

## Curriculum Map: 5 English Language Arts

Course: 5 Language Arts Sub-topic: Uncategorized

Grade(s): None specified

**Course Description:** Students learn to read complex narrative and expository texts in subject matter areas. They discern main ideas, concepts and evidence in text. They identify conflict and resolution in fiction and understand and recognize themes as well as common literary devices such as imagery and symbolism. They write effective multiple-paragraph narrative and expository compositions. They write formal introductions, use supporting evidence and summarize important ideas in a conclusion. They write narratives, responses to literature, research reports and persuasive compositions. With a focus on college and career readiness, students are taught to balance the reading of informational and literary texts so they can access non-fiction and authentic texts as well as literature; focus on close and careful reading of text so that students are learning from text; build a staircase of complexity so they can graduate college and career ready; support writing from sources so they can use evidence and respond to the ideas, events, facts and arguments presented in the texts they read; and study an academically focused vocabulary so that students can access more complex texts.

**Course Textbooks, Workbooks, Materials Citations:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017  
Grade Level Novels

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### Unit: Reading Literature

**Unit Description:** Students understand key ideas and details, craft and structure, integrate knowledge and ideas, and acquire vocabulary and usage.

**Unit Student Learning Outcomes:**

1. Demonstrate understanding of key ideas and details in literature.
2. Demonstrate understanding of craft and structure in literature.
3. Demonstrate understanding of connections within, between, and/or among texts.
4. Demonstrate understanding of vocabulary and figurative language in literature.

**Unit Essential Questions:**

1. How does interaction with text provoke thinking and response?
2. How can the knowledge of language help us to communicate and understand?

**Unit Big Ideas:**

1. Language is used to communicate and to deepen understanding.
2. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.

**Unit Materials:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017  
Grade Level Novels

### Unit Key Terminology & Definitions:

1. chapter - a main division of a book or story
2. character - a person, thing, or animal in a story, poem, book, play or movie
3. drama - a written work that tells a story through action or speech and is intended to be acted out
4. event - a happening in a story, book, play, or poem
5. explicit - so clear in statement that there is no doubt about the meaning
6. figurative language - a way of creating interesting images with words by using language that has a deeper meaning than what the actual words say
7. genre - a category used to classify literature
8. inference - a conclusion drawn from prior knowledge and evidence or clues
9. literature - written works of recognized value
10. metaphor - a figure of speech that compares one thing to another without using the

- words like or as
11. multimedia - the combined use of several media, such as sound, video, or text
  12. narrator - the person telling the story
  13. poem/poetry - a composition written in verse that often uses rhythm and /or rhyme
  14. point of view - the way an author tells a story
  15. scene - a division of an act in a play
  16. setting - the time and place of a story
  17. simile - a figure of speech in which two things are compared using like or as
  18. stanza - a group of lines that makes up a verse of a poem or song
  19. story - a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader
  20. theme - the main idea or most important idea of a written selection
  21. tone - a way of speaking or writing that conveys a feeling
  22. topic - the main thought or subject of a written work

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

<a href="#"><u>CC.1.3.5.A</u></a> <a href="#"><u>(Advanced)</u></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.
<a href="#"><u>CC.1.3.5.B</u></a> <a href="#"><u>(Advanced)</u></a>	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
<a href="#"><u>CC.1.3.5.C</u></a> <a href="#"><u>(Advanced)</u></a>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
<a href="#"><u>CC.1.3.5.D</u></a> <a href="#"><u>(Advanced)</u></a>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<a href="#"><u>CC.1.3.5.F</u></a> <a href="#"><u>(Advanced)</u></a>	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
<a href="#"><u>CC.1.3.5.H</u></a> <a href="#"><u>(Advanced)</u></a>	Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.
<a href="#"><u>CC.1.3.5.I</u></a> <a href="#"><u>(Advanced)</u></a>	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.
<a href="#"><u>CC.1.3.5.J</u></a> <a href="#"><u>(Advanced)</u></a>	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.

**Topic: Key Ideas and Details**

**Core Lesson Description:** Understand key ideas and details.

**Core Lesson Student Learning Outcomes:**

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
2. 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.
3. 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).

**Core Lesson Essential Questions:**

1. How does interaction with text provoke thinking and response?
2. How can the knowledge of language help us to communicate and understand?

**Core Lesson Big Ideas:**

1. Language is used to communicate and to deepen understanding.
2. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.

**Core Lesson** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017

**Materials:** Grade Level Novels

**Core Lesson  
Student  
Performance  
Tasks:**

1. chapter - a main division of a book or story
2. character - a person, thing, or animal in a story, poem, book, play or movie
3. drama - a written work that tells a story through action or speech and is intended to be acted out
4. event - a happening in a story, book, play, or poem
5. explicit - so clear in statement that there is no doubt about the meaning
6. figurative language - a way of creating interesting images with words by using language that has a deeper meaning than what the actual words say
7. genre - a category used to classify literature
8. inference - a conclusion drawn from prior knowledge and evidence or clues
9. literature - written works of recognized value
10. metaphor - a figure of speech that compares one thing to another without using the words like or as
11. multimedia - the combined use of several media, such as sound, video, or text
12. narrator - the person telling the story
13. poem/poetry - a composition written in verse that often uses rhythm and /or rhyme
14. point of view - the way an author tells a story
15. scene - a division of an act in a play
16. setting - the time and place of a story
17. simile - a figure of speech in which two things are compared using like or as
18. stanza - a group of lines that makes up a verse of a poem or song
19. story - a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader
20. theme - the main idea or most important idea of a written selection
21. tone - a way of speaking or writing that conveys a feeling
22. topic - the main thought or subject of a written work

**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.

**Topic: Craft and Structure**

**Core Lesson  
Description:** Understand craft and structure

**Core Lesson  
Student Learning  
Outcomes:** 1. Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose of a text and explain how it is conveyed in the text.

**Core Lesson  
Essential  
Questions:**

1. How does interaction with text provoke thinking and response?
2. How can the knowledge of language help us to communicate and understand?

**Core Lesson Big  
Ideas:**

1. Language is used to communicate and to deepen understanding.
2. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.

**Core Lesson  
Materials:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017  
Grade Level Novels

**Core Lesson  
Student  
Performance  
Tasks:**

1. chapter - a main division of a book or story
2. character - a person, thing, or animal in a story, poem, book, play or movie
3. event - a happening in a story, book, play, or poem
4. explicit - so clear in statement that there is no doubt about the meaning
5. genre - a category used to classify literature

6. literature - written works of recognized value
7. multimedia - the combined use of several media, such as sound, video, or text
8. narrator - the person telling the story
9. point of view - the way an author tells a story
10. scene - a division of an act in a play
11. setting - the time and place of a story
12. stanza - a group of lines that makes up a verse of a poem or song
13. story - a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader
14. theme - the main idea or most important idea of a written selection
15. tone - a way of speaking or writing that conveys a feeling
16. topic - the main thought or subject of a written work

## STANDARDS

STATE: PA Core Standards (2014)

[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.

### Topic: Integration of Knowledge and Ideas

#### Core Lesson Description:

Demonstrate understanding of connections within, between, and/or among texts.

#### Core Lesson Student Learning Outcomes:

1. 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.

#### Core Lesson Essential Questions:

1. How does interaction with text provoke thinking and response?
2. How can the knowledge of language help us to communicate and understand?

#### Core Lesson Big Ideas:

1. Language is used to communicate and to deepen understanding.
2. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.

#### Core Lesson Materials:

Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017

Grade Level Novels

#### Core Lesson Student Performance Tasks:

1. chapter - a main division of a book or story
2. character - a person, thing, or animal in a story, poem, book, play or movie
3. drama - a written work that tells a story through action or speech and is intended to be acted out
4. event - a happening in a story, book, play, or poem
5. explicit - so clear in statement that there is no doubt about the meaning
6. figurative language - a way of creating interesting images with words by using language that has a deeper meaning than what the actual words say
7. genre - a category used to classify literature
8. inference - a conclusion drawn from prior knowledge and evidence or clues
9. literature - written works of recognized value
10. metaphor - a figure of speech that compares one thing to another without using the words like or as
11. multimedia - the combined use of several media, such as sound, video, or text
12. narrator - the person telling the story
13. poem/poetry - a composition written in verse that often uses rhythm and /or rhyme
14. point of view - the way an author tells a story
15. scene - a division of an act in a play
16. setting - the time and place of a story
17. simile - a figure of speech in which two things are compared using like or as
18. stanza - a group of lines that makes up a verse of a poem or song
19. story - a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader
20. theme - the main idea or most important idea of a written selection
21. tone - a way of speaking or writing that conveys a feeling
22. topic - the main thought or subject of a written work

## STANDARDS

STATE: PA Core Standards (2014)

[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.

