

## Curriculum Map: 5th Grade ELA 2022-23

Course: Reading5 Sub-topic: Reading

Grade(s): 5

**Course Description:** This course provides instruction to fifth grade students with the goal of mastering skills in reading and grammar.

**Course Textbooks, Workbooks, Materials Citations:** Journeys student textbook - Houghton Mifflin Harcourt 2017  
Journeys Reader's Notebook

### Unit:

This Curriculum Map Unit has no Topics to display

### Unit: Unit 1 Meet the Challenge

Timeline: Week 1 to 9

**Unit Description:** This unit features young people overcoming challenges. Students will read a variety of genres, including: humorous fiction text, a play, a fairytale, realistic fiction, a persuasive text, a narrative nonfiction, and poetry.

**Unit Essential Questions:** How do strategic readers create meaning from informational and literary text?  
How do readers know what to believe in what they read, hear, and view?  
What strategies and resources do I use to figure out unknown vocabulary?

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning.  
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.  
An expanded vocabulary enhances one's ability to express ideas and information.

**Unit Materials:** Journeys Student Reader  
Journeys Reader's Notebook  
Vocabulary journal  
Teacher created worksheets  
Chromebook  
IXL - online software

**Unit Assignments:** Reader's Notebook activities  
vocabulary journals - definitions  
interactive journals  
teachers created worksheets  
IXL assignments

**Unit Key Terminology & Definitions:** Story structure - the main character's conflict, the events surrounding the conflict, and the resolution of the conflict.

Summarize or retell the important parts of a story.

Point of view- refers to who is telling the story (third person limited vs. third person omniscient)

Irony - occurs when something happens that is the opposite of what readers expect.

## STANDARDS: STANDARDS

STATE: PA Core Standards (2014)

[CC.1.1.5.E](#)  
(Advanced) 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.

[CC.1.2.5.A](#)  
(Advanced) Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

[CC.1.2.5.B](#)  
(Advanced) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

[CC.1.2.5.C](#)  
(Advanced) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

[CC.1.2.5.D](#)  
(Advanced) 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.F](#)  
(Advanced) Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

[CC.1.2.5.J](#)  
(Advanced) 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.K](#)  
(Advanced) Determine or clarify 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.

[CC.1.2.5.L](#)  
(Advanced) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.5.A](#)  
(Advanced) 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.

[CC.1.3.5.B](#)  
(Advanced) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

[CC.1.3.5.C](#)  
(Advanced) 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.D](#)  
(Advanced) 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.F](#)  
(Advanced) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

[CC.1.3.5.I](#)  
(Advanced) Determine or clarify 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.

[CC.1.3.5.J](#)  
(Advanced) 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.1.3.5.K](#)  
(Advanced) Read and comprehend literary fiction on grade level, reading independently and proficiently.

[CC.1.4.5.F](#)  
(Advanced) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage,

<a href="#">CC.1.4.5.S</a> (Advanced)	capitalization, punctuation, and spelling. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
<a href="#">CC.1.5.5.A</a> (Advanced)	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
<a href="#">CC.1.5.5.B</a> (Advanced)	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">CC.1.5.5.E</a> (Advanced)	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
<a href="#">CC.1.5.5.G</a> (Advanced)	Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.
<u>STATE: PA Core Anchors and Eligible Content (2014)</u>	
<a href="#">E05.A-V.4.1.1</a> (Advanced)	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.

Alternate Eligible Content Code E05AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word  
E05AV4.1.1b: Use a root word or affix to determine the meaning of a word

(\* standards consolidated from Topic level)

### Topic: U1L1 "A Package for Mrs. Jewls"

Minutes for Topic: 330

**Core Lesson Description:** Students will learn about a fictional character and her methods to teach gravity to her students. Mrs. Jewls has the students perform experiments to prove whether ideas are correct.

**Core Lesson Student Learning Objectives:** Read and comprehend literature.

Quote accurately from a text to support analysis and inferences.

Ask and answer questions about key details.

Explain how a story's elements fit together to provide its structure.

Summarize a story's most important events.

Identify a story's point of view and its influence on the description of events.

Explain the effect of irony on a short story.

Engage effectively in collaborative discussion.

Acquire and use vocabulary.

Use knowledge of linguistic context to determine the meaning of unknown words.

Identify the subject and predicate in a sentence.

Identify fragments.

Use complete sentences in writing and speaking.

### Core Lesson Essential Questions:

How do speakers employ language and utilize resources to effectively communicate a message?

What strategies and resources does the learner use to figure out unknown vocabulary?

How do strategic readers create meaning from informational and literary text?

How do grammar and the conventions of language influence spoken and written communication?

How do readers know what to believe in what they read, hear, and view?

