
Fifth Grade Reading

Curriculum Guide

Dunmore School District

Dunmore, PA



**Dunmore School District
Curriculum Guide**

Fifth Grade Reading

Prerequisite:

- Successful completion of fourth grade

Course Description:

In fifth grade, students broaden and deepen their understanding of informational and literary text. They compare and contrast a variety of texts and character and plot events within stories. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. They use textual evidence and quote accurately to support their analyses and interpretations. Using evidence from multiple texts, students discuss, reflect, and respond to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author.

Special Education:

After a student has been evaluated and found to be eligible for specially designed instruction under one of the 13 disability categories, an individualized education plan will be developed to help the student succeed through a more intense intervention program. Special Education is the practice of educating students in a way that addresses their individual differences and needs. The purpose of special education is to provide equal access to education for children ages birth through 21 by providing specialized services that will lead to school success in general education. Our goal for each student is for him/her to be educated in his/her least restrictive environment with additional supports by way of specially designed instruction. After all interventions in the general education setting have been exhausted and the student is still not making progress, students can receive direct instruction in a special education classroom. Direct instruction provides more intense intervention and replacement instruction in order to minimize skill deficits. In our special education classrooms, students will have access to the standards-based general education curriculum, as well as using various research-based intervention programs. Resources and activities will be adjusted based on individual student needs. Suggested time found within the curriculum will be adjusted as needed per individual student's needs.

Special Education Strategies can be located in the IEP Enhancements table located in Appendix: A at the end of this document.

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Year-at-a-glance

Subject: Fifth Grade Reading	Grade Level: 5	Date Completed: 3/12/2019
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1st Quarter

Topic	Resources	Standards
Stories Worth Telling	Approved textbook Workbook Flocabulary.com PowerPoint Presentations Scholastic Storyworks Teachers Pay Teachers Graphic Organizers	1.1 Foundational Skills 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listening

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2nd Quarter

Topic	Resources	Standards
<p>The Power of Perspective</p>	<p>Approved textbook</p> <p>“The Three Little Pigs” by Patricia Seibert</p> <p>“The True Story of the Three Little Pigs” by Jon Scieszka and Lane Smith</p> <p>“The Road Not Taken” by Robert Frost</p> <p>Workbook</p> <p>PowerPoint Presentations</p> <p>Scholastic Storyworks</p> <p>Teachers Pay Teachers</p> <p>Newsela</p> <p>Graphic Organizers</p>	<p>1.1 Foundational Skills</p> <p>1.3 Reading Literature</p> <p>1.4 Writing</p> <p>1.5 Speaking and Listening</p>

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3rd Quarter

Topic	Resources	Standards
<p>Living in a Complex World</p>	<p>Approved textbook</p> <p>Workbook</p> <p>PowerPoint</p> <p>Scholastic Storyworks</p> <p>Teachers Pay Teachers</p> <p>Newsela</p> <p>Graphic Organizers</p>	<p>1.1 Foundational Skills</p> <p>1.3 Reading Literature</p> <p>1.4 Writing</p> <p>1.5 Speaking and Listening</p>
<p>Relationships Shape Us</p>	<p>Literary Text <i>Bridge to Terabithia</i> (example)</p> <p>PowerPoint Presentation</p> <p>Graphic Organizers</p> <p>Teachers Pay Teachers</p>	<p>1.1 Foundational Skills</p> <p>1.3 Reading Literature</p> <p>1.4 Writing</p> <p>1.5 Speaking and Listening</p>

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4th Quarter

Topic	Resources	Standards
All Units Review	Approved textbook Workbook PowerPoint Scholastic Storyworks Teachers Pay Teachers Newsela Graphic Organizers	1.1 Foundational Skills 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listening

