Southern York County School District

One Warrior at a Time

Course/Subject: ELA Comprehensive Units	Grade Level: 5

Textbook(s) / Instructional Materials Used: Wilson Fundations, Reading A - Z, Various novels, Various online videos and websites

Month(s): August - October	Marking Period 1

Unit Name

Big Idea	Standard/Eligible Content	Essential Questions & Lesson Essential Question	Vocabulary
ELA **Big Ideas** Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and	ELA Foundational Skills: CC.1.1.5.D, CC.1.1.5.E Vocabulary Acquisition: CC.1.2.5.F, CC.1.2.5.K, CC.1.2.5.J EO5.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. (Informational) E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Informational) CC.1.3.5.I, CC.1.3.5.J, CC.1.4.5.F EO5.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. (Literature) E05.A-K.1.1.3 Identify characters, settings, or events in a story, drama, or poem, drawing on specific details in a text (ex: how characters interact) [Fiction]	ELA How do strategic readers create meaning from informational and literary text? How does interaction with text provoke thinking and response? How do authors write clear and effective narrative pieces? How did the colonists divide when faced with the possibility of war? Are there people in today's world currently fighting for their freedom? What individuals and/or groups played key roles in the American Revolution? What is freedom and how is it achieved?	ELA Character Character types Drama Events Historical novel Plot Resolution Setting Story element Evidence Inference Generalization Summarize First hand account Second hand account Homograph Antonym Synonyms Context clues Author's purpose Tone Main idea Key detail Supporting idea First person

communicate messages to address the audience and purpose.

Effective research requires the use of varied resources to gain or expand knowledge.

Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

Rules of grammar and language conventions support clarity of communications between writers/speakers, and readers/ listeners.

An expanded vocabulary enhances one's ability to express ideas and information. | EO5.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 [Nonfiction]

EO5.B-K.1.1.2 Summarize the text

EO5.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

8.1.5.B Classify and analyze fact and opinion from multiple points of view, and secondary sources as related to historical events

6.3.5.C. Explore ways in which tax revenue was collected

8.1.5.C Locate primary and secondary resources for the research topic and summarize in writing the findings

8.3.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history

8.4.5.B Illustrate concepts and knowledge of historical documents, artifacts and sites which are critical to World history

EO5.B-V.4.1.2 Use the relationship between particular words (ex: synonyms, antonyms, homographs) -to better understand each of the words (Houghton Mifflin, p. 285G)

E05.D.1.1.7 Correctly use frequently confused words (ex: to, too, two, there, their, they're)

E05.A-K.1.1.3 Identify characters, settings, or events in a story, drama, or poem, drawing on specific details in a text (ex: how characters interact) | How have individuals communicated and shared information throughout history? | Author's Point of View (first person, third-person)
Multiple accounts
Narrator
Text Feature
Heading
Graphic
Chart
Irregular Verb
Subject-Verb Agreement
Future Perfect Tense
Simple Past Tense
Simple Present Tense
Present Perfect Tense
Simple Future tense
Verb tense
Verb
Items in a series
Participial phrase |

	5.1.5.A Understand the rule of law in protecting property rights, individual rights, and the common good		
	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		
	5.3.5.F Examine different ways conflicts can be resolved		
	E05.A-K.1.1.1 Making inferences and or 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 conveyed in the text		
	8.4.5.A Compare and contrast common characteristics of the social, political, cultural, and economic groups in the world		
	5.3.5.G Describe how groups try to influence others		
	8.3.5.C Differentiate how continuity and change in U.S. history are formed and operate: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations		
	E05.A-V.4.1.2 Use the relationship between particular words (ex: synonyms, antonyms, homographs)		
	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.		
	E05.C.1.3.1 Orient the reader by establishing the situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose		

	E05.C.1.3.2 Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or to show the responses of characters to situations		
	E05.C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events		
	E05.C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely		
	E05.C.1.3.5 Provide a conclusion that follows from the narrated experiences or events		
	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.		
	E05.D.2.1.3 Choose punctuation for effect.		
	E05.D.2.1.4 Choose and phrases for effect.		
	E05.D.1.2.1 Use punctuation to separate items in a series.		
	E05.D.1.2.5 Spell grade-appropriate words correctly.		
	E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences		
	E05.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences		
	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 points.		
	EO5.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.		

EO5.B-K.1.1.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.

