

**Berlin Brothersvalley School District**  
**ELA**  
**5th Grade Curriculum Framework**  
**3rd Nine Weeks**

<b><u>Big Idea(s) of 3<sup>rd</sup> nine weeks</u></b>	<b><u>Concept(s) of 3<sup>rd</sup> nine weeks</u></b>	<b><u>Competencies of 3<sup>rd</sup> nine weeks</u></b>	<b><u>Essential Questions of 3rd nine weeks</u></b>
<p>Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.</p>	<p><b>Students will know:</b></p> <ul style="list-style-type: none"> <li>● <b>Historical fiction</b></li> <li>● <b>Verbs</b></li> <li>● <b>Reference materials</b></li> <li>● <b>Persuasive writing</b></li> <li>● <b>Text and graphic features</b></li> <li>● <b>Fact and opinion</b></li> </ul>	<p><b>Students will be able to:</b></p> <ul style="list-style-type: none"> <li>● Read and comprehend historical fiction texts</li> <li>● Identify verbs</li> <li>● Use reference materials</li> <li>● Write persuasive essays</li> <li>● Identify text and graphic features</li> <li>● Distinguish between fact and opinion</li> </ul>	<ul style="list-style-type: none"> <li>● What do good listeners do?</li> <li>● How do good listeners make meaning?</li> <li>● How do active listeners know what to believe in what they hear?</li> </ul>

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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>
<b>Historical Fiction</b> <b>Informational Text</b> Cause and Effect Primary and Secondary Sources Visualizing Mental Picture  <b>Grammar</b> Subject and Object Pronouns  <b>Vocabulary</b> Reference Materials  <b>Spelling</b> Vccv Blends Stressed Syllables  <b>Writing</b> Opinion Writing Topics sentence Conclusion Authors;s Voice Supporting Facts/Reasons	9 days	<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.1.4.5.W</b>  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> <p><b>CC.1.4.5.H</b>  Introduce the topic and state an opinion on the topic.</p> <p><b>CC.1.4.5.I</b>  Provide reasons that are supported by facts and details; draw from credible sources.</p> <p><b>C.C.1.4.5.J</b>  Create an organizational</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.C.1.1.1</b>  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.</p> <p><b>E05.E.1.1.1</b>  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><b>E05.C.1.1.2</b>  Provide logically ordered reasons that are supported by facts and details.</p>

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		<p>structure that includes related 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><b>CC.1.4.5.K</b>  Write with an awareness of style.  • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p> <p><b>CC.1.1.5.E</b>  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 necessary.</p> <p><b>CC.1.4.5.G</b></p>	<p><b>E05.E.1.1.2</b>  Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.</p> <p><b>E05.C.1.1.3</b>  Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p><b>E05.C.1.1.5</b>  Provide a concluding section related to the opinion presented.</p> <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.1.1.6</b>  Provide a concluding section related to the analysis presented.</p> <p><b>E05.C.1.1.4</b>  Establish and maintain a formal style.</p> <p><b>E05.D.2.1.1</b>  Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.</p>
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		<p>Write opinion pieces on topics or texts.</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.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>E05.D.2.1.2 Choose words and phrases to convey ideas precisely.</p> <p>E05.D.2.1.3 Choose punctuation for effect.</p> <p>E05.D.2.1.4 Choose words and phrases for effect.</p> <p>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.</p> <p>E05.E.1.1.5 Establish and maintain a formal style.</p>
<p><b><u>Unit/Chapter/Selection of Study</u></b></p> <p><b>Narrative NonFiction</b>  Facts/Opinion  Tone  Similes  Questioning for Comprehension</p>	<p><b><u>Approx. # of weeks - % of time</u></b></p> <p>9 days</p>	<p><b><u>PA Academic Standards</u></b></p> <p>CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative</p>	<p><b><u>Assessment Anchors &amp; Eligible Content</u></b></p> <p>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</p>

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<p><b>Grammar</b> Verb Tenses Past, Present, Future</p> <p><b>Vocabulary</b> Figurative Language</p> <p><b>Spelling</b> VCV</p> <p><b>Decoding'</b> Open and Closed Syllables</p> <p><b>Writing</b> Opinion Problem/Solution Topic Sentence Clearly stating position Conclusion</p>		<p>language.</p> <p>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.</p> <p>CC.1.4.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p> <p>CC.1.4.5.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>	<p>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 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>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).</p> <p>E05.C.1.1.2 Provide logically ordered reasons that</p>
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			<p>are supported by facts and details.</p> <p>E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.</p> <p>E05.D.1.1.1 Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</p> <p>E05.D.1.1.2 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>
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			<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.1.2.2 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</p>
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			Spell grade-appropriate words correctly.
<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>Narrative NonFiction Play</b>  Conclusion  ‘Generalization  Text structures  Analyze and Evaluate</p> <p><b>Grammar</b>  Regular and Irregular verbs</p> <p><b>Vocabulary</b>  Reference Materials</p> <p><b>Spelling</b>  VCCC Triblands  Initial and Medial Digraphs</p> <p><b>Writing</b>  Persuasive Letter  Opinions  Reasons  Transitions  Closing</p>	<p>9 days</p>	<p>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.</p> <p>CC.1.4.5.H  Introduce the topic and state an opinion on the topic.</p> <p>CC.1.4.5.I  Provide reasons that are supported by facts and details; draw from credible sources.</p>	<p>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. 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 domain-specific words and phrases used in a text.</p> <p>E05.B-V.4.1.2  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.</p>



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			<p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p><b>E05.C.1.1.1</b> 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.</p> <p><b>E05.C.1.1.2</b> Provide logically ordered reasons that are supported by facts and details.</p> <p><b>E05.E.1.1.1</b> 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><b>E05.E.1.1.2</b> Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.</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>Biography</b>  Informational Text  Sequence of events  Main Idea  Details  Summarizing</p> <p><b>Grammar</b>  Commas and Semicolons</p> <p><b>Vocabulary</b>  Greek and Latin Roots</p> <p><b>Spelling</b>  Vowel teams</p> <p><b>Writing</b>  Pre Writing Persuasive Essay  Opinions Facts  Examples  Details  Conclusion</p>	<p>9 days</p>	<p><b>CC.1.2.5.A</b>  Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.</p>	<p><b>E05.B-K.1.1.2</b>  Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>

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<p><b>Biography</b>  Poetry  Compare and Contrast  Text and Graphic Features  Text Structure  Monitor and Clarify for Comprehension</p> <p><b>Grammar</b>  Transitions</p> <p><b>Vocabulary</b>  Prefixes</p> <p><b>Spelling</b>  Final schwa and L blends</p> <p>Decoding  L blends</p> <p><b>Writing</b>  Persuasive Essay  Opinions Facts</p>	<p>9 days</p>	<p>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.</p> <p>CC.1.2.5.H  Determine how an author supports particular points in a text through reasons and evidence.</p>	<p>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.</p> <p>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).</p>

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Examples Details Conclusion			
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