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Stories Worth Telling (Foundational Skills/Reading)	Text Analysis Plot Character/Character Traits Conflict Theme Setting Figurative Language Simile Metaphor Personification Idiom Hyperbole Alliteration Onomatopoeia Greek and Latin Roots Affixes	Approved textbook Workbook Flocabulary.com PowerPoint Presentations Scholastic Storyworks Teachers Pay Teachers Graphic Organizers	Teacher prepared tests and quizzes Collins Writing	35 days

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	<p>Vocabulary:</p> <ul style="list-style-type: none">• Dismiss• Intentions• Despair• Descended• Seek• Accompany• Delicacies• Consented• Tasks• Consulted• Detected• Proceeded• Previous• Recover• Pursuit• Urgency			
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- 1.1 Foundational Skills
- 1.3 Reading Literature
- 1.4 Writing
- 1.5 Speaking and Listening

Anchor Descriptor:

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

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Eligible Content:

- E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
- E05.A-K.1.1.2 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.
- E05.A-K.1.1.3 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).
- E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
- E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- E05.A-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identify which reasons and evidence support which point(s).
- E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tenses.
- E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.
- E05.D.1.2.1 Use punctuation to separate items in a series.
- E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.
- E05.D.1.2.5 Spell grade-appropriate words correctly.
- E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*)
- E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
- E05.E.1.1.6 Provide a concluding section related to the analysis presented.

PA Core Standards: ELA

- CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words.
- CC.1.1.5.E Read with accuracy and fluency to support comprehension.
- CC.1.2.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
- CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
- CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.
- CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
- CC.1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

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

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

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

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

CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

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

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

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
The Power of Perspective (Reading)	<p>Text Analysis</p> <p>Inferencing</p> <p>Main Idea</p> <p>Summarize</p> <p>Point of View</p> <p>Text Analysis</p> <p>Cite Evidence</p> <p>Poetry</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Injury • Couple • Mournful • Sympathy • Delivering • Shrieks • Decency • Ventured • Emerged • Unreasonable • Attraction • Inquire • Discussions • Sprawled • Focused 	<p>Approved textbook</p> <p>“The Three Little Pigs” by Patricia Seibert</p> <p>“The True Story of the Three Little Pigs” by Jon Scieszka and Lane Smith</p> <p>“The Road Not Taken” by Robert Frost</p> <p>Workbook</p> <p>PowerPoint Presentations</p> <p>Scholastic Storyworks</p> <p>Teachers Pay Teachers</p> <p>Newsela</p> <p>Graphic Organizers</p>	<p>Teacher prepared tests and quizzes</p> <p>Collins Writing</p>	<p>35 days</p>

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1.2 Reading Informational Text

1.3 Reading Literature

1.4 Writing

1.5 Speaking and Listening

Anchor Descriptor:

E05.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E05.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E05.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E05.C.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

E05.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.

E05.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts .

E05.A-K.1.1 Demonstrate understanding of key ideas and details in literature.

E05.A-C.2.1 Demonstrate understanding of craft and structure in literature.

E05.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E05.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

Eligible Content:

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

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

E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

E05.C.1.1.1 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.

E05.C.1.1.2 Provide logically ordered reasons that are supported by facts and details.

E05.C.1.1.5 Provide a concluding section related to the opinion presented.

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

E05.A-K.1.1.2 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.

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

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

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conveyed in the text.

E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

PA Core Standards: ELA

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

CC.1.1.5.E Read with accuracy and fluency to support comprehension.

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

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

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

CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.

CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.

CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

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

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

CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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

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

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

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

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

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

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

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

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

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CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.