**Core Lesson Big Ideas:** Effective readers use appropriate strategies to construct meaning.  
Effective speakers prepare and communicate messages to address the audience and purpose.  
An expanded vocabulary enhances one's ability to express ideas and information.  
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.  
Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

**Core Lesson Materials:** Student reader  
Reader's Notebook  
Vocabulary Journal  
pencil  
Chromebook

**Core Lesson Key Terminology & Definitions:** Story structure - the main character's conflict, the events surrounding the conflict, and the resolution of the conflict.  
Summarize or retell the important parts of a story.  
Point of view- refers to who is telling the story (third person limited vs. third person omniscient)  
Irony - occurs when something happens that is the opposite of what readers expect.

## STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.3.5.A \(Advanced\)](#) 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.
- [CC.1.3.5.B \(Advanced\)](#) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- [CC.1.3.5.D \(Advanced\)](#) 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.E \(Advanced\)](#) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- [CC.1.3.5.J \(Advanced\)](#) 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.1.3.5.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

STATE: PA Core Anchors and Eligible Content (2014)

- [E05.A-V.4.1.1 \(Advanced\)](#) 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.

Alternate Eligible Content Code E05AV4.1.1a: Use context to determine the meaning of an unknown or multiple meaning word E05AV4.1.1b: Use a root word or affix to determine the meaning of a word

## Topic: U1L2 A Royal Mystery

Minutes for Topic: 330

**Core Lesson** Students regularly encounter plays in anthologies, textbooks, and independent reading. This play gives a

**Description:** modern treatment to a traditional fairy tale that explores the theme of identity. The text includes stage directions and a mostly informal, conversational tone between characters.

**Core Lesson** Read and comprehend literature.

**Student Learning Objectives:**

Quote accurately from a text to support analysis and inferences.

Examine a play to discover themes.

Analyze a play to understand the elements of drama.

Explain how scenes fit together to create the structure of a plot.

Compare and contrast characters in a drama, drawing on specific text details.

Understand text structure and the role it plays in comprehending literature.

Explore the methods a playwright uses to achieve characterization.

Identify the key features of a fairy tale.

Analyze how illustrations can contribute to a text's meaning, tone, and beauty.

Acquire and use vocabulary.

Use knowledge of linguistic context to determine the meaning of unknown words.

Learn and use words with the Greek and Latin prefixes non-, un-, dis-, and mis-.

Consult print or digital dictionaries to clarify word meanings.

Identify declarative, interrogative, imperative, and exclamatory sentences.

Engage effectively in collaborative discussion.

**Core Lesson Essential Questions:** How do strategic readers create meaning from informational and literary text? How does what readers read influence how they should read it?

How does interaction with text provoke thinking and response?

How do grammar and the conventions of language influence spoken and written communication?

What strategies and resources does the learner use to figure out unknown vocabulary?

**Core Lesson Big Ideas:** Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

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

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

**Core Lesson Materials:** Student reader

Vocabulary journal

Reader's Notebook

Chromebook

pencil

**Core Lesson Key Terminology & Definitions:** Theme- a message about life or people

elements of drama - scenes fit together to create the structure of the plot

characterization - refers to the ways in which an author shows what a character is like.

Four kinds of sentences - declarative, interrogative, exclamatory, imperative.

## STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.1.5.E (Advanced)</a>	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.
<a href="#">CC.1.2.5.D (Advanced)</a>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<a href="#">CC.1.2.5.J (Advanced)</a>	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.
<a href="#">CC.1.3.5.A (Advanced)</a>	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.
<a href="#">CC.1.3.5.B (Advanced)</a>	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
<a href="#">CC.1.3.5.C (Advanced)</a>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
<a href="#">CC.1.3.5.D (Advanced)</a>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<a href="#">CC.1.5.5.A (Advanced)</a>	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
<a href="#">CC.1.5.5.B (Advanced)</a>	Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
<a href="#">CC.1.5.5.G (Advanced)</a>	Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

### Topic: U1L3 Off and Running

Minutes for Topic: 330

**Core Lesson Description:** Students regularly encounter realistic fiction in literature anthologies, magazines, and their own independent reading. This text is written by a well-known author and is set in a Latino community. It tells the story of an election for a fifth grade class president and questions popularity versus community service.

**Core Lesson Student Learning Objectives:**

- Identify the reasons and evidence a speaker provides to support particular points.
- Acquire and use vocabulary.
- Use knowledge of linguistic context to determine the meaning of unknown words.
- Compare and contrast characters in a story.
- Quote accurately when making inferences and predictions.
- Engage effectively in collaborative conversations.
- Determine the meanings of words and phrases, including figurative language and idioms.
- Compare and contrast varieties of English in stories, including formal and informal language.
- Understand the use of verbs and verb phrases to comprehend narrative text.
- Analyze effects of dialogue in a story.
- Use context as a clue to determine meanings of multiple-meaning words and phrases.
- Use complete subjects and predicates.
- Use complete simple and compound sentences with subject-verb agreement.

