

**Berlin Brothersvalley School District**  
**ELA**  
**5th Grade Curriculum Framework**  
**1st Nine Weeks**

| <b><u>Big Idea(s) of 1st nine weeks</u></b>   | <b><u>Concept(s) of 1st nine weeks</u></b>   | <b><u>Competencies of 1st nine weeks</u></b>  | <b><u>Essential Questions of 1st nine weeks</u></b>  |
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| Effective readers use appropriate strategies to construct meaning.  | <b>Students will know:</b> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Narrative writing</li> <li>• Story elements</li> <li>• Context clues</li> <li>• Sequence of events</li> <li>• Long and short vowels</li> <li>• Parts of speech</li> </ul> | <b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Identify theme</li> <li>• Create narrative writing</li> <li>• Identify story elements</li> <li>• Use context clues</li> <li>• Identify sequence of events</li> <li>• Spell correctly with long and short vowels</li> <li>• Identify parts of speech</li> </ul>  | How do strategic readers create meaning from informational and literary text?  |
| <b><u>Unit/Chapter/Selection of Study</u></b>   | <b><u>Approx. # of weeks - % of time</u></b>   | <b><u>PA Academic Standards</u></b>   | <b><u>Assessment Anchors &amp; Eligible Content</u></b>  |
| <p style="text-align: center;"><b>Humorous Fiction</b></p> <p>Story Map( Character, settings events, conflict, resolution<br/> Theme<br/> Irony<br/> Author's point of view<br/> Summarize<br/> Context Clues</p> <p style="text-align: center;"><b>Grammar</b></p> <p>Complete Sentences and<br/> Fragments<br/> Possessive nouns</p> <p style="text-align: center;"><b>Spelling</b></p> <p>Short Vowels</p> | 10 days  | <p style="text-align: center;"><b>C.C.1.3.5.C</b></p> <p>Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p style="text-align: center;"><b>C.C.1.3.5.A</b></p> <p>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 style="text-align: center;"><b>C.C.1.3.5.K</b></p> <p>Read and comprehend literary</p> | <p style="text-align: center;"><b>E05.A-K.1.1.3</b></p> <p>Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).</p> <p style="text-align: center;"><b>E05.A-K.1.1.2</b></p> <p>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</p> |

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| <p>Syllable Division</p> <p><b>Writing</b></p> <p>Narrative Short Stories</p> |  | <p>fiction on grade level, reading independently and proficiently.</p> <p><b>C.C.1.1.5.D</b><br/> 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.</p> <p><b>C.C.1.4.5.M</b><br/> Write narratives to develop real or imagined experiences or events.</p> <p><b>C.C.1.4.5.N</b><br/> Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p><b>C.C.1.4.5.O</b><br/> 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> | <p>the speaker in a poem reflects upon a topic; summarize the text.</p> <p><b>E05.C.1.3.1</b><br/> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.</p> <p><b>E05.C.1.3.2</b><br/> Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.</p> <p><b>E05.C.1.3.4</b><br/> Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>E05.D.1.1.1</b><br/> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> |
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|  |  | <p><b>C.C.1.4.5.R</b><br/> <b>C Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></p> <p><b>CC.1.1.5.E</b><br/> <b>Read with accuracy and fluency to support comprehension:</b> • 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.</p> <p><b>CC.1.5.5.C</b><br/> <b>Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</b></p> <p><b>CC.1.5.5.F</b><br/> <b>Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or</b></p> | <p><b>E05.D.1.1.2</b><br/> <b>Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</b></p> <p><b>E05.D.1.1.3</b><br/> <b>Use verb tense to convey various times, sequences, states, and conditions.</b></p> <p><b>E05.D.1.1.4</b><br/> <b>Recognize and correct inappropriate shifts in verb tense.</b></p> <p><b>E05.D.1.1.5</b><br/> <b>Use correlative conjunctions (e.g., either/or, neither/nor).</b></p> <p><b>E05.D.1.1.6</b><br/> <b>Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</b></p> <p><b>E05.D.1.1.7</b><br/> <b>Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</b></p> |
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|  |  | <p>themes.</p> <p>CC.1.5.5.G</p> <p>Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.</p> | <p>E05.D.1.1.8</p> <p>Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E05.D.1.2.2</p> <p>Use a comma to separate an introductory element from the rest of the sentence.</p> <p>E05.D.1.2.3</p> <p>Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).</p> <p>E05.D.1.2.4</p> <p>Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E05.D.1.2.5</p> <p>Spell grade-appropriate words correctly.</p> |
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| <u>Unit/Chapter/Selection of Study</u>   | <u>Approx. # of weeks - % of time</u> | <u>PA Academic Standards</u>  | <u>Assessment Anchors &amp; Eligible Content</u>   |
|--|---------------------------------------|---|--|
| <p><b>Plays and FairyTails</b><br/> Theme<br/> Elements of Drama<br/> Character<br/> Dialogue<br/> Stage Directions<br/> Scenes<br/> Characterization</p> <p>Questioning: Prediction</p> <p><b>Grammar</b><br/> Types of sentences<br/> Declarative, Imperative,<br/> Interrogative, Exclamatory<br/> Writing and Identify Sentence types<br/> Prefixes: non, un, dis, mis</p> <p>Spelling Long a and Long e</p> <p><b>Writing</b><br/> Descriptive Narrative Writing<br/> Main idea and detail sentences<br/> Sensory words</p> | <p>8 days</p>                         | <p><b>C.C.1.3.5.E</b><br/> Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p><b>C.C.1.3.5.G</b><br/> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p><b>C.C.1.3.5.D</b><br/> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>C.C.1.4.5.P</b><br/> 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.</p> | <p><b>E05.A-C.2.1.1</b><br/> Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.</p> <p><b>E05.C.1.3.1</b><br/> Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.</p> <p><b>E05.C.1.3.3</b><br/> Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p><b>E05.C.1.3.5</b><br/> Provide a conclusion that follows from the narrated experiences or events.</p> <p><b>E05.C.1.3.4</b></p> |

