</p>	<p><b>E05.A-K.1.1.2</b> 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.</p> <p><b>E05.D.1.1.2</b> Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</p>	<p><b>E05.A-V.4.1.1b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>E05.A-K.1.1.2</b> 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.</p> <p><b>E05.A-V.4.1.2c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>E05.A-K.1.1.3</b> Compare and contrast two or more</p>	<p>Weekly/Module Assessments</p>	<p>My Book 1  “New Kid in Town” (Get Curious Video)  “Liberty Enlightening the World” (Informational Text)  “Moving to A New Country- A Survival Guide” (Informational Text)  <i>A Movie in My Pillow</i> (Poetry)  <i>From Scratch</i> (Realistic Fiction)  <i>Elisa’s Diary</i> (Realistic Fiction)  <i>Inside Out and Back Again</i> (Poetry)</p> <p>Vocabulary Cards</p> <p>Comprehension Anchor Charts</p> <p>Weekly Practice Bundles</p> <p>Rigby Reader Library</p>	<p>3, 5 Day Cycles</p>
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		<p>characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).</p> <p><b>E05.D.1.1</b> Demonstrate command of the conventions of standard English grammar and usage</p> <p><b>E05.A-C.2.1.1</b> 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.</p> <p><b>E05.A-C.2.1</b> Demonstrate understanding of craft and structure in literature.</p> <p><b>E05.B-V.4.1.2a</b> Interpret figurative language (simile, metaphor, and</p>			
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		<p>personification) in context.</p> <p><b>E05.D.1.2.5</b> Spell grade-appropriate words correctly.</p> <p><b>E05.E.1.1</b> Draw evidence from literary or informational texts to support analysis, reflection, and/or research.</p>			
Module 9		<p><b>E05.A-V.4.1.1b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).</p> <p><b>E05.D.1.2.2</b> Use a comma to separate an introductory element from the rest of the sentence.</p> <p><b>E05.B-C.3.1</b> Demonstrate understanding of connections within, between, and/or</p>	Weekly/Module Assessments	<p>My Book 1          “What Was That” (Get Curious Video)          “Searching for Atlantis” (Informational Text)          “Why People Love Mysteries” (Informational Text)  <i>Mr. Linden’s Library</i> (Mystery)  <i>The Lochness Monster</i> (Documentary Video)  <i>Finding Bigfoot: Everything You Need to Know</i> (Informational Text)  <i>The Secret Keepers</i> (Mystery)</p>	3, 5 Day Cycles

		<p>among informational texts.</p> <p><b>E05.D.1.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p> <p><b>E05.A-K.1.1.3</b> 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).</p> <p><b>E05.B-C.3.1.1</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>E05.A-C.2.1</b> Demonstrate understanding of</p>		<p>Vocabulary Cards</p> <p>Comprehension Anchor Charts</p> <p>Weekly Practice Bundles</p> <p>Rigby Reader Library</p>	
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		<p>craft and structure in literature.</p> <p><b>E05.B-V.4.1.2a</b> Interpret figurative language (simile, metaphor, and personification) in context.</p> <p><b>E05.A-V.4.1.1a</b> Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p><b>E05.D.1.2.5</b> Spell grade-appropriate words correctly.</p> <p><b>E05.E.1.1</b> Draw evidence from literary or informational texts to support analysis, reflection, and/or research.</p>			
Module 10	<b>E05.B-C.2.1.1</b> Analyze multiple accounts of the same event or topic, noting important similarities and	<b>E05.A-V.4.1.1b</b> Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning	Weekly/Module Assessments	My Book 1 "We Are Animals" (Get Curious Video) <i>Prairie Dogs: Talk of the Town</i> (Informational Text)	3, 5 Day Cycles

	<p>differences in the point of view they represent.</p> <p><b>E05.A-C.3.1</b> Demonstrate understanding of connections within, between, and/or among texts.</p>	<p>of a word (e.g., photograph, photosynthesis).</p> <p><b>E05.A-K.1.1.2</b> 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.</p> <p><b>E05.A-V.4.1.2c</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>E05.D.1.2.2</b> Use a comma to separate an introductory element from the rest of the sentence.</p> <p><b>E05.D.1.2</b> Demonstrate command of the</p>		<p><i>Why We Watch Animals</i> (Informational Texts) <i>Willie B: A Story of Hope</i> (Narrative Nonfiction) “Dolphin Parenting” (Science Video) “Can We Be Friends?” (Magazine Article) “Winter Bees and Other Poems of the Cold” (Multi-Genre Text - Poetry/Informational)</p> <p>Vocabulary Cards</p> <p>Comprehension Anchor Charts</p> <p>Weekly Practice Bundles</p> <p>Rigby Reader Library</p>	
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		<p>conventions of standard English capitalization, punctuation, and spelling.</p> <p><b>E05.B-C.2.1.2</b> 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.</p> <p><b>E05.B-K.1.1.2</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>E05.A-C.2.1</b> Demonstrate understanding of craft and structure in literature.</p>			
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		<b>E05.D.1.2.5</b> Spell grade-appropriate words correctly.  <b>E05.E.1.1</b> Draw evidence from literary or informational texts to support analysis, reflection, and/or research.			