

1.2 Informational

Subject/Grade	ELA			Date Last Reviewed/ Revised		
Grade/ Course	Big Idea(s)	Unit Concepts Competencies	PA Core Standards	Eligible Content	Vocab	Differentiation
5	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	<u>Point of View</u> - 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.D	E05.B-C.2.1.1		<ul style="list-style-type: none"> • Small Group Instruction • Assessments given with fewer choices (3 compared to 4) • Dictate Writings (Students speak and teacher writes) • Enrichment/Remediation through MTS • Students can have questions read upon request • Challenge activities • Project
	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	<u>Text Structure</u> - Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).	CC.1.2.5.E	E05.B-C.2.1.2		
	An expanded vocabulary enhances one's ability to express ideas and information.	<u>Vocabulary</u> - Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	CC.1.3.5.F	E05.A-V.4.1.1 E05.A-V.4.1.2		

	Effective readers use appropriate strategies to construct meaning.	<u>Diverse Media</u> - 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.G			<p>based assessments</p> <ul style="list-style-type: none"> • Leveled ebooks, Leveled Readers
	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.					
	Effective readers use appropriate strategies to construct meaning.	<u>Evaluating Arguments</u> - Determine how an author supports particular points in a text through reasons and evidence.	CC.1.2.5.H			
	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	<u>Analysis Across Texts</u> - Integrate information from several texts on the same topic to demonstrate understanding of that topic.	CC.1.2.5.I	E05.B-C.3.1.2 E05.B-C.3.1.3		
	Effective readers use appropriate strategies to construct meaning.	<u>Main Idea</u> - Determine two or more main ideas in a	CC.1.2.5.A	E05.B-K.1.1.2		

		text and explain how they are supported by key details; summarizing the text.				
	Effective readers use appropriate strategies to construct meaning.	<u>Text Analysis</u> - Cite textual evidence by quoting accurately from the text to explain how they are supported by key details; summarizing the text.	CC.1.2.5.B	E05.B-K.1.1.1		
	Effective readers use appropriate strategies to construct meaning.					
	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.					
	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.					
	Effective readers use appropriate strategies to construct meaning.	<u>Text Analysis</u> - Explain the relationship or interaction between	CC.1.2.5.C	E05.B-K.1.1.3		

		two or more individuals, events, ideas, or concepts in a text based on specific information in the text.				
	Effective readers use appropriate strategies to construct meaning	<u>Range of Reading</u> - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.5.L			
	An expanded vocabulary enhances one's ability to express ideas and information	<u>Vocabulary Acquisition and Use</u> - 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.J	E05.B-V.4.1.1 E05.B-V.4.1.2		
	Effective readers use appropriate strategies to construct meaning.	<u>Vocabulary Acquisition and Use</u> - Determine or clarify	CC.1.2.5.K	E05.B-V.4.1.1		

	An expanded vocabulary enhances one's ability to express ideas and information.	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.				
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1.3 Literature

Subject/Grade	ELA			Date Last Reviewed/ Revised		
Grade/ Course	Big Idea(s)	Unit Concepts Competencies	PA Core Standards	Eligible Content	Vocab	Differentiation
5	Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.	<u>Point of View</u> : - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	CC.1.3.5.D	E05.A-C.2.1.1	Accounts Similarities Differences	<ul style="list-style-type: none"> • Small Group Instruction • Assessments given with fewer choices (3 compared to 4) • Dictate Writings (Students speak and teacher writes) • Enrichment/Remediation through MTS • Students can have questions read upon request • Challenge activities • Project based assessments
	Effective readers	<u>Text Structure</u> -	CC.1.3.5.E	E05.A-V.4.1.1		

5	use appropriate strategies to construct meaning.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.		E05.A-V.4.1.2	Interpret	
	An expanded vocabulary enhances one's ability to express ideas and information.	<u>Vocabulary</u> - Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.	CC.1.3.5.F	E05.A-V.4.1.1 E05.A-V.4.1.2	Analyze Multimedia a Tone	
	Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	<u>Sources of Information</u> - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale,	CC.1.3.5.G		Genre	