**Core Lesson  
Essential  
Questions:**

How do strategic readers create meaning from informational and literary text? How do readers know what to believe?  
How does interaction with text provoke thinking and response?  
How do task, purpose, and audience influence how speakers craft and deliver a message?  
How do speakers employ language and utilize resources to effectively communicate a message?  
Who is the audience? What will work best for the audience?  
How do learners make decisions concerning formal and informal language in social and academic settings?  
What strategies and resources does the learner use to figure out unknown vocabulary?

**Core Lesson Big  
Ideas:**

Effective readers use appropriate strategies to construct meaning.  
Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.  
Effective speakers prepare and communicate messages to address the audience and purpose.  
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.  
Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.

**Core Lesson  
Materials:**

Student reader  
Reader's Notebook  
Vocabulary journal  
Chromebook  
pencil

**Core Lesson Key  
Terminology &  
Definitions:**

compare and contrast - find similarities and differences  
infer/predict - when you infer, you understand something that is not state directly. When you predict, you use clues to make logical guesses about what might happen in the future.  
idioms - phrases that mean something different than the literal meaning  
formal language - going by the rules of proper speech or language  
informal language - speech or language used in casual communications  
verb- a word that shows action

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.1.5.E \(Advanced\)](#)

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.

[CC.1.2.5.B \(Advanced\)](#)

Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

[CC.1.2.5.F \(Advanced\)](#)

Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

[CC.1.2.5.J \(Advanced\)](#)

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.
<a href="#">CC.1.2.5.K (Advanced)</a>	Determine or clarify 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.
<a href="#">CC.1.3.5.A (Advanced)</a>	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.
<a href="#">CC.1.3.5.C (Advanced)</a>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
<a href="#">CC.1.3.5.I (Advanced)</a>	Determine or clarify 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.
<a href="#">CC.1.3.5.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.5.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.5.S (Advanced)</a>	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.
<a href="#">CC.1.5.5.A (Advanced)</a>	Engage effectively in a range of collaborative discussions on grade-level topics and texts, building on others' ideas and expressing their own clearly.
<a href="#">CC.1.5.5.E (Advanced)</a>	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**Topic: U1L4 Double Dutch: A Celebration of Jump Rope, Rhyme, and Sisterhood**

Minutes for Topic: 330

**Core Lesson Description:** Students regularly encounter narrative nonfiction in reading textbooks, on the Internet, and in their own independent reading. The text tells how teamwork is central to the success of a double Dutch team. It includes factual information and personal reflections, along with examples of skipping rhymes.

**Core Lesson Student Learning Objectives:**

- Acquire and use vocabulary.
- Use knowledge of linguistic context to determine the meaning of unknown words.
- Identify a sequence of events in informational text.
- Use text details to monitor and clarify understanding.
- Engage effectively in collaborative discussion.
- Use information in a text to draw inferences.
- Recognize an author's use of narrative pacing to maintain readers' interest.
- Notice the effects of rhythm in a text.
- Understand the use of connecting words to comprehend informational text.
- Read and comprehend informational text.
- Quote accurately from a text to support analysis and inferences.
- Learn and use words with the suffixes -ion, -tion
- Use affixes as clues to the meaning of words.
- Identify common and proper nouns.
- Use proper nouns in writing and speaking.

**Core Lesson Essential Questions:**

- How do strategic readers create meaning from informational and literary text?
- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?
- Who is the audience? What will work best for the audience?



How do grammar and the conventions of language influence spoken and written communication?

What strategies and resources does the learner use to figure out unknown vocabulary?

**Core Lesson Big Ideas:** 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.  
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.  
Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

**Core Lesson Materials:** Student reading book  
Reader's Notebook  
Vocabulary journal  
Chromebook  
pencil

**Core Lesson Key Terminology & Definitions:** sequence - the order in which events happen.  
inferences - things figured out from indirect evidence  
pacing- how quickly a narrative moves along  
rhythm- the pattern or beat created by stressed syllables  
connecting words- words that link related ideas, events, or reasons  
common noun- a general person, place, or thing.  
proper noun- a particular person, place, or thing.  
initials - the first letter of each important word  
acronym- a name made from initials that can be read as a word  
abbreviation- a shortened form of a word.

## STANDARDS

STATE: PA Core Standards (2014)

[CC.1.2.5.A \(Advanced\)](#) Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

[CC.1.2.5.B \(Advanced\)](#) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

[CC.1.2.5.C \(Advanced\)](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

[CC.1.2.5.J \(Advanced\)](#) 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.K \(Advanced\)](#) Determine or clarify 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.