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|  |  | <p><b>C.C.1.4.5.Q</b><br/>Write with an awareness of style.<br/>Use sentences of varying length.<br/>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> | <p>Use concrete words and phrases and sensory details to convey experiences and events precisely.</p> <p><b>E05.D.2.1.1</b><br/>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p><b>E05.D.2.1.2</b><br/>Choose words and phrases to convey ideas precisely.</p> <p><b>E05.D.2.1.3</b><br/>Choose punctuation for effect.</p> <p><b>E05.D.2.1.4</b><br/>Choose words and phrases for effect.</p> |
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| <u>Unit/Chapter/Selection of Study</u>  | <u>Approx. # of weeks - % of time</u> | <u>PA Academic Standards</u>  | <u>Assessment Anchors &amp; Eligible Content</u>  |
|---|---------------------------------------|---|---|
| <p style="text-align: center;"><b>Realistic Fiction</b><br/> Compare and contrast Characters<br/> Infer and Predict<br/> Idioms<br/> Informal and Formal Language<br/> Context Clues</p> <p style="text-align: center;"><b>Persuasive Text</b><br/> Finding Evidence<br/> Characterization<br/> Persuasive Technique</p> <p style="text-align: center;"><b>Grammar</b><br/> Compound Sentence</p> <p style="text-align: center;"><b>Spelling</b><br/> Long i and Long o<br/> Blends</p> <p style="text-align: center;"><b>Writing</b><br/> Narrative writing with Dialogue<br/> details</p> | <p>7 days</p>                         | <p style="text-align: center;">C.C.1.3.5.C<br/> Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.</p> <p style="text-align: center;">C.C.1.3.5.F<br/> Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.</p> <p style="text-align: center;">C.C.1.3.5.B<br/> Cite textual evidence by quoting accurately from the text to explain what the text says explicitly</p> | <p style="text-align: center;">E05.A-K.1.1.3<br/> Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).</p> <p style="text-align: center;">E05.A-V.4.1.1<br/> 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. 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., photograph, photosynthesis).</p> |

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|  |  |  | <p><b>E05.A-V.4.1.2</b><br/>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., 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.</p> <p><b>E05.A-K.1.1.1</b><br/>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> |
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|--|---------------------------------------|--|---|
| <p><b>Narrative Nonfiction</b><br/> Sequence of Events<br/> Rhythm<br/> Monitor and Clarify</p> <p><b>Spelling</b><br/> /oo/ and /yoo/<br/> Digraphs and multisyllable words</p> <p><b>Grammar</b><br/> Common and Proper Nouns</p> <p><b>Vocabulary</b><br/> Suffixes<br/> Ion and tion</p> <p><b>Writing Pre Writing</b><br/> Narrative<br/> Plot<br/> Dialogue<br/> Problem resolution<br/> Character setting</p> | <p>7 days</p>                         | <p><b>C.C.1.2.5.E</b><br/> Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).</p> <p><b>C.C.1.2.5.F</b><br/> Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language</p> <p><b>C.C.1.2.5.H</b><br/> Determine how an author supports particular points in a text through reasons and evidence.</p> <p><b>C.C.1.4.5.O</b><br/> 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> | <p><b>E05.B-C.2.1.2</b><br/> Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.</p> <p><b>E05.B-V.4.1.1</b><br/> 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. 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., photograph, photosynthesis). c. Determine the meaning of general academic and</p> |