5.1.5.D Interpret key ideas about government found in significant documents; Declaration of Independence

EO5.B-C.2.1.1 Analyze multiple accounts of the same event of topic; noting important similarities and differences in the point of view they represent

EO5.B-K.1.1.1 Quote accurately from the text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text

EO5.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

6.1.5.A Explain how limited resources and unlimited wants cause scarcity

5.3.5.H Identify various sources of mass media (Boston Massacre, "Common Sense", political cartoons, Paul Revere's ride)

5.4.5.B Describe the difference between nation and country

E05.E.1.1.1 Introduce text(s) for the intended audience, state and opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

E05.E.1.1.2 Develop the analysis using a variety of evidence from the text(s) to support claims, opinions, ideas and inferences.

	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.1.1.5 Establish and maintain a formal style.		
	E05.E.1.1.6 Provide a concluding section related to the analysis presented.		
	E.0.5.D.1.1.8 Ensure subject verb and pronoun antecedent agreement (Houghton Mifflin, p. 285I)		
	E.0.5.D.1.1.2 Form and use the perfect verb tenses (ex: I had walked, I have walked, I will have walked) (Houghton Mifflin, p. 309I)		
	E.0.5.D.1.1.3 Use verb tense to convey various times, sequences, states and conditions		
	E.0.5.D.1.1.4 Recognize and correct inappropriate shifts in verb tense		
	E05.D.1.1.5 Use correlative conjunctions (either/or, neither/nor).		
	E05.D.2.1.2.1 Use punctuation to separate items in a series		
	E05.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence		
	E05.D.1.2.3 Use a comma to set off the words yes and no (ex: Yes, thank you), to set off a tag question from the rest of the sentence (ex: It's true, isn't it?), and to indicate direct address (ex: Is that you, Steve?)		

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Month(s): October - January			Marking Period 2	

Unit Name				

Big Idea	Standard/Eligible Content		Essential Questions & Lesson Essential Question	Vocabulary
ELA Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose.	ELA Foundational Skills: CC.1.1.5.D, CC.1.1.5.E Vocabulary Acquisition: CC.1.2.5.F, CC.1.2.5.K, CC.1.2.5.J EO5.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. (Informational) E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Informational) CC.1.3.5.I, CC.1.3.5.J, CC.1.4.5.F EO5.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. (Literature) E05.A-K.1.1.1(revisit-assess first time now) Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and or making generalizations from the text		ELA How do strategic readers create meaning from informational and literary text? How does interaction with text provoke thinking and response? How do authors write clear and effective opinion pieces?	ELA inference generalization theme evidence comparison chronology cause/effect problem/solution text structure point of view

Effective research requires the use of varied resources to gain or expand knowledge. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Rules of grammar and language conventions support clarity of communications between writers/ speakers, and readers/listeners. An expanded vocabulary enhances one's ability to express ideas and information.	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. 5.1.5.B Describe the basic purposes of government in the classroom, school, community, state and nation. 5.1.5.C Describe the principles and ideals shaping local, state and national government: liberty/freedom, democracy, justice, equality. 5.2.5.B Identify behaviors that promote cooperation among individuals. 5.2.5.C Explain why individuals become involved in leadership and public service. EO5.A-C.3.1.1.1 (revisit) 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. EO5.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 [Nonfiction] 5.1.5.E Identify the individual rights guaranteed by the PA Constitution and the US Constitution. 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. 8.3.5.B Illustrate concepts and knowledge of historical documents, artifacts, and places critical to United States history		

	5.1.5.D Interpret key ideas about government found in significant documents; United States Constitution 7.1.5.A Describe how common geographic tools are used to organize and interpret information about people, places and environment. 7.1.5.B Describe and locate places and regions as defined by physical and human features. 6.1.5.C Explain how people's choices have different economic consequences. 6.1.5.D Demonstrate how availability of resources affects choices. 6.3.5.A Describe the cost and benefits of government and economic programs. 6.3.5.B Describe factors that influence government's economic decision making. 8.1.5.A Identify and explain the influences of economic features on continuity and change over time. 5.3.5.A Describe the responsibilities and powers of the three branches of government. 5.3.5.B Describe how the elected representatives bodies function in making local, state, and national laws. 5.3.5.C Describe the role of local and state government officials. 5.3.5.D Describe the primary duties of elected local, state, and national positions. 5.3.5.E Identify the requirements to vote in local, state, and national elections.		