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

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

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Living in a Complex World (Reading)	<p>Text Analysis</p> <p>Draw Conclusions</p> <p>Text Structure</p> <p>Main Idea</p> <p>Cite Evidence</p> <p>Vocabulary:</p> <ul style="list-style-type: none"> • Navigation • Instruct • Patriots • Tyrant • Start • Governor • Inspect • Specimens • Murky • Dormant • Transferred • Scoured • Biology • Research • Observer • Damages • Property • Available • Contact • Atmosphere • Destruction • Surge 	<p>Approved textbook</p> <p>Workbook</p> <p>PowerPoint</p> <p>Scholastic Storyworks</p> <p>Teachers Pay Teachers</p> <p>Newsela</p> <p>Graphic Organizers</p>	<p>Teacher prepared tests and quizzes</p> <p>Collins Writing</p>	<p>35 days</p>

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1.2 Reading Informational Text

1.3 Reading Literature

1.4 Writing

1.5 Speaking and Listening

Anchor Descriptor:

E05.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.

E05.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.

E05.B-V.4.1 Demonstrate understanding of vocabulary and figurative language in informational texts.

E05.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.

E05.C.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

E05.A-K.1.1 Demonstrate understanding of key ideas and details in literature

E05.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.

E05.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

E05.D.1.1 Demonstrate command of the conventions of standard English grammar and usage.

E05.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.

Eligible Content:

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

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

E05.B-K.1.1.3 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.

E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

E05.B-C.2.1.2 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.

E05.B-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.

E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

E05.A-K.1.1.2 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

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how the speaker in a poem reflects upon a topic; summarize the text.

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

E05.A-K.1.1.3 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).

E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

E05.A-V.4.1.2 Demonstrate understanding of figurative language word relationships, and nuances in word meanings.

E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.

E05.D.1.1.4 Recognize and correct inappropriate shifts in very tenses.

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

E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*)

E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E05.E.1.1.6 Provide a concluding section related to the analysis presented.

PA Core Standards: ELA

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

CC.1.1.5.E Read with accuracy and fluency to support comprehension.

CC.1.2.5.A 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 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 more individuals, events, ideas, or concepts in a text based on specific information in the text.

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

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

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

CC.1.2.5.G 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 Determine how an author supports particular points in a text through reasons and evidence.

CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.

CC.1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

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

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

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

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

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

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

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

CC.1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CC.1.4.5.E Write with an awareness of style.

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

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

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

CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

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

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

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
Relationships Shape Us (Reading)	Text Analysis Character Analysis Cite Evidence Compare/Contrast Story Elements Figurative Language	Literary Text <i>Bridge to Terabithia</i> (example) PowerPoint Presentation Graphic Organizers Teachers Pay Teachers	Teacher prepared tests and quizzes Collins Writing	35 days
<p>1.1 Foundational Skills 1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listening</p> <p>Anchor Descriptor: E05.A-K.1.1 Demonstrate understanding of key ideas and details in literature. E05.A-C.2.1 Demonstrate understanding of craft and structure in literature. E05.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature. E05.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.</p> <p>Eligible Content: E05.A-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text. E05.A-K.1.1.2 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. E05.A-K.1.1.3 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). E05.A-C.2.1.1 Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s purpose and explain how it is</p>				

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conveyed in the text.

E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.

E05.E.1.1.6 Provide a concluding section related to the analysis presented.

PA Core Standards: ELA

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

CC.1.1.5.E Read with accuracy and fluency to support comprehension.

CC.1.2.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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

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

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

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

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

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

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

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

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

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

CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.

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

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

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

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General Topic	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time (In Days)
All Units Review	Text Analysis Story Elements Figurative Language Inferencing Main Idea Summarize Draw Conclusions Cite Evidence Greek & Latin Roots Idioms	Approved textbook Workbook PowerPoint Scholastic Storyworks Teachers Pay Teachers Newsela Graphic Organizers	Teacher prepared tests and quizzes Collins Writing	40 days
1.2 Reading Informational Text 1.3 Reading Literature 1.4 Writing 1.5 Speaking and Listening				