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|  |  |  | <p>domain-specific words and phrases used in a text.</p> <p><b>E05.B-V.4.1.2</b><br/>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (simile, metaphor, and 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.</p> <p><b>E05.B-C.3.1.1</b><br/>Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p><b>E05.C.1.3.2</b><br/>Integrate information from several texts on the same topic in order to demonstrate subject</p> |
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|   |                                       |  | <p>knowledge.</p> <p>E05.C.1.3.3<br/>Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.</p>   |
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| <u>Unit/Chapter/Selection of Study</u>  | <u>Approx. # of weeks - % of time</u> | <u>PA Academic Standards</u>   | <u>PA Academic Standards</u>   |
| <p><b>Realistic Fiction</b><br/> Theme<br/> Dialogue<br/> Sequence of Events</p> <p>Poetry<br/> Visualizing</p> <p><b>Grammar</b><br/> Singular and Plural Nouns'</p> <p><b>Vocabulary</b><br/> Suffixes ly and ful</p> <p><b>Spelling</b><br/> /ou/ /o/ /oi/</p> <p><b>Writing</b><br/> Narrative<br/> Narrative</p> | <p>7 days</p>                         | <p>CC.1.3.5.A<br/>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>CC.1.3.5.G<br/>Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction,</p> <p>CC.1.4.5.O<br/>Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events</p> | <p>E05.A-K.1.1.2<br/>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>E05.C.1.3.2<br/>Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.</p> |

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| Plot<br>Dialogue<br>Problem resolution<br>Character<br>setting  |  | or show the responses of<br>characters to situations; use<br>concrete words and phrases and<br>sensory details to convey<br>experiences and events precisely.   | E05.C.1.3.4<br>Use concrete words and phrases<br>and sensory details to convey<br>experiences and events<br>precisely.  |
| <b><u>Topic</u></b><br><br><b>Informational Text</b><br>Cause and Effect<br>Quotes and Descriptions<br>Finding Evidence<br>Authors Word Choice<br>Domain Specific Vocabulary<br>Asking questions to clarify<br><br><b>Myth</b><br>Compare and contrast<br><br><b>Grammar</b><br>Verbs<br><br><b>Vocabulary</b><br>Synonyms and antonyms<br><br><b>Spelling</b><br>R controlled vowels<br>Blends<br><br><b>Writing</b> | <b><u>Approx. # of weeks - % of time</u></b><br><br>7 days | <b><u>PA Academic Standards</u></b><br><br>CC.1.2.5.A<br>Determine two or more main ideas<br>in a text and explain how they are<br>supported by key details;<br>summarize the text<br><br>CC.1.2.5.B<br>Cite textual evidence by quoting<br>accurately from the text to explain<br>what the text says explicitly and<br>make inferences.<br><br>CC.1.2.5.C<br>Explain the relationships or<br>interactions between two or more<br>individuals, events, ideas, or<br>concepts in a text based on specific<br>information in the text<br><br>CC.1.2.5.J<br>Acquire and use accurately grade<br>appropriate conversational, general<br>academic, and domain-specific | <b><u>PA Academic Standards</u></b><br><br>E05.A-K.1.1.2<br>Determine a theme of a story,<br>drama, or poem from details in<br>the text, including how<br>characters in a story or drama<br>respond to challenges or how<br>the speaker in a poem reflects<br>upon a topic; summarize the<br>text.<br><br>E05.A-K.1.1.1<br>Quote accurately from a text<br>when explaining what the text<br>says explicitly and when drawing<br>inferences and/or making<br>generalizations from the text.<br><br>E05.A-K.1.1.3<br>Compare and contrast two or<br>more characters, settings, or |

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| <p>Informative<br/>Procedural writing</p> |  | <p>words and phrases, including those that signal contrast, addition, and other logical relationships.</p> <p>CC.1.1.5.D<br/>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.</p> <p>CC.1.4.5.A<br/>Write informative/ explanatory texts to examine a topic and convey ideas and information clearly</p> <p>CC.1.4.5.B<br/>Identify and introduce the topic clearly.</p> <p>CC.1.4.5.C<br/>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.</p> | <p>events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).</p> <p>E05.A-V.4.1.1<br/>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. 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., photograph, photosynthesis).</p> <p>E05.A-V.4.1.2<br/>Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and</p> |
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|  |  | <p><b>CC.1.4.5.E</b><br/> Write with an awareness of style.<br/> Use precise language and domain-specific vocabulary to inform about or explain the topic.<br/> Use sentences of varying length.</p> | <p>explain the meaning of common idioms, adages, and proverbs. c.<br/> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>E05.B-C.2.1.1</b><br/> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>E05.C.1.2.1</b><br/> Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.</p> <p><b>E05.E.1.1.1</b><br/> Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to</p> |
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|  |  |  | <p>support the writer’s purpose.</p> <p>E05.E.1.1.2<br/>Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.</p> <p>E05.C.1.2.2<br/>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>E05.C.1.2.4<br/>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E05.C.1.2.5<br/>Establish and maintain a formal style.</p> <p>E05.D.2.1.1<br/>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> |
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|  |  |  | <p>E05.D.2.1.3<br/>Choose punctuation for effect.</p> <p>E05.D.2.1.4<br/>Choose words and phrases for effect.</p> <p>E05.E.1.1.3<br/>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>E05.E.1.1.4<br/>Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p> <p>E05.E.1.1.5<br/>Establish and maintain a formal style.</p> |
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