**Topic: Vocabulary Acquisition and Use**

**Core Lesson Description:**

Demonstrate understanding of vocabulary and figurative language in literature.

**Core Lesson Student Learning Outcomes:**

1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade and Latin affixes and roots as clues to the meaning of a word (e.g., photosynthesis).
2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language ( metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Core Lesson Essential Questions:**

1. How does interaction with text provoke thinking and response?
2. How can the knowledge of language help us to communicate and understand?

**Core Lesson Big Ideas:**

1. Language is used to communicate and to deepen understanding.
2. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.

**Core Lesson Materials:**

Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017  
Grade Level Novels

**Core Lesson Student Performance Tasks:**

1. chapter - a main division of a book or story
2. character - a person, thing, or animal in a story, poem, book, play or movie
3. drama - a written work that tells a story through action or speech and is intended to be acted out
4. event - a happening in a story, book, play, or poem
5. explicit - so clear in statement that there is no doubt about the meaning
6. figurative language - a way of creating interesting images with words by using language that has a deeper meaning than what the actual words say
7. genre - a category used to classify literature
8. inference - a conclusion drawn from prior knowledge and evidence or clues
9. literature - written works of recognized value
10. metaphor - a figure of speech that compares one thing to another without using the words like or as
11. multimedia - the combined use of several media, such as sound, video, or text
12. narrator - the person telling the story
13. poem/poetry - a composition written in verse that often uses rhythm and /or rhyme
14. point of view - the way an author tells a story
15. scene - a division of an act in a play
16. setting - the time and place of a story
17. simile - a figure of speech in which two things are compared using like or as
18. stanza - a group of lines that makes up a verse of a poem or song
19. story - a narrative, either real or imaginary, designed to interest, amuse, or instruct the hearer or reader
20. theme - the main idea or most important idea of a written selection
21. tone - a way of speaking or writing that conveys a feeling
22. topic - the main thought or subject of a written work

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.3.5.F \(Mastered\)](#)

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 \(Mastered\)](#)

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 \(Mastered\)](#)

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.

**Topic:**

**Unit: Reading Informational Text**

**Unit Description:** The students understand key ideas and details, craft and structure, integrate knowledge and ideas, and acquire vocabulary and usage.

**Unit Student Learning Outcomes:**

1. Demonstrate understanding of key ideas and details in informational texts.
2. Demonstrate understanding of craft and structure in informational texts.
3. Demonstrate understanding of connections within, between, and/or among informational texts.
4. Demonstrate understanding of vocabulary and figurative language in informational texts

**Unit Essential Questions:**

1. How does interaction with text provoke thinking and response?
2. How does productive oral communication rely on speaking and listening?
3. How can the knowledge of language help us to communicate and understand?

**Unit Big Ideas:**

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text
2. Listening provides the opportunity to learn, reflect, and respond
3. Effective use of vocabulary builds social and academic knowledge

**Unit Materials:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017  
Grade Level Novels

**Unit Key Terminology & Definitions:**

cause/effect - the relationship between two events in which one event causes another event to happen

chronology - an arrangement in order according to the time that events happen

compare - to examine in order to note similarities and differences; to consider or describe as similar

concept - a general notion or idea

contrast - to compare two persons or things to show the differences between them

difference - a feature that is unlike or dissimilar to another

digital source - an electronic reference used to gather or produce information

event - a happening in a story, book, play, or poem

evidence - something that shows, proves, or gives reasons to make a judgment

historical text - a selection containing text based on history

idea - a thought or plan carefully formed in the mind

inference - a conclusion drawn from prior knowledge and evidence or clues

interaction - the action or influence of people, groups, or things on one another

key detail/idea - the single most important part of a whole or a thought

main idea - the most important thought or message in a paragraph or story

point of view - the way an author tells a story

print source - a printed reference used to gather or produce information

problem/solution - the relationship between two events in which one event presents the problem and one event presents the solution

reason - a cause for acting, thinking, or feeling a certain way

relationship - a connection or an association between two or more things

scientific text - text that is factual and information-oriented

similarity - a way in which two or more things are alike

summarize - to tell or write briefly about the main ideas in a selection

technical text - text that relates to a specialized subject or field; contains little or no figurative language

text - the actual words in a written selection

topic - the main thought or subject of a written work

**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](#) Explain the relationships or interactions between two or

<a href="#">(Advanced)</a>	more individuals, events, ideas, or concepts in a text based on specific information in the text.
<a href="#">CC.1.2.5.D</a> <a href="#">(Advanced)</a>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<a href="#">CC.1.2.5.E</a> <a href="#">(Advanced)</a>	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
<a href="#">CC.1.2.5.F</a> <a href="#">(Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
<a href="#">CC.1.2.5.G</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.2.5.H</a> <a href="#">(Advanced)</a>	Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1
<a href="#">CC.1.2.5.I</a> <a href="#">(Advanced)</a>	Integrate information from several texts on the same topic to demonstrate understanding of that topic.
<a href="#">CC.1.2.5.J</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.2.5.K</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.2.5.L</a> <a href="#">(Advanced)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

**Topic:**

**Topic: Key Ideas and Details**

**Core Lesson Description:** Understand key ideas and details

**Core Lesson Student Learning Outcomes:**

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
3. 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.

**Core Lesson Essential Questions:**

1. How does interaction with text provoke thinking and response?
2. How does productive oral communication rely on speaking and listening?
3. How can the knowledge of language help us to communicate and understand?

**Core Lesson Big Ideas:**

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text
2. Listening provides the opportunity to learn, reflect, and respond
3. Effective use of vocabulary builds social and academic knowledge

**Core Lesson Materials:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017  
Grade Level Novels

**Core Lesson Student Performance Tasks:**

1. cause/effect - the relationship between two events in which one event causes another event to happen
2. chronology - an arrangement in order according to the time that events happen
3. compare - to examine in order to note similarities and differences; to consider or describe as similar
4. concept - a general notion or idea
5. contrast - to compare two persons or things to show the differences between them

6. difference - a feature that is unlike or dissimilar to another
7. digital source - an electronic reference used to gather or produce information
8. event - a happening in a story, book, play, or poem
9. evidence - something that shows, proves, or gives reasons to make a judgment
10. historical text - a selection containing text based on history
11. idea - a thought or plan carefully formed in the mind
12. inference - a conclusion drawn from prior knowledge and evidence or clues
13. interaction - the action or influence of people, groups, or things on one another
14. key detail/idea - the single most important part of a whole or a thought
15. main idea - the most important thought or message in a paragraph or story
16. point of view - the way an author tells a story
17. print source - a printed reference used to gather or produce information
18. problem/solution - the relationship between two events in which one event presents the problem and one event presents the solution
19. reason - a cause for acting, thinking, or feeling a certain way
20. relationship - a connection or an association between two or more things
21. scientific text - text that is factual and information-oriented
22. similarity - a way in which two or more things are alike
23. summarize - to tell or write briefly about the main ideas in a selection
24. technical text - text that relates to a specialized subject or field; contains little or no figurative language
25. text - the actual words in a written selection
26. topic - the main thought or subject of a written work

## 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.

**Differentiated Instruction:** Teams

## Topic: Craft and Structure

**Core Lesson Description:** Understand craft and structure

**Core Lesson Student Learning Outcomes:**

1. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
2. 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.

**Core Lesson Essential Questions:**

1. How does interaction with text provoke thinking and response?
2. How does productive oral communication rely on speaking and listening?
3. How can the knowledge of language help us to communicate and understand?

