

**Berlin Brothersvalley School District**  
**ELA**  
**5th Grade Curriculum Framework**  
**4th Nine Weeks**

<u>Big Idea(s) of 4th nine weeks</u>	<u>Concept(s) of 4th nine weeks</u>	<u>Competencies of 4th nine weeks</u>	<u>Essential Questions of 4th nine weeks</u>
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.	<b>Students will know:</b> <ul style="list-style-type: none"> <li>• Theme</li> <li>• Text dependent analysis</li> <li>• Genre</li> <li>• Story elements</li> <li>• Suffixes -ed and -ing</li> <li>• Author's purpose</li> </ul>	<b>Students will be able to:</b> <ul style="list-style-type: none"> <li>• Determine theme</li> <li>• Write text dependent analysis responses</li> <li>• Identify genre</li> <li>• Identify story elements</li> <li>• Spell with -ed and -ing suffixes</li> <li>• Determine author's purpose</li> </ul>	<p>How does interaction with text provoke thinking and response?</p> <p>How do readers know what to believe in what they read, hear, and view?</p>
<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>
TDA Replacement Unit Theme Characterization Inference Analysis Genre Types Conflict Story Elements Writing TDA essay	17 days	<p><b>CC.1.3.5.A</b>            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><b>CC.1.3.5.B</b>            Cite textual evidence by quoting accurately from the text to</p>	<p><b>E05.A-K.1.1.2</b>            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><b>E05.A-K.1.1.1</b>            Quote accurately from a text when explaining what the text says explicitly</p>

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		<p>explain what the text says explicitly and make inferences.</p> <p><b>CC.1.3.5.C</b>  Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.</p> <p><b>CC.1.3.5.F</b>  Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.</p> <p><b>CC.1.3.5.H</b>  Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.</p> <p><b>CC.1.3.5.I</b>  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing</p>	<p>and when drawing inferences and/or making generalizations from the text.</p> <p><b>E05.A-K.1.1.3</b>  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><b>E05.A-V.4.1.1</b>  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><b>E05.A-V.4.1.2</b>  Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b.</p>
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		<p>flexibly from a range of strategies and tools</p> <p><b>CC.1.4.5.A</b>  Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p> <p><b>CC.1.4.5.C</b>  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><b>CC.1.4.5.D</b>  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.</p> <p><b>CC.1.4.5.E</b>  Write with an awareness of style.</p>	<p>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-C.3.1.1</b>  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.</p> <p><b>E05.A-V.4.1.1</b>  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><b>E05.C.1.2.2</b></p>
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		<ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>• Use sentences of varying length.</li> </ul> <p style="text-align: center;">CC.1.4.5.F</p> <p style="text-align: center;">Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p style="text-align: center;">CC.1.4.5.S</p> <p style="text-align: center;">Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.</p> <p style="text-align: center;">CC.1.5.5.A</p> <p style="text-align: center;">Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.</p> <p style="text-align: center;">CC.1.5.5.B</p>	<p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p style="text-align: center;">E05.E.1.1.2</p> <p>Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.</p> <p style="text-align: center;">E05.C.1.2.1</p> <p>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 style="text-align: center;">E05.C.1.2.3</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p style="text-align: center;">E05.C.1.2.6</p> <p>Provide a concluding section related to the information or explanation presented.</p> <p style="text-align: center;">E05.E.1.1.1</p> <p>Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas</p>
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		<p>Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>CC.1.5.5.D</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>	<p>are logically grouped to support the writer's purpose.</p> <p>E05.E.1.1.3</p> <p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p>E05.E.1.1.6</p> <p>Provide a concluding section related to the analysis presented.</p> <p>E05.C.1.2.4</p> <p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>E05.C.1.2.5</p> <p>Establish and maintain a formal style.</p> <p>E05.D.2.1.1</p> <p>Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p>E05.D.2.1.2</p> <p>Choose words and phrases to convey ideas precisely.</p> <p>E05.D.2.1.3</p>
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			<p>Choose punctuation for effect.</p> <p>E05.D.2.1.4</p> <p>Choose words and phrases for effect.</p> <p>E05.E.1.1.3</p> <p>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</p> <p>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</p> <p>Establish and maintain a formal style.</p> <p>E05.D.1.1.1</p> <p>Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>E05.D.1.1.2</p> <p>Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</p> <p>E05.D.1.1.3</p>
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			<p>Use verb tense to convey various times, sequences, states, and conditions.</p> <p>E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.</p> <p>E05.D.1.1.5 Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p> <p>E05.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</p> <p>E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E05.D.1.2.1 Use punctuation to separate items in a series.</p> <p>E05.D.1.2.2 Use a comma to separate an</p>
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			<p>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> <p>E05.E.1.1.1</p> <p>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 support the writer's purpose.</p> <p>E05.E.1.1.2</p> <p>Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.</p>
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			<p><b>E05.E.1.1.3</b>  Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p><b>E05.E.1.1.4</b>  Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.</p> <p><b>E05.E.1.1.5</b>  Establish and maintain a formal style.</p> <p><b>E05.E.1.1.6</b>  Provide a concluding section related to the analysis presented.</p>
<p><b><u>Unit/Chapter/Selection of Study</u></b></p> <p>Realistic Fiction  Informational Text  Author;s Purpose  Voice (Character)  Illustrations and graphic art  Monitor and Clarify</p>	<p><b><u>Approx. # of weeks - % of time</u></b></p> <p>15 days</p>	<p><b><u>PA Academic Standards</u></b></p> <p><b>CC.1.2.5.L</b>  Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p> <p><b>CC.1.2.5.D</b></p>	<p><b><u>Assessment Anchors &amp; Eligible Content</u></b></p> <p><b>E05.D.1.1.1</b>  Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p><b>E05.D.1.1.2</b></p>