[CC.1.2.5.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.5.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Topic: U1L5 Elisa's Diary**

Minutes for Topic: 300

**Core Lesson Description:** Students regularly encounter realistic fiction in reading textbooks, anthologies, and their own independent reading. This text relates to difficulties a recent immigrant encounters in learning a new language and making friends. It follows a familiar narrative structure and builds upon a theme.

The companion text is a poem that celebrates the love of words and language. It employs created words and relies heavily on similes.

**Core Lesson** Acquire and use vocabulary.

**Student Learning Objectives:**

Use knowledge of linguistic context to determine the meaning of unknown words.

Determine the theme of a story from details in the text.

Use text details to visualize a story's characters, settings, and events.

Engage effectively in collaborative discussion.

Analyze how an author uses dialogue to reveal characters' qualities and to create a realistic story.

Notice the sequence of events in a story, including techniques such as skipping forward to show events that occur much later.

Understand the use of clauses to condense ideas in order to comprehend narrative text.

Compare and contrast story settings, drawing on details and other evidence in the text.

Read and comprehend literature.

Quote accurately from a text to support analysis and inferences.

Learn and use words with the suffixes -ly, -ful.

Use suffixes as clues to determine word meaning.

Write the plural forms of nouns correctly.

Use exact nouns in writing.

**Core Lesson Essential Questions:**

How do strategic readers create meaning from informational and literary text?

What is this text really about?

How does interaction with text provoke thinking and response?

How do speakers employ language and utilize resources to effectively communicate a message?

How do grammar and the conventions of language influence spoken and written communication?

What strategies and resources does the learner use to figure out unknown vocabulary?

**Core Lesson Big Ideas:**

Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

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

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

Effective speakers prepare and communicate messages to address the audience and purpose.

**Core Lesson Materials:**

Student reading book

Reader's Notebook

Vocabulary journal

Chromebook

pencil

<b>Core Lesson Key Terminology &amp; Definitions:</b>	Theme- central message of the story
	visualize- use details in the text to form vivid mental pictures of the characters, settings, and events.
	dialogue - the words characters say in a story
	sequence of events - the order in which events happen in a story
	clause- a group of words that joins with another group of words to form a sentence
	imagery- the use of sensory language to create mental pictures
	metaphor- comparison between two unlike things that does not use like or as
	simile - comparison between two unlike things that uses like or as
	suffix- an affix at the end of a word that changes its meaning
	affix- a suffix or prefix attached to a base word, stem, or root that changes the meaning of the word.
	base word- the word to which prefixes and/or suffixes are added
	singular noun - names one person, place, or thing
	plural noun- names more than one person, place, or thing
	collective noun- names a group of people, animals, or things that act as a unit

## STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.5.B (Advanced)</a>	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
<a href="#">CC.1.2.5.J (Advanced)</a>	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.
<a href="#">CC.1.3.5.A (Advanced)</a>	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.
<a href="#">CC.1.3.5.E (Advanced)</a>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<a href="#">CC.1.3.5.I (Advanced)</a>	Determine or clarify 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.
<a href="#">CC.1.3.5.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.

## Unit: Unit 2 Wild Encounter

Timeline: Week 9 to 17

**Unit Description:** This unit deals with human/animal interaction and with persuading a community to take action.

**Unit Essential Questions:** How do strategic readers create meaning from informational and literary text? How do readers know what to believe?

How does a reader's purpose influence how text should be read?

How does interaction with text provoke thinking and response?

How does interaction with text provoke thinking and response?

How does a reader know a source can be trusted?

How do grammar and the conventions of language influence spoken and written communication?

How does one develop and refine vocabulary?

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. 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.

**Unit Materials:** Journeys Student Book

Reader's Notebook

Vocabulary Journal

Teacher created worksheets

Chromebook

IXL software

**Unit Assignments:**

Reader's Notebook activities

vocabulary journals - definitions

interactive journals

teacher created worksheets

IXL assignments

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.5.A](#)  
(Advanced) Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

[CC.1.2.5.B](#)  
(Advanced) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

[CC.1.2.5.C](#)  
(Advanced) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

[CC.1.2.5.F](#)  
(Advanced) Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

[CC.1.2.5.G](#)  
(Advanced) 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.H](#)  
(Advanced) Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1

[CC.1.2.5.J](#)  
(Advanced) 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.K](#)  
(Advanced) Determine or clarify 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.

[CC.1.2.5.L](#)  
(Advanced) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.5.A](#)  
(Advanced) 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.
<a href="#">CC.1.3.5.C</a> (Advanced)	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
<a href="#">CC.1.3.5.I</a> (Advanced)	Determine or clarify 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.
<a href="#">CC.1.3.5.J</a> (Advanced)	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.
<a href="#">CC.1.3.5.K</a> (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.5.R</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

(\* standards consolidated from Topic level)

### Topic: U2L6 Quest for the Tree Kangaroo

Minutes for Topic: 330

**Core Lesson Description:** Students regularly encounter informational text in reading textbooks, periodicals, and their own independent reading. This text relates the work of a team of scientists who are trying to study the elusive Matschie's tree kangaroo in Papua New Guinea. It gives insight into the scientific field through a familiar narrative.