5	<p>Effective readers use appropriate strategies to construct meaning.</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</p> <p>Effective readers use appropriate strategies to construct meaning.</p> <p>Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.</p> <p>Effective readers use appropriate strategies to</p>	<p>myth, poem).</p> <p><u>Text Analysis</u> - Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p> <p><u>Theme</u> - 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.</p> <p><u>Text analysis</u> - Cite textual evidence by quoting accurately from the text to</p>	<p>CC.1.3.5.H</p> <p>CC.1.3.5.A</p> <p>CC.1.3.5.B</p>	<p>EO5.A-C.3.1.1</p> <p>EO5.A-K.1.1.2</p> <p>EO5.A-K.1.1.1</p>	<p>Evidence Quoting</p>	
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	construct meaning.	explain what the text says explicitly and make inferences.				
	Effective readers use appropriate strategies to construct meaning.	<u>Literary Elements</u> - 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.C	E05.A-K.1.1.3		
	Effective readers use appropriate strategies to construct meaning	<u>Range of reading</u> - Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.5.K			
	Effective readers use appropriate strategies to construct meaning.	<u>Strategies</u> - Determine or clarify the meaning of unknown and multiple-meaning words and phrases	CC.1.3.5.I	E05.A-V.4.1.1		
	An expanded					

	<p>vocabulary enhances one's ability to express ideas and information.</p> <p>An expanded vocabulary enhances one's ability to express ideas and information</p>	<p>based on grade level reading and content choosing flexibly from a range of strategies and tools.</p> <p><u>Vocabulary acquisition and use</u> - 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.</p>	CC.1.3.5.J	<p>E05.A-V.4.1.1 E05.A-V.4.1.2</p>		
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1.4 Conventions

Subject/Grade	ELA			Date Last Reviewed/ Revised		
Grade/ Course	Big Idea(s)	Unit Concepts Competencies	PA Core Standards	Eligible Content	Vocab	Differentiation

5	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	<p>Focus for Writing</p> <p><u>Informational:</u> Identify and introduce the topic clearly.</p> <p><u>Opinion:</u> Introduce the topic and state an opinion on the topic.</p> <p><u>Narrative:</u> Orient the reader by establishing a situation and introducing a narrator and/or characters.</p>	<p>CC.1.4.5.B</p> <p>CC.1.4.5.H</p> <p>CC.1.4.5.N</p>	<p>E05.C.1.2.1</p> <p>E05.E.1.1.1</p> <p>E05.C.1.1.1</p> <p>E05.C.1.3.1</p>		<ul style="list-style-type: none"> • Small Group Instruction • Assessments given with fewer choices (3 compared to 4) • Dictate Writings (Students speak and teacher writes) • Enrichment/Remediation through MTS • Students can have questions read upon request • Challenge activities • Project based assessments
5	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	<p>Content for Writing</p> <p><u>Informational:</u> 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 aid comprehension.</p> <p><u>Opinion:</u> Provide reasons that are supported by facts</p>	<p>CC.1.4.5.C</p> <p>CC.1.4.5.I</p> <p>CC.1.4.5.O</p>	<p>E05.C.1.2.2</p> <p>E05.E.1.1.2</p> <p>E05.C.1.3.2</p> <p>E05.C.1.3.4</p>		

		and details; draw from credible sources. <u>Narrative:</u> Use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.				
5	Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.	Organization for Writing <u>Informational:</u> 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. <u>Opinion:</u> Create an organizational structure that includes related	CC.1.4.5.D CC.1.4.5.J CC.1.4.5.P	E05.C.1.2.1 E05.C.1.2.3 E05.C.1.2.6 E05.E.1.1.1 E05.E.1.1.3 E05.E.1.1.6 E05.C.1.1.1 E05.C.1.1.3 E05.C.1.1.5 E05.C.1.3.1 E05.C.1.3.3 E05.C.1.3.5		