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Appendix: A			
IEP Enhancements			
General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Stories Worth Telling (Foundational Skills/Reading)	<ul style="list-style-type: none"> • Preferential Seating • Visual Aids • Small group reteach • One-on-One Instruction provided • Scratch paper provided for additional work space • Colored Overlay • Colored Paper • Larger lined paper for writing assignments • Writing sample provided • Graphic Organizer • Assistive Technology • Breaking tasks down into more manageable units • Word Banks provided • Copy of notes provided • Copy of Vocabulary • Orally read writing prompts • Orally read questions • Reduce the number of questions on page • Larger font • Work space provided • Highlight directions • Word Bank provided • Audio Recording of Text 	<ul style="list-style-type: none"> • Text analysis • Conflict • Theme 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chuck tests into more manageable units • Word banks • Color overlay • Colored paper • Larger print • Assistive technology <p>Suggested Time: 35 days as specified in the curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>The Power of Perspective (Reading)</p>	<ul style="list-style-type: none"> • Preferential Seating • Visual Aids • Small group reteach • One-on-One Instruction provided • Scratch paper provided for additional work space • Colored Overlay • Colored Paper • Larger lined paper for writing assignments • Writing sample provided • Graphic Organizer • Assistive Technology • Breaking tasks down into more manageable units • Word Banks provided • Copy of notes provided • Copy of Vocabulary • Orally read writing prompts • Orally read questions • Reduce the number of questions on page • Larger font • Work space provided • Highlight directions • Word Bank provided • Audio Recording of Text 	<ul style="list-style-type: none"> • Inferencing • Main Idea • Summarize • Point of View • Text Analysis • Cite Evidence • Poetry 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunk tests into more manageable units • Word Banks • Color Overlay • Colored Paper • Larger print • Assistive technology <p>Suggested Time: 35 days as specified in the curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
<p>Living in a Complex World (Reading)</p>	<ul style="list-style-type: none"> • Audio Recording of Text • Preferential Seating • Visual Aids • Small group reteach • One-on-One Instruction provided • Scratch paper provided for additional work space • Colored Overlay • Colored Paper • Larger lined paper for writing assignments • Writing sample provided • Graphic Organizer • Assistive Technology • Breaking tasks down into more manageable units • Word Banks provided • Copy of notes provided • Copy of Vocabulary • Orally read writing prompts • Orally read questions • Reduce the number of questions on page • Larger font • Work space provided • Highlight directions • Word Bank provided • Extended time to complete assignments 	<ul style="list-style-type: none"> • Text analysis • Draw Conclusions • Text Structure • Main Idea • Cite Evidence 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunk tests into more manageable units • Word Banks • Color Overlay • Colored Paper • Larger print • Assistive technology <p>Suggested Time: 35 days as specified in the curriculum with additional time as needed per individual student</p>

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General Topic:	Specially Designed Instruction:	Additional Vocabulary:	Assessments/Suggested Time:
Relationships Shape Us (Reading)	<ul style="list-style-type: none"> • Preferential Seating • Visual Aids • Small group reteach • One-on-One Instruction provided • Scratch paper provided for additional work space • Colored Overlay • Colored Paper • Larger lined paper for writing assignments • Writing sample provided • Graphic Organizer • Assistive Technology • Breaking tasks down into more manageable units • Word Banks provided • Copy of notes provided • Copy of Vocabulary • Orally read writing prompts • Orally read questions • Reduce the number of questions on page • Larger font • Work space provided • Highlight directions • Word Bank provided • Extended time to complete assignments • Audio Recording of Text 	<ul style="list-style-type: none"> • Text Analysis • Character Analysis • Cite Evidence • Compare/Contrast • Story Elements • Figurative Language 	<p>Assessments:</p> <ul style="list-style-type: none"> • Extended time to complete • Elimination of 1-2 Answer Choices • Questions & Answer Choices read aloud • Use of highlighter to highlight important details • Frequent Breaks to maintain focus • Modified Assessments • Provide Study Guides • Change testing location • Chunk tests into more manageable units • Word Banks • Color Overlay • Colored Paper • Larger print • Assistive technology <p>Suggested Time: 35 days as specified in the curriculum with additional time as needed per individual student</p>
All Units Review	As listed above		