The companion text is a myth that explains physical traits of the koala. The text follows the structure of many traditional tales in which animals can speak, and teaches a moral or lesson about life.

**Core Lesson** Listen to fluent reading.

**Student Learning Objectives:**

Identify details to comprehend a text.

Summarize a text that is read aloud by condensing ideas.

Acquire and use vocabulary.

Use knowledge of linguistic context to determine the meaning of unknown words.

Identify cause-and-effect relationships in informational text.

Explain relationships between individuals, events, ideas, and concepts within a text.

Engage effectively in collaborative discussion.

Notice the effect of quotations and descriptions in informational text.

Understand the importance of domain-specific vocabulary and determine meaning in context.

Read and comprehend informational text.

Quote accurately from a text to support analysis and inferences.

Use the relationship between synonyms and antonyms to determine their meanings and better understand the words.

Consult print and digital reference materials to clarify the meanings of words.

Identify main verbs, helping verbs, and linking verbs.

Use main, helping, and linking verbs in writing and speaking.

Use verb tenses to convey times, sequences, states, and conditions.

**Core Lesson Essential Questions:**

How do strategic readers create meaning from informational and literary text? How do strategic readers create meaning from informational and literary text?

How do readers know what to believe in what they read, hear, and view? How do active listeners make meaning?

How do task, purpose, and audience influence how speakers craft and deliver a message?  
How do grammar and the conventions of language influence spoken and written communication?  
What strategies and resources does the learner use to figure out unknown vocabulary?

- Core Lesson 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 communicate messages to address the audience and purpose.
- 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.
- Core Lesson Materials:** Student reading book  
Reader's Notebook  
vocabulary journal  
Chromebook  
pencil
- Core Lesson Key Terminology & Definitions:** cause and effect relationship - related events in which one event causes another to occur, sometimes setting off a chain of events.
- quotation- the exact words spoken by someone
- descriptions- impressions of people, places, or events
- domain-specific words- vocabulary commonly used within a given subject area
- myth-a story that tells what a group of people believes about the world or an aspect of nature.
- antonyms-words that have opposite meanings
- synonyms- words that share similar meanings
- linking verb- connects a subject of a sentence to information about it
- action verb- tells what the subject does, did, or will do
- main verb- conveys the most important action, state, or condition in a sentence
- helping verb-adds detail to the main verb
- verb tense- a verb form that conveys time, sequence, state, or condition

## STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.5.B \(Advanced\)](#) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- [CC.1.2.5.C \(Advanced\)](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
- [CC.1.2.5.G \(Advanced\)](#) 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.J \(Advanced\)](#) 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.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.5.A \(Advanced\)](#) 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.

<a href="#">CC.1.3.5.C (Advanced)</a>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
<a href="#">CC.1.3.5.I (Advanced)</a>	Determine or clarify 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.
<a href="#">CC.1.3.5.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Topic: U2L7 Old Yeller**

Minutes for Topic: 330

**Core Lesson Description:** Students regularly encounter historical fiction in literature anthologies and their own independent reading. This text is an excerpt from an American classic. It is written in the informal dialect of 1860s Texas.

The companion text is a persuasive text presented as a movie review from the points of view of two "experts." It contains divergent opinions supported by evidence.

**Core Lesson Student Learning Objectives:**

- Listen to fluent reading.
- Summarize a written text read aloud using compare and contrast sentence frames.
- Acquire and use vocabulary.
- Use knowledge of linguistic context to determine the meaning of unknown words.
- Compare and contrast characters in a work of fiction.
- Use text details to visualize characters and events.
- Engage effectively in collaborative discussion.
- Examine the effect of the author's word choice.
- Understand the use of dialect in a story and what it can reveal about characters.
- Understand the use of pronouns in narrative text.
- Use quotations and other text evidence to support ideas in writing or discussion.
- Determine a story's theme.
- Prepare for and participate in group discussion.
- Read and comprehend literature.
- Quote accurately from a text to support analysis and inferences.
- Identify direct and indirect objects.
- Create compound direct objects.
- Combine sentences for meaning and style.

**Core Lesson Essential Questions:**

- How do strategic readers create meaning from informational and literary text?
- How do readers know what to believe in what they read, hear, and view?
- How do active listeners know what to believe in what they hear?
- How do task, purpose, and audience influence how speakers craft and deliver a message?
- How do learners make decisions concerning formal and informal language in social and academic setting?
- How do grammar and the conventions of language influence spoken and written communication?
- What strategies and resources does the learner use to figure out unknown vocabulary?

