**Lehighton Area School District**
**Curriculum Framework**

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| **Course Title:** | Reading |
| **Content Area:** | English Language Arts |
| **Grade Level(s):** | 5 |
| **Course Overview:** | The Grade 5 Reading course prepares students to become thoughtful, independent readers capable of analyzing increasingly sophisticated literary and informational texts. Students strengthen comprehension, vocabulary, critical thinking, and analytical skills while evaluating author's purpose, perspective, text structure, and evidence across multiple sources. Instruction promotes meaningful discussion, written analysis, and the application of reading strategies across content areas. Aligned to the Pennsylvania Core Standards, instruction emphasizes high-quality Tier 1 practices, explicit instruction, and differentiated supports to ensure all students are prepared for the literacy demands of middle school. |
| **PA Core Standards:** | PA Core Standards for ELA PK-5 |
| **Key Course Text and Materials:** | |
| **Key Assessments:** | |

| Big Idea/Unit: | Foundational Skills | | | |
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| Pacing: | | | | |
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| CC.1.1.5.D | Know and apply grade-level phonics and word analysis skills in decoding words.<br>~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.<br>~Read on-level text with purpose and understanding.<br>~Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.<br>~Use context to confirm or selfcorrect word recognition and understanding, rereading as necessary. | | | |

| Big Idea/Unit: | Comprehension of Informational Text | | | |
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| Pacing: | | | | |
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| CC.1.2.5.A<br>E05.B-K.1.1.2 | Determine two or more main ideas in a text and explain how they are supported by key details; summarize a text. | | | |
| CC.1.2.5.B<br>E05.B-K.1.1.1 | Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. | Quote | | |
| CC.1.2.5.C<br>E05.B-K.1.1.3 | 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<br>E05.B-C.2.1.1 | 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<br>E05.B-C.2.1.2 | Use text structure, in and among texts, to interpret information (e.g. chronology, comparison, cause/effect, problem/solution). | | | |
| CC.1.2.5.G<br>E05.B-C.3.1.3 | Draw on information from multiple print or digital sources, demonstrating the ability to loace an answer to a question quickly or to solve a problem efficiently. | | | |

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| CC.1.2.5.H<br>E05.B-C.3.1.1 | Determine how an author supports particular points in a text through reasons and evidence. | | | |
| CC.1.2.5.I<br>E05.B-C.3.1.2 | 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. | | | |

| **Big Idea/Unit:** | Vocabulary of Informational Text | | | |
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| **Pacing:** | | | | |
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| CC.1.2.5.F<br>E05.B-V.4.1.1<br>E05.B-V.4.1.2 | Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. | | | |
| CC.1.2.5.G<br>E05.B-C.3.1.3 | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to question quickly or to solve a problem efficiently. | | | |
| CC.1.2.5.J<br>E05.B-V.4.1.1<br>E05.B-V.4.1.2 | Aquire 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.1.2.5.K<br>E05.B-V.4.1.1 | Determine or clarify the meaning of unknown and multiple-meaing words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | | | |

| **Big Idea/Unit:** | Comprehension of Literature | | | |
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| **Pacing:** | | | | |
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| CC.1.3.5.A<br>E05.A-K.1.1.2 | Determine the them 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<br>E05.A-K.1.1.1 | Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. | Evidence<br>Quoting | | |

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| CC.1.3.5.C<br>E05.A-K.1.1.3 | 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<br>E05.A-C.2.1.1 | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. | Accounts<br>Similarities<br>Differences |
| CC.1.3.5.E | Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem. | |
| CC.1.3.5.G | 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). | Analyze<br>Multimedia<br>Tone |
| CC.1.3.5.H<br>E05.A-C.3.1.1 | Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. | Genre |
| CC.1.3.5.K | Read and comprehend literary fiction on grade level, reading independently and proficiently. | |

| **Big Idea/Unit:** | Vocabulary of Literature | | | |
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| **Pacing:** | | | | |
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| CC.1.3.5.F<br>E05.A-V.4.1.1<br>E05.A-V.4.1.2 | Determine the meaning of words and phrases as they are used in grade-level text, including figurative language. | Interpret | | |
| CC.1.3.5.I<br>E05.A-V.4.1.1 | Determine or clarify the meaning of unknown and multiple-meaing words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools. | | | |
| CC.1.3.5.J<br>E05.A-V.4.1.1<br>E05.A-V.4.1.2 | Aquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships. | | | |

| **Big Idea/Unit:** | Writing Informative and Explanatory Texts | | | |
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| **Pacing:** | | | | |
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |

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| CC.1.4.5.A | Write informative/explanatory texts to examine a topic and convey ideas and information clearly. | |
| CC.1.4.5.B<br>E05.C.1.2.1 | Identify and introduce the topic clearly. | |
| CC.1.4.5.C<br>E05.C.1.2.2 | Develop the topic with facts, definitations, 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<br>E05.C.1.2.1<br>E05.C.1.2.3<br>E05.C.1.2.6<br>E05.C.1.1.1<br>E05.E.1.1.3<br>E05.E.1.1.6 | 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<br>E05.C.1.2.4<br>E05.C.1.2.5<br>E05.D.2.1.1<br>E05.D.2.1.2<br>E05.D.2.1.3<br>E05.D.2.1.4<br>E05.E.1.1.3<br>E05.E.1.1.4<br>E05.E.1.1.5 | Write with an awareness of style.<br>~Use precise language and domain-specific vocabulary to inform about or explain the topic.<br>~Use sentences of varying length. | Formal style<br>Informal style |
| CC.1.4.5.F<br>E05.D.1.1.1<br>E05.D.1.1.2<br>E05.D.1.1.3<br>E05.D.1.1.4<br>E05.D.1.1.5<br>E05.D.1.1.6<br>E05.D.1.1.7<br>E05.D.1.1.8<br>E05.D.1.2.1<br>E05.D.1.2.2<br>E05.D.1.2.3<br>E05.D.1.2.4<br>E05.D.1.2.5 | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | Transitional words, phrases, clauses<br>Concrete words<br>Perfect tense<br>Correlative conjunctions<br>Verb shifts<br>Underlining<br>Italics |

**Big Idea/Unit:** Writing Opinions and Argumentative Texts

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| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| CC.1.4.5.G | Write opinion pieces on topics or text. | | | |
| CC.1.4.5.H<br>E05.C.1.1.1<br>E05.E.1.1.1 | Introduce the topic and state an opinion on the topic. | | | |
| CC.1.4.5.I<br>E05.C.1.1.2<br>E05.E.1.1.2 | Provide reasons that are supported by facts and details; draw from credible sources. | | | |
| CC.1.4.5.J<br>E05.C.1.1.1<br>E05.C.1.1.3<br>E05.C.1.1.5<br>E05.E.1.1.1<br>E05.E.1.1.3<br>E05.E.1.1.6 | Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and claues; provide a concluding statement or section related to the opinion. | | | |
| CC.1.4.5.K<br>E05.C.1.1.4<br>E05.D.2.1.1<br>E05.D.2.1.2<br>E05.D.2.1.3<br>E05.E.1.1.4<br>E05.E.1.1.4<br>E05.E.1.1.5 | Write with an awareness of style.<br>~Use sentences of varying length.<br>~Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | Formal style<br>Informal style | | |
| CC.1.4.5.L<br>E05.D.1.1.1<br>E05.D.1.1.2<br>E05.D.1.1.3<br>E05.D.1.1.4<br>E05.D.1.1.5<br>E05.D.1.1.6<br>E05.D.1.1.7<br>E05.D.1.1.8<br>E05.D.1.2.1<br>E05.D.1.2.2<br>E05.D.1.2.3<br>E05.D.1.2.4<br>E05.D.1.2.5 | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | Transitional words, phrases, clauses<br>Concrete words<br>Perfect tense<br>Correlative conjunctions<br>Verb shifts<br>Underlining<br>Italics | | |

| **Big Idea/Unit:** | Writing Narratives |
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| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| CC.1.4.5.M | Write narratives to develop real or imagined experiences or events. | | | |
| CC.1.4.5.N<br>E05.C.1.3.1 | Orient the reader by establishing a situation and introducing a narrator and/or characters. | | | |
| CC.1.4.5.O<br>E05.C.1.3.2<br>E05.C.1.3.5 | Use narrative techniques, such as dialogue, description, and pacing, to developt experiences and events or show the responses of characters to situations; use concreate words and phrases and sensory details to convey experiences and events precisely. | | | |
| CC.1.4.5.P<br>E05.C.1.3.1<br>E05.C.1.3.3<br>E05.C.1.3.5 | Organize an event sequence that unfolds natruallly, 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<br>E05.C.1.3.4<br>E05.D.2.1.1<br>E05.D.2.1.2<br>E05.D.2.1.3<br>E05.E.1.1.4 | Write with an awareness of style.<br>~Use sentences of varying length.<br>~Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. | Formal style<br>Informal style | | |
| CC.1.4.5.R<br>E05.D.1.1.1<br>E05.D.1.1.2<br>E05.D.1.1.3<br>E05.D.1.1.4<br>E05.D.1.1.5<br>E05.D.1.1.6<br>E05.D.1.1.7<br>E05.D.1.1.8<br>E05.D.1.2.1<br>E05.D.1.2.2<br>E05.D.1.2.3<br>E05.D.1.2.4<br>E05.D.1.2.5 | Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. | Transitional words, phrases, clauses<br>Concrete words<br>Perfect tense<br>Correlative conjunctions<br>Verb shifts<br>Underlining<br>Italics | | |

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| CC.1.4.5.S<br>E05.E.1.1.1<br>E05.E.1.1.2<br>E05.E.1.1.3<br>E05.E.1.1.4<br>E05.E.1.1.5<br>E05.E.1.1.6 | Draw evidence from literary or informational texts to support analysis, reflections, 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 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 setting. |
| 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 relevenat information from experiences or gather information from print and digital sources; summarize or paraphrase infomration 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 Idea/Unit:** | Speaking and Listening | | | |
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| **Pacing:** | | | | |
| **Standards** | **Objective/Skill** | **Vocabulary** | **Additional Resources** | **Assessment/Project** |
| CC.1.5.5.A | Enage 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.C | Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. | | | |

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| CC.1.5.5.D | Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and releveant, desriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacaing and clear pronunciation. | Sequencing Logically |
| 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 dieas or themes. | |
| CC.1.5.5.G | Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content. | |