**Core Lesson Big Ideas:**

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text
2. Listening provides the opportunity to learn, reflect, and respond
3. Effective use of vocabulary builds social and academic knowledge

**Core Lesson Materials:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017  
Grade Level Novels

**Core Lesson Student Performance Tasks:**

cause/effect - the relationship between two events in which one event causes another event to happen  
 chronology - an arrangement in order according to the time that events happen  
 compare - to examine in order to note similarities and differences; to consider or describe as similar  
 concept - a general notion or idea  
 contrast - to compare two persons or things to show the differences between them



difference - a feature that is unlike or dissimilar to another  
 digital source - an electronic reference used to gather or produce information  
 event - a happening in a story, book, play, or poem  
 evidence - something that shows, proves, or gives reasons to make a judgment  
 historical text - a selection containing text based on history  
 idea - a thought or plan carefully formed in the mind  
 inference - a conclusion drawn from prior knowledge and evidence or clues  
 interaction - the action or influence of people, groups, or things on one another  
 key detail/idea - the single most important part of a whole or a thought  
 main idea - the most important thought or message in a paragraph or story  
 point of view - the way an author tells a story  
 print source - a printed reference used to gather or produce information  
 problem/solution - the relationship between two events in which one event presents the problem and one event presents the solution  
 reason - a cause for acting, thinking, or feeling a certain way  
 relationship - a connection or an association between two or more things  
 scientific text - text that is factual and information-oriented  
 similarity - a way in which two or more things are alike  
 summarize - to tell or write briefly about the main ideas in a selection  
 technical text - text that relates to a specialized subject or field; contains little or no figurative language  
 text - the actual words in a written selection  
 topic - the main thought or subject of a written work

## STANDARDS

STATE: PA Core Standards (2014)

[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).

## Topic: Integration of Knowledge and Ideas

### Core Lesson Description:

Understand integration of knowledge and ideas

### Core Lesson Essential Questions:

1. How does interaction with text provoke thinking and response?
2. How does productive oral communication rely on speaking and listening?
3. How can the knowledge of language help us to communicate and understand?

### Core Lesson Big Ideas:

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text
2. Listening provides the opportunity to learn, reflect, and respond
3. Effective use of vocabulary builds social and academic knowledge

### Core Lesson Materials:

Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017  
Grade Level Novels

### Core Lesson Assignments:

1. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
2. Integrate information from several texts on the same topic in order to demonstrate subject knowledge.
3. Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.

### Core Lesson Student Performance Tasks:

1. cause/effect - the relationship between two events in which one event causes another event to happen
2. chronology - an arrangement in order according to the time that events happen
3. compare - to examine in order to note similarities and differences; to consider or describe as similar
4. concept - a general notion or idea
5. contrast - to compare two persons or things to show the differences between them
6. difference - a feature that is unlike or dissimilar to another
7. digital source - an electronic reference used to gather or produce information
8. event - a happening in a story, book, play, or poem
9. evidence - something that shows, proves, or gives reasons to make a judgment

10. historical text - a selection containing text based on history
11. idea - a thought or plan carefully formed in the mind
12. inference - a conclusion drawn from prior knowledge and evidence or clues
13. interaction - the action or influence of people, groups, or things on one another
14. key detail/idea - the single most important part of a whole or a thought
15. main idea - the most important thought or message in a paragraph or story
16. point of view - the way an author tells a story
17. print source - a printed reference used to gather or produce information
18. problem/solution - the relationship between two events in which one event presents the problem and one event presents the solution
19. reason - a cause for acting, thinking, or feeling a certain way
20. relationship - a connection or an association between two or more things
21. scientific text - text that is factual and information-oriented
22. similarity - a way in which two or more things are alike
23. summarize - to tell or write briefly about the main ideas in a selection
24. technical text - text that relates to a specialized subject or field; contains little or no figurative language
25. text - the actual words in a written selection
26. topic - the main thought or subject of a written work

## STANDARDS

STATE: PA Core Standards (2014)

- [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.I \(Advanced\)](#) Integrate information from several texts on the same topic to demonstrate understanding of that topic.

### Topic: Vocabulary Acquisition and Use

**Core Lesson Description:** Understand vocabulary acquisition and use

- Core Lesson Student Learning Outcomes:**
1. Determine or clarify the meaning multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
    - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
    - b. Use common, grade appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photosynthesis).
    - c. Determine the meaning of general academic and domain-specific words and phrases used in a text.
  2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - a. Interpret figurative language (simile, metaphor, personification) in context.
    - b. Recognize and explain the meaning of common idioms, adages, and proverbs.
    - c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**Core Lesson Essential Questions:**

1. How does interaction with text provoke thinking and response?
2. How does productive oral communication rely on speaking and listening?
3. How can the knowledge of language help us to communicate and understand?

**Core Lesson Big Ideas:**

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text
2. Listening provides the opportunity to learn, reflect, and respond
3. Effective use of vocabulary builds social and academic knowledge

**Core Lesson Materials:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017

Grade Level Novels

**Core Lesson Student Performance Tasks:**

1. cause/effect - the relationship between two events in which one event causes another event to happen
2. chronology - an arrangement in order according to the time that events happen
3. compare - to examine in order to note similarities and differences; to consider or describe as similar

4. concept - a general notion or idea
5. contrast - to compare two persons or things to show the differences between them
6. difference - a feature that is unlike or dissimilar to another
7. digital source - an electronic reference used to gather or produce information
8. event - a happening in a story, book, play, or poem
9. evidence - something that shows, proves, or gives reasons to make a judgment
10. historical text - a selection containing text based on history
11. idea - a thought or plan carefully formed in the mind
12. inference - a conclusion drawn from prior knowledge and evidence or clues
13. interaction - the action or influence of people, groups, or things on one another
14. key detail/idea - the single most important part of a whole or a thought
15. main idea - the most important thought or message in a paragraph or story
16. point of view - the way an author tells a story
17. print source - a printed reference used to gather or produce information
18. problem/solution - the relationship between two events in which one event presents the problem and one event presents the solution
19. reason - a cause for acting, thinking, or feeling a certain way
20. relationship - a connection or an association between two or more things
21. scientific text - text that is factual and information-oriented
22. similarity - a way in which two or more things are alike
23. summarize - to tell or write briefly about the main ideas in a selection
24. technical text - text that relates to a specialized subject or field; contains little or no figurative language
25. text - the actual words in a written selection
26. topic - the main thought or subject of a written work

## STANDARDS

STATE: PA Core Standards (2014)

[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.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.1.2.5.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.

## Unit: Writing

### Unit

#### Description:

The students understand text types and purposes

### Unit Student

#### Learning

#### Outcomes:

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

### Unit Essential

#### Questions:

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

### Unit Big Ideas:

1. Writing is a means of documenting thinking
2. Writing is a recursive process that conveys ideas, thoughts and feelings
3. Purpose, topic and audience guide types of writing

**Unit Materials:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017

Grade Level Novels

### Unit Key

#### Terminology &

#### Definitions:

1. audience - the person or group for whom a selection is written or performed
2. clause - a group of words having its own subject and predicate, forming a simple sentence or part of a compound or complex sentence
3. concluding statement/section - the final sentence/section in a written selection or speech
4. conclusion - the closing or ending of a performance or written selection
5. concrete detail - specific information that is directly stated in text
6. definition - the meaning of a word or phrase
7. description - words that are used to tell or write about something

8. detail - a small part of a whole; specific information about the main idea
9. dialogue - a conversation between two or more persons
10. digital source - An electronic reference used to gather or produce information
11. edit - to correct a written work, checking for grammar, spelling, or punctuation errors
12. event sequence - the order in which events occur
13. evidence - something that shows, proves, or gives reasons for making a judgment
14. fact - information that can be proven true
15. format - the organization or arrangement of something
16. illustration - a picture, diagram, drawing, or map used to explain or decorate
17. informational/informative text - a selection written to inform
18. informative/explanatory text - a written selection intended to explain an idea, a topic, or a process
19. literary text - a written work, such as a novel, poem, or play
20. multimedia - the combines use of several media such as sound, video, or text
21. narrative - a story or description of events that may or may not be true
22. narrator - the person telling the story
23. opinion piece - writing that gives one's beliefs based on thoughts or feelings rather than facts
24. organizational structure - a logical or orderly framework or arrangement
25. pacing - the appropriate development of events or ideas in narrative writing
26. paraphrase - to retell or restate in one's own words
27. plan - a method for doing something that has been thought out ahead of time
28. point of view - the way an author tells a story
29. print source - a printed reference used to gather or produce information
30. publish - the final step in the writing process when the writer shares the work with others
31. purpose - an intended or desired result; aim
32. quotation - material that is repeated exactly
33. reason - a cause for acting, thinking, or feeling a certain way
34. research - careful investigation or study of a topic
35. revise - a step in the writing process used to correct or improve the original work
36. rewrite - to write in a different form or manner; revise
37. sensory detail - a description using the five senses
38. source - a person, place, or thing that provides information
39. summarize - to tell or write briefly about the main ideas in a selection
40. task - an assignment of work to be completed
41. technology - electronic and web-based tools and applications used to access, analyze, and evaluate information
42. text - the actual words in a written selection
43. topic - the main thought or subject of a written work
44. transitional word/phrase/clause - a word, phrase, or clause that connects one idea to another
45. writer's purpose - the reason or reasons an author has for writing a selection

## STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

- |   |   |
|---|---|
| <a href="#"><u>CC.1.4.5.A</u></a><br>(Advanced) | Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  |
| <a href="#"><u>CC.1.4.5.B</u></a><br>(Advanced) | Identify and introduce the topic clearly.   |
| <a href="#"><u>CC.1.4.5.C</u></a><br>(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.                          |
| <a href="#"><u>CC.1.4.5.D</u></a><br>(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. |
| <a href="#"><u>CC.1.4.5.E</u></a><br>(Advanced) | Write with an awareness of style.<br><br>• Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.   |
| <a href="#"><u>CC.1.4.5.F</u></a><br>(Advanced) | Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.   |
| <a href="#"><u>CC.1.4.5.G</u></a><br>(Advanced) | Write opinion pieces on topics or texts.  |
| <a href="#"><u>CC.1.4.5.H</u></a><br>(Advanced) | Introduce the topic and state an opinion on the topic.  |
| <a href="#"><u>CC.1.4.5.I</u></a><br>(Advanced) | Provide reasons that are supported by facts and details; draw from credible sources.  |
| <a href="#"><u>CC.1.4.5.J</u></a>               | Create an organizational structure that includes related ideas  |

<a href="#">(Advanced)</a>	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.
<a href="#">CC.1.4.5.K</a> <a href="#">(Advanced)</a>	Write with an awareness of style.
	? Use sentences of varying length. ? Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
<a href="#">CC.1.4.5.L</a> <a href="#">(Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.5.M</a> <a href="#">(Advanced)</a>	Write narratives to develop real or imagined experiences or events.
<a href="#">CC.1.4.5.N</a> <a href="#">(Advanced)</a>	Orient the reader by establishing a situation and introducing a narrator and/or characters.
<a href="#">CC.1.4.5.O</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.4.5.P</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.4.5.Q</a> <a href="#">(Advanced)</a>	Write with an awareness of style.
	? Use sentences of varying length. ? Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
<a href="#">CC.1.4.5.R</a> <a href="#">(Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.5.S</a> <a href="#">(Advanced)</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
<a href="#">CC.1.4.5.T</a> <a href="#">(Advanced)</a>	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
<a href="#">CC.1.4.5.U</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.4.5.V</a> <a href="#">(Advanced)</a>	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
<a href="#">CC.1.4.5.W</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.4.5.X</a> <a href="#">(Advanced)</a>	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.

## Topic: Persuasive Text and Purposes

### Core Lesson

#### Description:

The students understand how to write opinion pieces on topics or texts, supporting a point of view with reasons and information.

### Core Lesson

#### Student Learning Outcomes:

1. 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.
2. Provide logically ordered reasons that are by facts and details.
3. Link opinion and reasons using words, phrases, clauses (e.g., consequently
4. Establish and maintain a formal style.
5. Provide a concluding section presented. grouped to support the writer's purpose; link , Arts, Grade 05 Reporting Category Arts, Grade 05 Page 12 audience, supported and consequently, specifically). related to the

opinion presented.

### **Core Lesson Essential**

#### **Questions:**

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

### **Core Lesson Big Ideas:**

1. Writing is a means of documenting thinking
2. Writing is a recursive process that conveys ideas, thoughts and feelings
3. Purpose, topic and audience guide types of writing

### **Core Lesson Materials:**

Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017

Grade Level Novels

### **Core Lesson Student Performance Tasks:**

1. audience - the person or group for whom a selection is written or performed
2. clause - a group of words having its own subject and predicate, forming a simple sentence or part of a compound or complex sentence
3. concluding statement/section - the final sentence/section in a written selection or speech
4. conclusion - the closing or ending of a performance or written selection
5. concrete detail - specific information that is directly stated in text
6. definition - the meaning of a word or phrase
7. description - words that are used to tell or write about something
8. detail - a small part of a whole; specific information about the main idea
9. dialogue - a conversation between two or more persons
10. digital source - An electronic reference used to gather or produce information
11. edit - to correct a written work, checking for grammar, spelling, or punctuation errors
12. event sequence - the order in which events occur
13. evidence - something that shows, proves, or gives reasons for making a judgment
14. fact - information that can be proven true
15. format - the organization or arrangement of something
16. illustration - a picture, diagram, drawing, or map used to explain or decorate
17. informational/informative text - a selection written to inform
18. informative/explanatory text - a written selection intended to explain an idea, a topic, or a process
19. literary text - a written work, such as a novel, poem, or play
20. multimedia - the combines use of several media such as sound, video, or text
21. narrative - a story or description of events that may or may not be true
22. narrator - the person telling the story
23. opinion piece - writing that gives one's beliefs based on thoughts or feelings rather than facts
24. organizational structure - a logical or orderly framework or arrangement
25. pacing - the appropriate development of events or ideas in narrative writing
26. paraphrase - to retell or restate in one's own words
27. plan - a method for doing something that has been thought out ahead of time
28. point of view - the way an author tells a story
29. print source - a printed reference used to gather or produce information
30. publish - the final step in the writing process when the writer shares the work with others
31. purpose - an intended or desired result; aim
32. quotation - material that is repeated exactly
33. reason - a cause for acting, thinking, or feeling a certain way
34. research - careful investigation or study of a topic
35. revise - a step in the writing process used to correct or improve the original work
36. rewrite - to write in a different form or manner; revise
37. sensory detail - a description using the five senses
38. source - a person, place, or thing that provides information
39. summarize - to tell or write briefly about the main ideas in a selection
40. task - an assignment of work to be completed
41. technology - electronic and web-based tools and applications used to access, analyze, and evaluate information
42. text - the actual words in a written selection
43. topic - the main thought or subject of a written work
44. transitional word/phrase/clause - a word, phrase, or clause that connects one idea to another
45. writer's purpose - the reason or reasons an author has for writing a selection

### **STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.4.5.H \(Advanced\)](#)

Introduce the topic and state an opinion on the topic.

[CC.1.4.5.I \(Advanced\)](#)

Provide reasons that are supported by facts and details; draw from credible sources.

[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.

## Topic: Informational Text and Purposes

### Core Lesson

#### Description:

The students understand how to write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### Core Lesson

#### Student Learning

#### Outcomes:

1. Introduce a topic for the intended audience a general observation and focus, and group related information logically to support the writer's purpose
2. Develop the topic with facts, definitions, details, quotations, or other examples related to the topic.
3. Link ideas within and across categories of information using words, phrases, and clauses in contrast, especially).
4. Use precise language and domain vocabulary to inform about or explain the
5. Establish and maintain a formal style.
6. Provide a concluding section information or explanation presented. te domain-specific vocabulary to inform about or explain the topic. Arts, Grade 05 Reporting Category Arts, Grade 05 Page 13 audience, provide purpose. concrete information and (e.g., domain-specific topic. related to the information or explanation presented.