**Core Lesson Big** Effective readers use appropriate strategies to construct meaning.

**Ideas:**

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.

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.

**Core Lesson Materials:**

Student reading book

Reader's Notebook

Vocabulary journal

Chromebook

pencil

**Core Lesson Key Terminology & Definitions:**

main character-the most important person, animal, or imaginary creature taking part in a story's action.

sensory language- words and phrases that appeal to the senses of sight, hearing, touch, taste, and smell.

dialect-variety of English spoken in a particular place or time period by a particular group of people

pronoun- a word that takes the place of and refers back to a noun in a text.

Adage-a traditional expression that has proven to be true over time.

proverb-a saying that expresses common sense wisdom in simple terms.

direct object- the word that receives the action of the verb

compound direct object-words that receive the action of the same verb

indirect object-tells to or for whom or what the action is done

**STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.5.B \(Advanced\)](#)

Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

[CC.1.2.5.J \(Advanced\)](#)

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.K \(Advanced\)](#)

Determine or clarify 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.

[CC.1.2.5.L \(Advanced\)](#)

Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.5.A \(Advanced\)](#)

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.

[CC.1.3.5.C \(Advanced\)](#)

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.K \(Advanced\)](#)

Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Topic: U2L8 Everglades Forever**

Minutes for Topic: 330

**Core Lesson**

Students regularly encounter narrative nonfiction in reading textbooks, magazines, and their own independent



**Description:** reading. This text explains some of the unique features of Florida's Everglades and efforts to preserve the ecosystem. It is written in an informal narrative style.

The companion text is an informational text that represents an online website. It contains text features that guide readers to find information.

**Core Lesson Student Learning Objectives:**

- Listen to fluent reading.
- Respond to a written text read aloud using domain-specific words.
- Listen for the evidence presented to support a speaker's points.
- Acquire and use vocabulary.
- Use knowledge of linguistic context to determine the meaning of unknown words.
- Explain how an author uses reasons and evidence to support points.
- Quote accurately

## STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.5.C \(Advanced\)](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
- [CC.1.2.5.F \(Advanced\)](#) Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
- [CC.1.2.5.G \(Advanced\)](#) 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.H \(Advanced\)](#) Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1
- [CC.1.2.5.J \(Advanced\)](#) 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.K \(Advanced\)](#) Determine or clarify 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.
- [CC.1.2.5.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

### Topic: U2L9 Storm Warriors

Minutes for Topic: 330

## STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.5.G \(Advanced\)](#) 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.1.3.5.I \(Advanced\)](#) Determine or clarify 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.
- [CC.1.3.5.J \(Advanced\)](#) 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.1.3.5.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.5.R \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

### Topic: U2L10 Cougars

Minutes for Topic: 330

## STANDARDS

STATE: PA Core Standards (2014)

- [CC.1.2.5.A \(Advanced\)](#) Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

<a href="#">CC.1.2.5.B (Advanced)</a>	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
<a href="#">CC.1.2.5.C (Advanced)</a>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
<a href="#">CC.1.2.5.J (Advanced)</a>	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.
<a href="#">CC.1.2.5.K (Advanced)</a>	Determine or clarify 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.
<a href="#">CC.1.2.5.L (Advanced)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.3.5.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.

### **Unit: Unit 3 Revolution**

Timeline: Week 18 to 26

#### **Unit**

**Description:** The selections in this unit deal with people and events of the Revolutionary War.

#### **Unit Essential Questions:**

- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?
- How do readers know what to believe?
- How does interaction with text provoke thinking and response?
- How do grammar and the conventions of language influence spoken and written communication?
- What strategies and resources does the learner use to figure out unknown vocabulary?

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning.

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

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

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.

**Unit Materials:** Journeys Student Book

Reader's Notebook

Vocabulary Journal

Teacher created worksheets

Chromebook

IXL software

#### **Unit Assignments:**

Reader's Notebook activities

vocabulary journals - definitions

interactive journals

teachers created worksheets

IXL assignments

**Unit Key Terminology & Definitions:**

cause and effect

visual elements

primary sources

visualize

tone

reference materials

dictionary

glossary

thesaurus

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.5.A](#)  
(Advanced) Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

[CC.1.2.5.B](#)  
(Advanced) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

[CC.1.2.5.C](#)  
(Advanced) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

[CC.1.2.5.E](#)  
(Advanced) Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).

[CC.1.2.5.F](#)  
(Advanced) Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.

[CC.1.2.5.G](#)  
(Advanced) 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.H](#)  
(Advanced) Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1

[CC.1.2.5.I](#)  
(Advanced) Integrate information from several texts on the same topic to demonstrate understanding of that topic.