	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-C.2.1.1 Analyze multiple accounts of the same events or topic; noting important similarities and differences in the point of view they represent. 8.3.5.C Differentiate how continuity and change in U.S. history are formed and operate: belief systems and religions, commerce and industry, technology, politics and government, physical and human geography, social organizations 5.2.5.A Identify individual rights and needs and the rights and needs of others in the classroom, school, community, state and nation. 6.5.5.D Explain how positive and negative incentives affect individual choices. E05.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works. E05.E.1.1.1 (revisit) 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. E05.E.1.1.2 (revisit) Develop the analysis using a variety of evidence from the text(s) to support claims, opinions, ideas and inferences. E05.E.1.1.3 (revisit) Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). E05.E.1.1.4 (revisit) Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.		

E05.E.1.1.5 (revisit) Establish and maintain a formal style.

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

CC.1.4.5.G

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.

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 grounded to support the writer's purpose.

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

E05.C.1.1.3 Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

E05.C.1.1.4 Establish and maintain a formal style.

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

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.

E05.D.2.1.3 Choose punctuation for effect.
E05.D.2.1.4 Choose phrases for effect.

E05.D.1.2.5 Spell grade-appropriate words correctly.

SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES

Month(s): January - March		Marking Period 3		
Unit Name				
Big Idea	**Standard**	**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Vocabulary**
ELA Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to address the audience and purpose. Effective research requires the use of	ELA Foundational Skills: CC.1.1.5.D, CC.1.1.5.E Vocabulary Acquisition: CC.1.2.5.F, CC.1.2.5.K, CC.1.2.5.J EO5.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. (Informational) E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Informational) CC.1.3.5.I, CC.1.3.5.J, CC.1.4.5.F EO5.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. (Literature) E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings	ELA	ELA How do strategic readers create meaning from informational and literary text? How does interaction with text provoke thinking and response? How do authors write clear and effective informational pieces?	ELA Simile Metaphor Personification Characters (Interaction) Setting Events Theme Topic Chronology (Sequence) Comparison Cause/effect Problem/Solution

varied resources to gain or expand knowledge. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Rules of grammar and language conventions support clarity of communications between writers/ speakers, and readers/listeners. An expanded vocabulary enhances one's ability to express ideas and information.	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) (CC.1.3.5.A, CC.1.3.5.B, CC.1.3.5.C) E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics. Note: "stories" means narration of events told through the text types of stories, dramas, or poem.(CC.1.3.5.H) CC.1.3.5.G 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). CC.1.3.5.E Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 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. (CC.1.2.5.A, CC.1.2.4.B, CC.1.2.5.C) 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. (CC.1.2.5.D, CC.1.2.5.E) E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Informational Writing Standards CC.1.4.5.A 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. E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose. (CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E) E05.C.1.2.2 Develop the topics with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (CC.1.4.5.B, CC.1.2.5.C, CC.1.4.5.D, CC.1.4.5.E) E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g. in contrast, especially) (CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E				

	E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic. (CC.1.4.5.B, CC.1.4.5.B, CC.1.4.5.D, CC.1.4.5.E) E05.C.1.2.5 Establish and maintain a formal style (CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC.1.4.5.E) E05.C.1.2.6 Provide a concluding section related to the information or explanation presented. (CC.1.4.5.B, CC.2.4.5.C, CC.1.4.5.D, CC.1.4.5.E) 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. E05.E.1.1.1 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 (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.K, CC.1.4.5.S) E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.(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.K, CC.1.4.5.S)		

	E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g. contrast, especially) (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.K, CC.1.4.5.S) 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.(CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, 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.K, CC.1.4.5.S) E05.E.1.1.5 Establish and maintain a formal style. (CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC1.4.5.E, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.K, CC.1.4.5.S) E05.E.1.1.6 Provide a concluding section related to the analysis presented. (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.K, CC.1.4.5.S) E05.D.1.1.4 Recognize and correct inappropriate shifts in verb tense. (CC.1.4.5.F, CC.1.4.5.L, CC.1.4.5.R) E05.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement. (CC.1.4.5.F, CC.1.4.5.L, CC.1.4.5.R) E05.D.2.1.2 Choose words and phrases to convey ideas precisely. (CC.1.4.5.E, CC.1.4.5.K, CC.1.4.5.Q)		