### Core Lesson

#### Essential

#### Questions:

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

### Core Lesson Big

#### Ideas:

1. Writing is a means of documenting thinking
2. Writing is a recursive process that conveys ideas, thoughts and feelings
3. Purpose, topic and audience guide types of writing

### Core Lesson

#### Materials:

Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017

Grade Level Novels

### Core Lesson

#### Student

#### Performance

#### Tasks:

1. audience - the person or group for whom a selection is written or performed
2. clause - a group of words having its own subject and predicate, forming a simple sentence or part of a compound or complex sentence
3. concluding statement/section - the final sentence/section in a written selection or speech
4. conclusion - the closing or ending of a performance or written selection
5. concrete detail - specific information that is directly stated in text
6. definition - the meaning of a word or phrase
7. description - words that are used to tell or write about something
8. detail - a small part of a whole; specific information about the main idea
9. dialogue - a conversation between two or more persons
10. digital source - An electronic reference used to gather or produce information
11. edit - to correct a written work, checking for grammar, spelling, or punctuation errors
12. event sequence - the order in which events occur
13. evidence - something that shows, proves, or gives reasons for making a judgment
14. fact - information that can be proven true
15. format - the organization or arrangement of something
16. illustration - a picture, diagram, drawing, or map used to explain or decorate
17. informational/informative text - a selection written to inform
18. informative/explanatory text - a written selection intended to explain an idea, a topic, or a process
19. literary text - a written work, such as a novel, poem, or play
20. multimedia - the combines use of several media such as sound, video, or text

21. narrative - a story or description of events that may or may not be true
22. narrator - the person telling the story
23. opinion piece - writing that gives one's beliefs based on thoughts or feelings rather than facts
24. organizational structure - a logical or orderly framework or arrangement
25. pacing - the appropriate development of events or ideas in narrative writing
26. paraphrase - to retell or restate in one's own words
27. plan - a method for doing something that has been thought out ahead of time
28. point of view - the way an author tells a story
29. print source - a printed reference used to gather or produce information
30. publish - the final step in the writing process when the writer shares the work with others
31. purpose - an intended or desired result; aim
32. quotation - material that is repeated exactly
33. reason - a cause for acting, thinking, or feeling a certain way
34. research - careful investigation or study of a topic
35. revise - a step in the writing process used to correct or improve the original work
36. rewrite - to write in a different form or manner; revise
37. sensory detail - a description using the five senses
38. source - a person, place, or thing that provides information
39. summarize - to tell or write briefly about the main ideas in a selection
40. task - an assignment of work to be completed
41. technology - electronic and web-based tools and applications used to access, analyze, and evaluate information
42. text - the actual words in a written selection
43. topic - the main thought or subject of a written work
44. transitional word/phrase/clause - a word, phrase, or clause that connects one idea to another
45. writer's purpose - the reason or reasons an author has for writing a selection

## STANDARDS

STATE: PA Core Standards (2014)

[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.

## Topic: Narrative Text and Purpose

### Core Lesson

#### Description:

The students understand how to write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

### Core Lesson

#### Student Learning

#### Outcomes:

1. E05.C.1.3.1 Orient the reader by establishing a situation introducing a narrator and/or characters; an event sequence that unfolds the writer's purpose; maintain a controlling point.
2. Use narrative techniques, such as dialogue, description, and pacing, to develop events or to show the responses situations.
3. Use a variety of transitional words, phrases, clauses to manage the sequence of events.
4. Use concrete words and phrases and sensory details to convey experiences and events
5. Provide a conclusion that follows from the experiences or events. description, and pacing, to develop experiences and events or naturally, using a variety of transitional words and phrases to Arts, Grade 05 Reporting Category Arts, Grade 05 Page 14 and organize naturally to support ; experiences and of characters to and precisely. narrated experiences or events.

### Core Lesson

#### Essential

#### Questions:

1. What role does writing play in our lives?
2. How do we develop into effective writers?
3. To what extent does the writing process contribute to the quality of writing?

### Core Lesson Big

#### Ideas:

1. Writing is a means of documenting thinking
2. Writing is a recursive process that conveys ideas, thoughts and feelings
3. Purpose, topic and audience guide types of writing



**Core Lesson Materials:**

Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017

Grade Level Novels

**Core Lesson Student Performance Tasks:**

1. audience - the person or group for whom a selection is written or performed
2. clause - a group of words having its own subject and predicate, forming a simple sentence or part of a compound or complex sentence
3. concluding statement/section - the final sentence/section in a written selection or speech
4. conclusion - the closing or ending of a performance or written selection
5. concrete detail - specific information that is directly stated in text
6. definition - the meaning of a word or phrase
7. description - words that are used to tell or write about something
8. detail - a small part of a whole; specific information about the main idea
9. dialogue - a conversation between two or more persons
10. digital source - An electronic reference used to gather or produce information
11. edit - to correct a written work, checking for grammar, spelling, or punctuation errors
12. event sequence - the order in which events occur
13. evidence - something that shows, proves, or gives reasons for making a judgment
14. fact - information that can be proven true
15. format - the organization or arrangement of something
16. illustration - a picture, diagram, drawing, or map used to explain or decorate
17. informational/informative text - a selection written to inform
18. informative/explanatory text - a written selection intended to explain an idea, a topic, or a process
19. literary text - a written work, such as a novel, poem, or play
20. multimedia - the combines use of several media such as sound, video, or text
21. narrative - a story or description of events that may or may not be true
22. narrator - the person telling the story
23. opinion piece - writing that gives one's beliefs based on thoughts or feelings rather than facts
24. organizational structure - a logical or orderly framework or arrangement
25. pacing - the appropriate development of events or ideas in narrative writing
26. paraphrase - to retell or restate in one's own words
27. plan - a method for doing something that has been thought out ahead of time
28. point of view - the way an author tells a story
29. print source - a printed reference used to gather or produce information
30. publish - the final step in the writing process when the writer shares the work with others
31. purpose - an intended or desired result; aim
32. quotation - material that is repeated exactly
33. reason - a cause for acting, thinking, or feeling a certain way
34. research - careful investigation or study of a topic
35. revise - a step in the writing process used to correct or improve the original work
36. rewrite - to write in a different form or manner; revise
37. sensory detail - a description using the five senses
38. source - a person, place, or thing that provides information
39. summarize - to tell or write briefly about the main ideas in a selection
40. task - an assignment of work to be completed
41. technology - electronic and web-based tools and applications used to access, analyze, and evaluate information
42. text - the actual words in a written selection
43. topic - the main thought or subject of a written work
44. transitional word/phrase/clause - a word, phrase, or clause that connects one idea to another
45. writer's purpose - the reason or reasons an author has for writing a selection

**STANDARDS**

STATE: PA Core Standards (2014)

- [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.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.

**Unit: Language**

**Unit Description:** Understand and demonstrate command of the conventions, grammar, and usage of standard English and understand how to use knowledge of language.

**Unit Student Learning Outcomes:**

1. E05.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.
3. Use knowledge of language and its conventions.

**Unit Essential Questions:**

1. How can the knowledge of language help us to communicate and understand?
2. How can spoken language be represented in print?
3. How does effective use of vocabulary build social and academic knowledge?

**Unit Big Ideas:**

1. Language is used to communicate and to deepen understanding.
2. Spoken language can be represented in print.
3. Effective use of vocabulary builds social and academic knowledge

**Unit Materials:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017

Grade Level Novels

**Unit Key Terminology & Definitions:**

adage - a short saying that expresses wisdom  
affix - a group of letters added to the beginning or end of a word that changes the meaning of the word  
antonym - a word having the opposite meaning of another word  
capitalization - the process of beginning a word or group of words with uppercase or capital letters  
cause/effect - the relationship between two events in which one event causes another to happen  
comma - a punctuation mark (,) used to separate words or groups of words in a sentence  
compare - to examine in order to note similarities and differences; to consider or describe as similar  
conjunction - a word that joins other words, phrases, or clauses  
context - the parts of a written or spoken statement that precede or follow a specific word or passage  
correlative conjunction - a conjunction used in a pair that joins similar elements  
dialect - a form of language belonging to a certain group or region  
dictionary - a reference book containing an alphabetical listing of words with information given for each word, including the pronunciation and meaning  
digital source - an electronic reference used to gather or produce information  
direct address - the part of a sentence in which a speaker or writer directly addresses and individual; a noun or the name of the individual who is addressed  
figurative language - a way of creating interesting images with words by using language that has a deeper meaning than what the actual words say  
future perfect verb tense - a perfect tense verb used to describe action that will be completed in the future  
glossary - an alphabetical listing of words and their meanings found in the back of a book  
homographs - two or more words that are spelled alike but have different meanings and sometimes different pronunciations  
idiom - an expression with a meaning that cannot be understood from the meanings of the individual words  
interjection - a word that expresses emotion  
introductory element - a word or group of words that introduces a sentence and is set off by a comma  
logical relationship - a reasonable connection between two ideas, things, characters, events, or settings  
metaphor - a figure of speech that compares one thing to another without the words like or as  
multiple-meaning word/phrase - a word or phrase that has more than one meaning  
nuance - a subtle difference or distinction in expression, meaning, or response  
past perfect verb tense - a perfect tense verb used to express action completed in the past  
past perfect verb tense - a verb tense used to express an action that has been completed  
preposition - a word that relates a noun or pronoun to another word in the sentence  
present perfect verb tense - a perfect verb tense used to express action completed in the present

print source - a printed reference used to gather or produce information  
 proverb - a common saying that expresses a truth or a wise thought  
 punctuation - marks or symbols used to make the meaning of written material clear  
 reference material - a source that provides information  
 register - a variety of language typically used in a specific type of communication  
 root word - a base word to which prefixes and suffixes may be added, forming a new word with a different meaning  
 setting - the time and place of a story  
 sentence - a group of words that expresses a complete thought  
 series - similar things or events in a row  
 simile - a figure of speech in which two things are compared using like or as  
 spelling - a group of letters representing a word  
 synonym - a word having the same or almost the same meaning as another word  
 tag question - a short question added to the end of a positive or negative statement  
 thesaurus - a reference tool that contains synonyms  
 verb tense - a verb form that indicates the time in which an action is performed  
 word relationship - a connection or association between words

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[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.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.O](#)  
(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.