[CC.1.2.5.J](#)  
(Advanced) 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.K](#)  
(Advanced) Determine or clarify 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.

[CC.1.2.5.L](#)  
(Advanced) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.3.5.A](#)  
(Advanced) 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.

[CC.1.3.5.B](#)  
(Advanced) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

[CC.1.3.5.E](#)  
(Advanced) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

[CC.1.3.5.G](#)  
(Advanced) 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.H](#)  
(Advanced) Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as

<a href="#">CC.1.3.5.I</a> (Advanced)	additional literary elements. Determine or clarify 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.
<a href="#">CC.1.3.5.J</a> (Advanced)	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.
<a href="#">CC.1.3.5.K</a> (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.5.F</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.5.R</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

(\* standards consolidated from Topic level)

**Topic:**

**Topic: U3L11 Dangerous Crossing**

Minutes for Topic: 330

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.5.B</a> (Advanced)	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
<a href="#">CC.1.2.5.I</a> (Advanced)	Integrate information from several texts on the same topic to demonstrate understanding of that topic.
<a href="#">CC.1.2.5.K</a> (Advanced)	Determine or clarify 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.
<a href="#">CC.1.2.5.L</a> (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.3.5.A</a> (Advanced)	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.
<a href="#">CC.1.3.5.E</a> (Advanced)	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<a href="#">CC.1.3.5.G</a> (Advanced)	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).
<a href="#">CC.1.3.5.K</a> (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Topic: U3L12 Can't You Make Them Behave, King George?**

Minutes for Topic: 330

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.5.B</a> (Advanced)	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
<a href="#">CC.1.2.5.C</a> (Advanced)	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
<a href="#">CC.1.2.5.E</a> (Advanced)	Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
<a href="#">CC.1.2.5.F</a> (Advanced)	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
<a href="#">CC.1.2.5.H</a> (Advanced)	Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1
<a href="#">CC.1.2.5.K</a> (Advanced)	Determine or clarify 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.
<a href="#">CC.1.2.5.L</a> (Advanced)	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

[CC.1.4.5.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Topic: U3L13 They Called Her Molly Pitcher**

Minutes for Topic: 330

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.5.A \(Advanced\)](#) Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
- [CC.1.2.5.B \(Advanced\)](#) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- [CC.1.2.5.C \(Advanced\)](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
- [CC.1.2.5.G \(Advanced\)](#) 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.H \(Advanced\)](#) Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1
- [CC.1.2.5.J \(Advanced\)](#) 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.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.5.I \(Advanced\)](#) Determine or clarify 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.
- [CC.1.3.5.J \(Advanced\)](#) 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.1.3.5.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.
- [CC.1.4.5.F \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Topic: U3L14 James Forten**

Minutes for Topic: 330

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.5.A \(Advanced\)](#) Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
- [CC.1.2.5.H \(Advanced\)](#) Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1
- [CC.1.2.5.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.5.B \(Advanced\)](#) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- [CC.1.4.5.R \(Advanced\)](#) Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

**Topic: U3L15 We Were There, Too!**

Minutes for Topic: 330

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.5.B \(Advanced\)](#) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- [CC.1.2.5.C \(Advanced\)](#) Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
- [CC.1.2.5.E \(Advanced\)](#) Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
- [CC.1.2.5.F \(Advanced\)](#) Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
- [CC.1.2.5.G \(Advanced\)](#) 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.

<a href="#">CC.1.2.5.I (Advanced)</a>	Integrate information from several texts on the same topic to demonstrate understanding of that topic.
<a href="#">CC.1.2.5.L (Advanced)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.3.5.A (Advanced)</a>	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.
<a href="#">CC.1.3.5.H (Advanced)</a>	Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.
<a href="#">CC.1.3.5.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.

## **Unit: Unit 4 The Power of Storytelling**

Timeline: Week 27 to 35

**Unit Description:** Students will look at ways illustrations can enhance a reader's experience, examine the role imagination plays in the invention process, determine how facts and opinions contribute to a story, make inquiries about the importance of being aware of community needs, and determine what a person can learn by building a relationship with an animal.

**Unit Essential Questions:**

- How does what readers read influence how they should read it?
- How does a reader's purpose influence how text should be read?
- How do readers know what to believe?
- How does interaction with text provoke thinking and response?
- How do grammar and the conventions of language influence spoken and written communication?
- What strategies and resources does the learner use to figure out unknown vocabulary?

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning.

- Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information. 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.