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<p>Comprehension</p> <p><b>Grammar</b> Adjectives</p> <p><b>Vocabulary</b> Word Origin Greek Latin and French</p> <p><b>Spelling</b> Ed and ing endings</p> <p>Decoding Word Parts and inflectional endings</p> <p><b>Writing</b> Friendly Letter Heading Salutation Closing</p>		<p>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>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.</p> <p>CC.1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.1.5.E 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</p>	<p>Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).</p> <p>E05.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions.</p> <p>E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.</p> <p>E05.D.1.1.5 Use correlative conjunctions (e.g., either/or, neither/nor).</p> <p>E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.</p> <p>E05.D.1.1.7 Correctly use frequently confused words (e.g., to, too, two; there, their, they're).</p> <p>E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>E05.D.1.2.1</p>
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		<p>necessary.</p> <p>CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p> <p>CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.</p>	<p>Use punctuation to separate items in a series.</p> <p>E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.</p> <p>E05.D.1.2.3 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 Use underlining, quotation marks, or italics to indicate titles of works.</p> <p>E05.D.1.2.5 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>Science Fiction  Informational Text  Story structure  Literary Devices  First person Point of view  Infer and predict</p> <p><b>Grammar</b>  Adverbs</p> <p><b>Vocabulary</b>  Reference Materials</p> <p><b>Spelling</b>  Ed and ing endings</p> <p><b>Decoding</b>  Common word parts (ed, ing, Blends)</p> <p><b>Writing</b>  Character description  Concrete words  Sensory details  Strong conclusion  dialogue</p>	<p>13 days</p>	<p><b>CC.1.3.5.B</b>  Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.</p> <p><b>CC.1.3.5.D</b>  Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>CC.1.3.5.F</b>  Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.</p> <p><b>CC.1.4.5.N</b>  Orient the reader by establishing a situation and introducing a narrator and/or characters.</p> <p><b>CC.1.4.5.T</b>  With guidance and support from</p>	<p><b>E05.A-K.1.1.1</b>  Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.</p> <p><b>E05.A-C.2.1.1</b>  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.A-V.4.1.1</b>  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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		peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	<p style="text-align: right;">E05.A-V.4.1.2</p> <p>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 style="text-align: right;">E05.C.1.3.1</p> <p>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>
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