**Topic: Conventions of Standard English Grammar and Usage**

**Core Lesson**

**Description:**

Understand and demonstrate command of the conventions of Standard English grammar and usage

**Core Lesson**

**Student Learning**

**Outcomes:**

1. E05.D.1.1.1 Explain the function of conjunctions, and interjections in general and particular sentences.
2. Form and use the perfect (e.g., walked; I will have walked) verb tenses.
3. Use verb tense to convey various times, states, and conditions.
4. Recognize and correct inappropriate shifts in tense.\*
5. Use correlative conjunctions (e.g., neither/nor).
6. Produce complete sentences, recognizing correcting inappropriate fragments and sentences.\*
7. Correctly use frequently confused words (e.g., too, two; there, their, they're
8. Ensure subject-verb and pronoun agreement.\* tion, Arts, Grade 05 Reporting Category Arts, Grade 05 Page 15 prepositions, their function in I had walked; I have ) sequences, verb either/or, and run-on to, , they're).\* pronoun-antecedent agreement.

**Core Lesson**

**Essential**

**Questions:**

1. How can the knowledge of language help us to communicate and understand?
2. How can spoken language be represented in print?
3. How does effective use of vocabulary build social and academic knowledge?

**Core Lesson Big Ideas:**

1. Language is used to communicate and to deepen understanding.
2. Spoken language can be represented in print.
3. Effective use of vocabulary builds social and academic knowledge

**Core Lesson Materials:**

Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017

Grade Level Novels

**Core Lesson Student Performance Tasks:**

adage - a short saying that expresses wisdom  
affix - a group of letters added to the beginning or end of a word that changes the meaning of the word  
antonym - a word having the opposite meaning of another word  
capitalization - the process of beginning a word or group of words with uppercase or capital letters  
cause/effect - the relationship between two events in which one event causes another to happen  
comma - a punctuation mark (,) used to separate words or groups of words in a sentence  
compare - to examine in order to note similarities and differences; to consider or describe as similar  
conjunction - a word that joins other words, phrases, or clauses  
context - the parts of a written or spoken statement that precede or follow a specific word or passage  
correlative conjunction - a conjunction used in a pair that joins similar elements  
dialect - a form of language belonging to a certain group or region  
dictionary - a reference book containing an alphabetical listing of words with information given for each word, including the pronunciation and meaning  
digital source - an electronic reference used to gather or produce information  
direct address - the part of a sentence in which a speaker or writer directly addresses an individual; a noun or the name of the individual who is addressed  
figurative language - a way of creating interesting images with words by using language that has a deeper meaning than what the actual words say  
future perfect verb tense - a perfect tense verb used to describe action that will be completed in the future  
glossary - an alphabetical listing of words and their meanings found in the back of a book  
homographs - two or more words that are spelled alike but have different meanings and sometimes different pronunciations  
idiom - an expression with a meaning that cannot be understood from the meanings of the individual words  
interjection - a word that expresses emotion  
introductory element - a word or group of words that introduces a sentence and is set off by a comma  
logical relationship - a reasonable connection between two ideas, things, characters, events, or settings  
metaphor - a figure of speech that compares one thing to another without the words like or as  
multiple-meaning word/phrase - a word or phrase that has more than one meaning  
nuance - a subtle difference or distinction in expression, meaning, or response  
past perfect verb tense - a perfect tense verb used to express action completed in the past  
perfect verb tense - a verb tense used to express an action that has been completed  
preposition - a word that relates a noun or pronoun to another word in the sentence  
present perfect verb tense - a perfect verb tense used to express action completed in the present  
print source - a printed reference used to gather or produce information  
proverb - a common saying that expresses a truth or a wise thought  
punctuation - marks or symbols used to make the meaning of written material clear  
reference material - a source that provides information  
register - a variety of language typically used in a specific type of communication  
root word - a base word to which prefixes and suffixes may be added, forming a new word with a different meaning  
setting - the time and place of a story  
sentence - a group of words that expresses a complete thought  
series - similar things or events in a row  
simile - a figure of speech in which two things are compared using like or as  
spelling - a group of letters representing a word  
synonym - a word having the same or almost the same meaning as another word  
tag question - a short question added to the end of a positive or negative statement  
thesaurus - a reference tool that contains synonyms  
verb tense - a verb form that indicates the time in which an action is performed  
word relationship - a connection or association between words

**STANDARDS**

STATE: PA Core Standards (2014)

[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.L \(Advanced\)](#)

Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Topic: Conventions of Standard English Capitalization, Punctuation, and Spelling**

**Core Lesson Description:**

Understand and demonstrate command of the conventions, grammar, and usage of standard English and understand how to use knowledge of language.

**Core Lesson Student Learning Outcomes:**

1. Use punctuation to separate items in a series.
2. Use a comma to separate an introductory from the rest of the sentence.
3. Use a comma to set off the words Yes, thank you), to set off a tag question rest of the sentence (e.g., It's true, isn't it? indicate direct address (e.g., E0
4. Use underlining, quotation marks, or italics to indicate titles of works.
5. Spell grade-appropriate words correctly standard English grammar, usage, e Arts, Grade 05 Reporting Category Arts, Grade 05 Page 16 series.\* element yes and no (e.g., ), from the it?), and to e Is that you, Steve?). correctly.

**Core Lesson Essential Questions:**

1. How can the knowledge of language help us to communicate and understand?
2. How can spoken language be represented in print?
3. How does effective use of vocabulary build social and academic knowledge?

**Core Lesson Big Ideas:**

1. Language is used to communicate and to deepen understanding.
2. Spoken language can be represented in print.
3. Effective use of vocabulary builds social and academic knowledge

**Core Lesson Materials:**

Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017  
Grade Level Novels

**Core Lesson Student Performance Tasks:**

adage - a short saying that expresses wisdom  
 affix - a group of letters added to the beginning or end of a word that changes the meaning of the word  
 antonym - a word having the opposite meaning of another word  
 capitalization - the process of beginning a word or group of words with uppercase or capital letters  
 cause/effect - the relationship between two events in which one event causes another to happen  
 comma - a punctuation mark (,) used to separate words or groups of words in a sentence  
 compare - to examine in order to note similarities and differences; to consider or describe as similar  
 conjunction - a word that joins other words, phrases, or clauses  
 context - the parts of a written or spoken statement that precede or follow a specific word or passage  
 correlative conjunction - a conjunction used in a pair that joins similar elements  
 dialect - a form of language belonging to a certain group or region  
 dictionary - a reference book containing an alphabetical listing of words with information given for each word, including the pronunciation and meaning  
 digital source - an electronic reference used to gather or produce information  
 direct address - the part of a sentence in which a speaker or writer directly addresses and individual; a noun or the name of the individual who is addressed  
 figurative language - a way of creating interesting images with words by using language that has a deeper meaning than what the actual words say  
 future perfect verb tense - a perfect tense verb used to describe action that will be completed in the future  
 glossary - an alphabetical listing of words and their meanings found in the back of a book  
 homographs - two or more words that are spelled alike but have different meanings and sometimes different pronunciations  
 idiom - an expression with a meaning that cannot be understood from the meanings of the individual words  
 interjection - a word that expresses emotion  
 introductory element - a word or group of words that introduces a sentence and is set off by a comma  
 logical relationship - a reasonable connection between two ideas, things, characters, events, or settings  
 metaphor - a figure of speech that compares one thing to another without the words like or as  
 multiple-meaning word/phrase - a word or phrase that has more than one meaning  
 nuance - a subtle difference or distinction in expression, meaning, or response  
 past perfect verb tense - a perfect tense verb used to express action completed in the past  
 perfect verb tense - a verb tense used to express an action that has been completed

preposition - a word that relates a noun or pronoun to another word in the sentence  
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 thesaurus - a reference tool that contains synonyms  
 verb tense - a verb form that indicates the time in which an action is performed  
 word relationship - a connection or association between words

## STANDARDS

STATE: PA Core Standards (2014)

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

## Topic: Knowledge of Language

### Core Lesson

#### Description:

Understand and demonstrate the use of knowledge of language and its conventions.