	E05.D.2.1.3 Choose punctuation for effect. (CC.1.4.5.E, CC.1.4.5.K, CC.1.4.5.Q) E05.D.2.1.4 Choose words and phrases for effect. (CC.1.4.5.E, CC.1.4.5.K, CC.1.4.5.Q) E05.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CC.1.4.5.E, CC.1.4.5.K, CC.1.4.5.Q) E05.D.1.2.5 Spell grade-appropriate words correctly.			
SOCIAL STUDIES	SOCIAL STUDIES 7.1.5.B (revisit) Describe and locate places and regions as defined by physical and human features. 8.3.5.A Compare and contrast common characteristics of the social, political, cultural and economic groups in United States history. 7.2.5.B Identify the basic physical processes that affect the physical characteristics of places and regions. 7.4.5.A Describe and explain the effects of the physical systems on people within regions.	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES

	7.4.5.B Identify the effect of people on the physical systems within a community.			

Month(s): March - June		Marking Period 4		

Big Idea	**Standard**	**Eligible Content**	**Essential Questions & Lesson Essential Question**	**Vocabulary**
ELA Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating. Effective speakers prepare and communicate messages to	ELA Foundational Skills: CC.1.1.5.D, CC.1.1.5.E Vocabulary Acquisition: CC.1.2.5.F, CC.1.2.5.K, CC.1.2.5.J EO5.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. (Informational) E05.B-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (Informational) CC.1.3.5.I, CC.1.3.5.J, CC.1.4.5.F EO5.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. (Literature)	ELA	ELA How do strategic readers create meaning from informational and literary text? How does interaction with text provoke thinking and response? How do readers and writers conduct research?	ELA summarize paraphrase sources

address the audience and purpose. Effective research requires the use of varied resources to gain or expand knowledge. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques. Rules of grammar and language conventions support clarity of communications between writers/speakers, and readers/ listeners. An expanded vocabulary enhances one's ability to express ideas and information.	CC.1.1.5.E Read with accuracy and fluency to support comprehension. C.C.1.3.5.K Read and comprehend literary fiction on grade level reading independently and proficiently C.C.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. C.C.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic C.C.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level reading independently and proficiently C.C.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 C.C.1.5.5.F (Listening/Speaking) - Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. C.C.1.1.5.E Read with accuracy and fluency to support comprehension 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. C.C.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. C.C.1.4.5.W 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. C.C.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. C.C.1.4.5.U 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 setting. E05.E.1.1.1 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 (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.K, CC.1.4.5.S)			

	E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.(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.K, CC.1.4.5.S) E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g. contrast, especially) (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.K, CC.1.4.5.S) 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.(CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, 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.K, CC.1.4.5.S) E05.E.1.1.5 Establish and maintain a formal style. (CC.1.4.5.B, CC.1.4.5.C, CC.1.4.5.D, CC1.4.5.E, CC.1.4.5.H, CC.1.4.5.I, CC.1.4.5.J, CC.1.4.5.K, CC.1.4.5.S) E05.E.1.1.6 Provide a concluding section related to the analysis presented. (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.K, CC.1.4.5.S) C.C.1.4.5.F Demonstrate a grade appropriate command of the		

	conventions of standard English, grammar, usage, capitalization, punctuation, and spelling. E05.D.2.1.3 Choose punctuation for effect E05.D.2.1.4 Choose words and phrases for effect. E05.D.1.2.5 Spell grade-appropriate words correctly.			
SOCIAL STUDIES	SOCIAL STUDIES 7.1.5.B Describe and locate places and regions as defined by physical and human features 5.1.5.D Interpret key ideas about government found in significant documents (Declaration of Independence, U.S. Constitution, Bill of Rights) 8.3.5.A Compare and contrast common characteristics of the social, political, cultural, and economic groups in United States history 7.2.5.B Identify the basic physical processes that affect the physical characteristics of places and regions 7.4.5.A Describe and explain the effects of the physical systems on people within regions. 7.4.5.B Identify the effect of people on the physical systems within a community	SOCIAL STUDIES	SOCIAL STUDIES	SOCIAL STUDIES

	6.2.5.A Describe how goods and services are distributed. 6.2.5.B Identify how pricing influences sellers and consumers. 6.2.5.D Identify factors that cause changes in price.			