**Unit Materials:** Journeys Student Book

- Reader's Notebook
- Vocabulary Journal
- Teacher created worksheets
- Chromebook
- IXL software

**Unit Assignments:**

- Reader's Notebook activities
- vocabulary journals - definitions
- interactive journals
- teachers created worksheets
- IXL assignments

**Unit Key Terminology & Definitions:**

author's purpose  
voice  
visual elements  
hyperbole  
word origin  
adjective  
descriptive adjective  
story structure  
literary devices  
point of view: first person  
onomatopoeia  
adverb  
frequency  
intensity  
facts  
opinions  
main idea  
details  
pacing  
homophones  
homographs  
characterization  
prepositional phrase  
possessive pronoun  
indefinite pronoun  
interrogative pronoun  
characters  
setting  
conflict  
resolution  
simile metaphor  
idiom  
title  
italic  
underline

**STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[CC.1.2.5.A](#)  
(Advanced)

Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.

[CC.1.2.5.B](#)

Cite textual evidence by quoting accurately from the text to

<a href="#">(Advanced)</a> <a href="#">CC.1.2.5.C</a> <a href="#">(Advanced)</a>	explain what the text says explicitly and make inferences. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
<a href="#">CC.1.2.5.F</a> <a href="#">(Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
<a href="#">CC.1.2.5.G</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.2.5.H</a> <a href="#">(Advanced)</a>	Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1
<a href="#">CC.1.2.5.J</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.2.5.K</a> <a href="#">(Advanced)</a>	Determine or clarify 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.
<a href="#">CC.1.2.5.L</a> <a href="#">(Advanced)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.3.5.A</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.3.5.B</a> <a href="#">(Advanced)</a>	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
<a href="#">CC.1.3.5.C</a> <a href="#">(Advanced)</a>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
<a href="#">CC.1.3.5.D</a> <a href="#">(Advanced)</a>	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
<a href="#">CC.1.3.5.E</a> <a href="#">(Advanced)</a>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<a href="#">CC.1.3.5.G</a> <a href="#">(Advanced)</a>	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).
<a href="#">CC.1.3.5.J</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.3.5.K</a> <a href="#">(Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.

(\* standards consolidated from Topic level)

### Topic: U4L16 Lunch Money

Minutes for Topic: 330

#### STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.5.B (Advanced)</a>	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
<a href="#">CC.1.2.5.C (Advanced)</a>	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
<a href="#">CC.1.2.5.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
<a href="#">CC.1.2.5.L (Advanced)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.3.5.A (Advanced)</a>	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.
<a href="#">CC.1.3.5.B (Advanced)</a>	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
<a href="#">CC.1.3.5.G (Advanced)</a>	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.J \(Advanced\)](#) 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.1.3.5.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Topic: U4L17 LAFFF**

Minutes for Topic: 330

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.5.B \(Advanced\)](#) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- [CC.1.2.5.G \(Advanced\)](#) 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.J \(Advanced\)](#) 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.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.5.A \(Advanced\)](#) 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.
- [CC.1.3.5.D \(Advanced\)](#) 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.E \(Advanced\)](#) Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- [CC.1.3.5.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Topic: U4L18 The Dog Newspaper**

Minutes for Topic: 330

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.5.A \(Advanced\)](#) Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
- [CC.1.2.5.B \(Advanced\)](#) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- [CC.1.2.5.G \(Advanced\)](#) 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.H \(Advanced\)](#) Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1
- [CC.1.2.5.J \(Advanced\)](#) 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.K \(Advanced\)](#) Determine or clarify 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.
- [CC.1.2.5.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
- [CC.1.3.5.D \(Advanced\)](#) 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.K \(Advanced\)](#) Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Topic: U4L19 Darnell Rock Reporting**

Minutes for Topic: 330

**STANDARDS**

STATE: PA Core Standards (2014)

- [CC.1.2.5.B \(Advanced\)](#) Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.

<a href="#">CC.1.2.5.H (Advanced)</a>	Determine how an author supports particular points in a text through reasons and evidence. E05.B-C.3.1.1
<a href="#">CC.1.2.5.J (Advanced)</a>	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.
<a href="#">CC.1.2.5.K (Advanced)</a>	Determine or clarify 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.
<a href="#">CC.1.2.5.L (Advanced)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.3.5.A (Advanced)</a>	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.
<a href="#">CC.1.3.5.C (Advanced)</a>	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.
<a href="#">CC.1.3.5.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.

**Topic: U4L20 The Black Stallion**

Minutes for Topic: 330

**STANDARDS**

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.5.B (Advanced)</a>	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
<a href="#">CC.1.2.5.F (Advanced)</a>	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.
<a href="#">CC.1.2.5.G (Advanced)</a>	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.
<a href="#">CC.1.2.5.J (Advanced)</a>	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.
<a href="#">CC.1.2.5.K (Advanced)</a>	Determine or clarify 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.
<a href="#">CC.1.3.5.A (Advanced)</a>	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.
<a href="#">CC.1.3.5.E (Advanced)</a>	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
<a href="#">CC.1.3.5.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.