### Core Lesson

#### Student Learning

#### Outcomes:

1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
2. Choose words and phrases to convey ideas precisely.\*
3. Choose punctuation for effect.
4. Choose words and phrases for effect.\*

### Core Lesson

#### Essential

#### Questions:

1. How can the knowledge of language help us to communicate and understand?
2. How can spoken language be represented in print?
3. How does effective use of vocabulary build social and academic knowledge?

### Core Lesson Big

#### Ideas:

1. Language is used to communicate and to deepen understanding.
2. Spoken language can be represented in print.
3. Effective use of vocabulary builds social and academic knowledge

### Core Lesson

#### Materials:

Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017

Grade Level Novels

### Core Lesson

#### Student

#### Performance

#### Tasks:

adage - a short saying that expresses wisdom  
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 idiom - an expression with a meaning that cannot be understood from the meanings of the individual words  
 interjection - a word that expresses emotion  
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 logical relationship - a reasonable connection between two ideas, things, characters, events, or settings  
 metaphor - a figure of speech that compares one thing to another without the words like or as  
 multiple-meaning word/phrase - a word or phrase that has more than one meaning  
 nuance - a subtle difference or distinction in expression, meaning, or response  
 past perfect verb tense - a perfect tense verb used to express action completed in the past  
 perfect verb tense - a verb tense used to express an action that has been completed  
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 tag question - a short question added to the end of a positive or negative statement  
 thesaurus - a reference tool that contains synonyms  
 verb tense - a verb form that indicates the time in which an action is performed  
 word relationship - a connection or association between words

## STANDARDS

STATE: PA Core Standards (2014)

[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.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.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.

## Unit: Text Dependent Analysis

### Unit

#### Description:

Understand evidence based analysis of Text

### Unit Student Learning Outcomes:

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

### Unit Essential Questions:

1. How does interaction with text provoke thinking and response?
2. How do we use information gained through research to expand knowledge?

3. How can our knowledge and use of the research process promote lifelong learning?

**Unit Big Ideas:**

1. Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text
2. Information to gain or expand knowledge can be acquired through a variety of sources.

**Unit Materials:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017

Grade Level Novels

**Unit Key Terminology & Definitions:**

1. audience - the person or group for whom a selection is written or performed
2. clause - a group of words having its own subject and predicate, forming a simple sentence or part of a compound or complex sentence
3. concluding statement/section - the final sentence/section in a written selection or speech
4. conclusion - the closing or ending of a performance or written selection
5. concrete detail - specific information that is directly stated in text
6. definition - the meaning of a word or phrase
7. description - words that are used to tell or write about something
8. detail - a small part of a whole; specific information about the main idea
9. dialogue - a conversation between two or more persons
10. digital source - An electronic reference used to gather or produce information
11. edit - to correct a written work, checking for grammar, spelling, or punctuation errors
12. event sequence - the order in which events occur
13. evidence - something that shows, proves, or gives reasons for making a judgment
14. fact - information that can be proven true
15. format - the organization or arrangement of something
16. illustration - a picture, diagram, drawing, or map used to explain or decorate
17. informational/informative text - a selection written to inform
18. informative/explanatory text - a written selection intended to explain an idea, a topic, or a process
19. literary text - a written work, such as a novel, poem, or play
20. multimedia - the combines use of several media such as sound, video, or text
21. narrative - a story or description of events that may or may not be true
22. narrator - the person telling the story
23. opinion piece - writing that gives one's beliefs based on thoughts or feelings rather than facts
24. organizational structure - a logical or orderly framework or arrangement
25. pacing - the appropriate development of events or ideas in narrative writing
26. paraphrase - to retell or restate in one's own words
27. plan - a method for doing something that has been thought out ahead of time
28. point of view - the way an author tells a story
29. print source - a printed reference used to gather or produce information
30. publish - the final step in the writing process when the writer shares the work with others
31. purpose - an intended or desired result; aim
32. quotation - material that is repeated exactly
33. reason - a cause for acting, thinking, or feeling a certain way
34. research - careful investigation or study of a topic
35. revise - a step in the writing process used to correct or improve the original work
36. rewrite - to write in a different form or manner; revise
37. sensory detail - a description using the five senses
38. source - a person, place, or thing that provides information
39. summarize - to tell or write briefly about the main ideas in a selection
40. task - an assignment of work to be completed
41. technology - electronic and web-based tools and applications used to access, analyze, and evaluate information
42. text - the actual words in a written selection
43. topic - the main thought or subject of a written work
44. transitional word/phrase/clause - a word, phrase, or clause that connects one idea to another
45. writer's purpose - the reason or reasons an author has for writing a selection

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[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.



<a href="#">CC.1.4.5.H</a> (Advanced)	Introduce the topic and state an opinion on the topic.
<a href="#">CC.1.4.5.I</a> (Advanced)	Provide reasons that are supported by facts and details; draw from credible sources.
<a href="#">CC.1.4.5.J</a> (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.
<a href="#">CC.1.4.5.K</a> (Advanced)	Write with an awareness of style.  ? Use sentences of varying length. ? Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
<a href="#">CC.1.4.5.S</a> (Advanced)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

This Curriculum Map Unit has no Topics to display

## Unit: Speaking and Listening

**Unit Description:** The students will gain an adequate mastery of speaking and listening skills.

**Unit Student Learning Outcomes:** The students will engage effectively in a range of collaborative discussions. They will be able to report on a topic or text including facts, opinions, main ideas and themes while presenting this information in a sequential format.

**Unit Essential Questions:** How does productive oral communication rely on speaking and listening?

**Unit Big Ideas:**

1. Effective speaking and listening are essential for productive communication.
2. Listening provides the opportunity to learn, reflect, and respond.

**Unit Materials:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017

Grade Level Novels

**Unit Key Terminology & Definitions:**

1. claim - a statement of assertion presented as a fact
2. collaborative discussion - to engage in a meaningful conversation with others
3. conclusion - the closing or ending of a performance or written selection
4. detail - a small part of a whole; specific information about the main idea
5. diverse media - a variety of forms used to communicate information
6. elaborate - to give more details
7. evidence - something that shows, proves, or gives reasons for making a judgment
8. fact - information that can be proven true
9. format - the organization or arrangement of something
10. key detail/idea - the single most important part of a whole or a thought
11. main idea - the most important thought or message in a paragraph or story
12. multimedia - the combined use of several media, such as sound, video, or text
13. opinion - a belief based on thoughts or feelings rather than facts
14. presentation - a demonstration, speech, or performance
15. reason - a cause for acting, thinking, or feeling a certain way
16. role - a function or position
17. rule - a guide for conduct or action
18. summarize - to tell or write briefly about the main ideas in a selection
19. text - the actual words in a written selection
20. theme - the main idea or most important idea of a written selection
21. topic - the main thought or subject of a written work
22. visual display - a presentation or an arrangement of data that can be viewed

**STANDARDS: STANDARDS**STATE: PA Core Standards (2014)

<a href="#">CC.1.2.5.J</a> (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.
<a href="#">CC.1.3.5.J</a> (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.
<a href="#">CC.1.5.5.A</a> (Advanced)	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
<a href="#">CC.1.5.5.B</a> (Advanced)	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">CC.1.5.5.C</a> (Advanced)	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
<a href="#">CC.1.5.5.D</a> (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.
<a href="#">CC.1.5.5.F</a> (Advanced)	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

STATE: PA Core Anchors and Eligible Content (2014)

<a href="#">E05.A-K.1.1.1</a> (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 inferential question about a text E05AK1.1.1c: Identify details from the text to support answers to literal and inferential questions
<a href="#">E05.B-K.1.1.2</a> (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
<a href="#">E05.B-K.1.1.3</a> (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
<a href="#">E05.B-C.2.1.1</a> (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
<a href="#">E05.D.2.1.4</a> (Advanced)	Choose words and phrases for effect.*
<a href="#">E05.E.1.1.2</a> (Advanced)	Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
<a href="#">E05.E.1.1.4</a> (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

**Topic: Comprehension and Collaboration**

**Core Lesson Description:** 1. Engage effectively in a range of collaborative discussions.

**Core Lesson Student Learning Outcomes:**

1. Participate in one on one group, and teacher led discussions.
2. Follow agreed upon rules for discussions and carry out assigned roles.
3. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
4. Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
5. Paraphrase portions of the text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
6. Identify the reasons and evidence a speaker provides to support particular points.