		<p>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.</p> <p><u>Narrative</u>: 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.</p>				
5	<p>Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.</p>	<p>Writing Style</p> <p>Write with an awareness of style.</p>	<p>CC.1.4.5.E</p> <p>CC.1.4.5.K</p> <p>CC.1.4.5.Q</p>	<p>E05.C.1.2.4</p> <p>E05.C.1.2.5</p> <p>E05.D.2.1.1</p> <p>E05.D.2.1.2</p> <p>E05.D.2.1.3</p> <p>E05.D.2.1.4</p> <p>E05.E.1.1.4</p> <p>E05.E.1.1.5</p>	<p>Formal style</p> <p>Informal Style</p>	

				E05.C.1.1.4 E05.C.1.3.4		
5	Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.	Writing Conventions Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.5.R CC.1.4.5.L CC.1.4.5.F	E05.D.1.1.1 E05.D.1.1.2 E05.D.1.1.3 E05.D.1.1.4 E05.D.1.1.5 E05.D.1.1.6 E05.D.1.1.7 E05.D.1.1.8 E05.D.1.2.1 E05.D.1.2.2 E05.D.1.2.3 E05.D.1.2.4 E05.D.1.2.5	Transition al words, phrases, clauses Concrete words Perfect tense Correlativ e conjunctions Verb shifts Underlinin g Italics	
5	Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	Response to Literature Draw evidence from text to support analysis, reflection, and research.	CC.1.4.5.B CC.1.4.5.C CC.1.4.5.D CC.1.4.5.E CC.1.4.5.H CC.1.4.5.I CC.1.4.5.J CC.1.4.5.Q CC.1.4.5.S	E05.E.1.1.1 E05.E.1.1.2 E05.E.1.1.3 E05.E.1.1.4 E05.E.1.1.5 E05.E.1.1.6		
5	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy	Production and Distribution of Writing With guidance and support from peers	CC.1.4.5.T			

	techniques.	and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
5	Effective research requires multiple sources of information to gain or expand knowledge.	Technology and Publication With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	CC.1.4.5.U			
5	Effective research requires multiple sources of information to gain or expand knowledge.	Conducting Research With guidance and support from peers and adults, develop and strengthen	CC.1.4.5.V			

		writing as needed by planning, revising, editing, rewriting, or trying a new approach.				
5	Effective research requires multiple sources of information to gain or expand knowledge.	<p>Credibility, Reliability, and Validity of Sources</p> <p>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.</p>	CC.1.4.5.W			
5	Audience and purpose influence a writer's choice of organizational pattern, language, and literacy techniques.	<p>Range of Writing</p> <p>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,</p>	CC.1.4.5.X			

		purposes and audiences.				
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1.5 Writing / Listening / Speaking

Subject/Grade	ELA			Date Last Reviewed/ Revised		
Grade/ Course	Big Idea(s)	Unit Concepts Competencies	PA Core Standards	Eligible Content	Vocab	Differentiation
5	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	Collaborative Discussion 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.A			<ul style="list-style-type: none"> • Small Group Instruction • Assessments given with fewer choices (3 compared to 4) • Dictate Writings (Students speak and teacher writes) • Enrichment/Remediation through MTS • Students can have questions read upon request • Challenge activities • Project based assessments
5	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	Critical Listening Summarize the main points of written text read aloud or information	CC.1.5.5.B			

		presented in diverse media and formats, including visually, quantitatively, and orally..				
5	Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.	<p>Evaluating Information</p> <p>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>	CC.1.5.5.C			
5	Effective speakers prepare and communicate messages to address the audience and purpose	<p>Conventions of Standard English</p> <p>Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.</p>	CC.1.5.5.G			
5	Effective speakers prepare and	Multimedia	CC.1.5.5.F			

	communicate messages to address the audience and purpose.	Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.				
5	Effective speakers prepare and communicate messages to address the audience and purpose	<p>Purpose, Audience and Task</p> <p>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.</p>	CC.1.5.5.D		Sequencing Logically	
5	Effective speakers prepare and communicate messages to address the	<p>Context</p> <p>Adapt speech to a variety of contexts</p>	CC.1.5.5.E			

	audience and purpose	and tasks, using formal English when appropriate to task and situation.				
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