**Core Lesson Essential Questions:** How does productive oral communication rely on speaking and listening?

**Core Lesson Big Ideas:**

1. Listening provides the opportunity to learn, reflect, and respond.
2. Effective speaking and listening are essential for productive communication.

**Core Lesson Materials:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017  
Grade Level Novels

**Core Lesson Student Performance Tasks:**

1. claim - a statement of assertion presented as a fact
2. collaborative discussion - to engage in a meaningful conversation with others
3. conclusion - the closing or ending of a performance or written selection
4. detail - a small part of a whole; specific information about the main idea
5. diverse media - a variety of forms used to communicate information
6. elaborate - to give more details
7. evidence - something that shows, proves, or gives reasons for making a judgment
8. fact - information that can be proven true
9. format - the organization or arrangement of something
10. key detail/idea - the single most important part of a whole or a thought
11. main idea - the most important thought or message in a paragraph or story
12. multimedia - the combined use of several media, such as sound, video, or text
13. opinion - a belief based on thoughts or feelings rather than facts
14. presentation - a demonstration, speech, or performance
15. reason - a cause for acting, thinking, or feeling a certain way
16. role - a function or position
17. rule - a guide for conduct or action
18. summarize - to tell or write briefly about the main ideas in a selection
19. text - the actual words in a written selection
20. theme - the main idea or most important idea of a written selection
21. topic - the main thought or subject of a written work
22. visual display - a presentation or an arrangement of data that can be viewed

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.5.5.A \(Advanced\)](#) 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 \(Advanced\)](#) 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.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 inferential question about a text  
E05AK1.1.1c: Identify details from the text to support answers to literal and inferential questions

[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 inferential question about a text  
E05BK1.1.1c: Identify details from the text to support answers to literal and inferential questions

[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).

### Topic: Presentation of Knowledge and Ideas

**Core Lesson Description:** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

**Core Lesson Student Learning Outcomes:**

1. Given issues or problem situations, students gather information and formulate opinions.
2. Students research topics, recording key points on note cards. Students use note cards to organize and present oral reports.
3. Use multi media components in presentations when appropriate to enhance the development of main ideas or themes.
4. Students read story excerpts that model formal and informal English usage. Using Venn diagrams, students record likenesses and differences within word choices, tasks, and situations.
5. Students read two passages within common topics, one passage using formal language and the other using informal.

#### Core Lesson

##### Essential

**Questions:** How does productive oral communication rely on speaking and listening?

#### Core Lesson Big Ideas:

1. Effective speaking and listening are essential for productive communication.
2. Listening provides the opportunity to learn, reflect, and respond.

#### Core Lesson Materials:

Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017

Grade Level Novels

#### Core Lesson

##### Student

##### Performance

##### Tasks:

1. claim - a statement of assertion presented as a fact
2. collaborative discussion - to engage in a meaningful conversation with others
3. conclusion - the closing or ending of a performance or written selection
4. detail - a small part of a whole; specific information about the main idea
5. diverse media - a variety of forms used to communicate information
6. elaborate - to give more details
7. evidence - something that shows, proves, or gives reasons for making a judgment
8. fact - information that can be proven true
9. format - the organization or arrangement of something
10. key detail/idea - the single most important part of a whole or a thought
11. main idea - the most important thought or message in a paragraph or story
12. multimedia - the combined use of several media, such as sound, video, or text
13. opinion - a belief based on thoughts or feelings rather than facts
14. presentation - a demonstration, speech, or performance
15. reason - a cause for acting, thinking, or feeling a certain way
16. role - a function or position
17. rule - a guide for conduct or action
18. summarize - to tell or write briefly about the main ideas in a selection
19. text - the actual words in a written selection
20. theme - the main idea or most important idea of a written selection
21. topic - the main thought or subject of a written work
22. visual display - a presentation or an arrangement of data that can be viewed

### STANDARDS

STATE: PA Core Standards (2014)

[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.

STATE: PA Core Anchors and Eligible Content (2014)

[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.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.

### Unit: Reading Foundational Skills

**Unit Description:** Foster an understanding and working knowledge of concept of print, the alphabetic principle, and other basic conventions of the English writing system.

Develop proficient readers with the capacity to comprehend text across a range of types and disciplines.

**Unit Student Learning Outcomes:**

1. Know and apply grade-level phonics and word analysis skills in decoding words.
2. Read with sufficient accuracy and fluency to support comprehension.

**Unit Essential Questions:**

1. How does reading fluency help you better comprehend the text?
2. How does having phonemic awareness help in decoding unknown words in the text?

**Unit Big Ideas:**

1. Effective fluency supports comprehension.
2. Knowledge of grade level phonics helps in word decoding.

**Unit Materials:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017

Grade Level Novels

**Unit Key Terminology & Definitions:**

1. comprehension - the ability to understand the meaning of something that is read or spoken
2. context - the parts of a written or spoken statement that precede or follow a specific word or passage
3. expression - a way of showing feelings using the voice or body gestures
4. fluency - to speak or write easily, smoothly, or readily
5. morphology - the study of the patterns of word formation in a particular language
6. multisyllabic word - a word that contains more than one unit of sound or syllable
7. phonics - the study of the sounds of letters, letter groups, and syllables
8. poem/poetry - a composition written in verse that often uses rhythm and or rhyme
9. prose - the ordinary form of spoken or written language; not poetry
10. rate - the degree of speed or progress
11. syllabication pattern - the basic pattern in which English syllables are grouped according to their consonant and vowel sounds

### 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.

### Topic: Phonics and Word Recognition

**Core Lesson Description:**

1. Know and apply grade-level phonics and word analysis skills in decoding words

**Core Lesson Student Learning Outcomes:** 1. Can combine knowledge of letter sound correspondences, syllabication patterns, and morphology such as roots and affixes to read accurately unfamiliar multisyllabic words in context and out of context.

**Core Lesson Essential Questions:** 1. How does having phonemic awareness help in decoding unknown words in the text?

**Core Lesson Big Ideas:** Knowledge of grade level phonics helps in word decoding.

**Core Lesson Materials:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017  
Grade Level Novels

**Core Lesson Student Performance Tasks:**

1. comprehension - the ability to understand the meaning of something that is read or spoken
2. context - the parts of a written or spoken statement that precede or follow a specific word or passage
3. expression - a way of showing feelings using the voice or body gestures
4. fluency - to speak or write easily, smoothly, or readily
5. morphology - the study of the patterns of word formation in a particular language
6. multisyllabic word - a word that contains more than one unit of sound or syllable
7. phonics - the study of the sounds of letters, letter groups, and syllables
8. poem/poetry - a composition written in verse that often uses rhythm and or rhyme
9. prose - the ordinary form of spoken or written language; not poetry
10. rate - the degree of speed or progress
11. syllabication pattern - the basic pattern in which English syllables are grouped according to their consonant and vowel sounds

## 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.

## Topic: Fluency

**Core Lesson Description:** 1. Read with sufficient accuracy and fluency to support comprehension.

**Core Lesson Student Learning Outcomes:** 1. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.  
2. use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Core Lesson Essential Questions:** 1. How does reading fluency help you better comprehend the text?

**Core Lesson Big Ideas:** 1. Effective fluency supports comprehension.

**Core Lesson Materials:** Wonders. New York, New York: Macmillan McGraw Hill, Inc., 2017  
Grade Level Novels

**Core Lesson Student Performance Tasks:**

1. comprehension - the ability to understand the meaning of something that is read or spoken
2. context - the parts of a written or spoken statement that precede or follow a specific word or passage
3. expression - a way of showing feelings using the voice or body gestures
4. fluency - to speak or write easily, smoothly, or readily
5. morphology - the study of the patterns of word formation in a particular language
6. multisyllabic word - a word that contains more than one unit of sound or syllable
7. phonics - the study of the sounds of letters, letter groups, and syllables
8. poem/poetry - a composition written in verse that often uses rhythm and or rhyme

9. prose - the ordinary form of spoken or written language; not poetry
10. rate - the degree of speed or progress
11. syllabication pattern - the basic pattern in which English syllables are grouped according to their consonant and vowel sounds

## **STANDARDS**

STATE: PA Core Standards (2014)

[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.