Curriculum Map: Ready Reading
Course: ENGLISH LANGUAGE ARTS 5 Sub-topic: English

Grade(s): 5

Course Description: Ready Reading is a rigorous standards based program that builds strong, independent readers through instruction and practice with high interest, complex informational and literary texts based on the PA Core Standards and Eligible Content. The Ready program provides practical classroom instruction based on proven literacy research. A consistent read, think, talk, write instructional model fosters engagement and builds student autonomy. Passages consist of the following genres: Science Texts and Articles, Biographies, Interviews, History Articles, Technical Texts, Eyewitness Accounts, Dramas, Historical Fiction, Drama, Folktale, Lyric Poems, Narrative Poems, Adventure Stories, Science Fictions, Legends, Journal Entries, Letters, News Articles, Speeches, Realistic Fiction, and Myths.

Ready Writing is an 8-step lesson sequence that methodically walks students through the writing process, making each step transparent and understandable. These lessons make connections to the Ready Reading program, and cover the following lessons: Writing an opinion letter to the editor, writing an article to inform, writing a narrative legend, writing an essay to analyze literature, writing a book chapter to inform, and writing an opinion speech. These lessons cover the following themes: planets, electricity, legends, distinct voices, animal communication, and digital communication.

Course Textbooks, Workbooks, Materials Citations: Ready Reading Teacher Resource Book

Ready Reading Student Workbook

Ready Writing Teacher Resource Book

Ready Writing Student Workbook

Pacing Calendar: Ready Reading

Unit 1: Key Ideas and Details in Informational Text

Lesson 1: Finding Main Ideas and Details: 30-45 minutes per day, 5-6 days

Lesson 2: Summarizing Informational Text: 30-45 minutes per day, 5-6 days

Lesson 3: Supporting Inferences and Generalizations: 30-45 minutes per day, 5-6 days

Lesson 4a: Explaining Relationships in Scientific and Technical Texts: 30-45 minutes per day, 5-6 days

Lesson 4b: Explaining Relationships in Historical Texts: 30-45 minutes per day, 5-6 days

PSSA Practice: 30-45 minutes per day, 2-3 Days

Unit 2: Key Ideas and Details in Literature

Lesson 5: Comparing and Contrasting Characters in Drama: 30-45 minutes per day, 5-6 days

Lesson 6: Comparing and Contrasting Settings and Events: 30-45 minutes per day, 5-6 days

Lesson 6: Comparing and Contrasting Settings and Events: 30-45 minutes per day, 5-6 days

Lesson 7: Finding the Theme of a Story or Drama: 30-45 minutes per day, 5-6 days

Lesson 8: Finding the Theme of a Poem: 30-45 minutes per day, 5-6 days

Lesson 9: Summarizing Literary Texts: 30-45 minutes per day, 5-6 days

Lesson 10: Using Details to Support Inferences in Literary Texts: 30-45 minutes per day, 5-6 days

PSSA Practice: 30-45 minutes per day, 2-3 Days

Unit 3: Craft and Structure in Informational Text

Lesson 11: Unfamiliar Words: 30-45 minutes per day, 5-6 days

Lesson 12: Comparing Text Structures, Part 1: Chronology, Problem–Solution: 30-45 minutes per day, 5-6 days

Lesson 13: Comparing Text Structures, Part 2: Cause–Effect, Compare–Contrast: 30-45 minutes per day, 5-6 days

Lesson 14: Analyzing Accounts of the Same Topic: 30-45 minutes per day, 5-6 days

PSSA Practice: 30-45 minutes per day, 2-3 Days

Unit 4: Craft and Structure in Literature

Lesson 15: Language and Meaning: 30-45 minutes per day, 5-6 days

Lesson 16: Understanding Literary Structure: 30-45 minutes per day, 5-6 days

Lesson 17: Point of View: 30-45 minutes per day, 5-6 days

PSSA Practice: 30-45 minutes per day, 2-3 Days

Unit 5: Integration of Knowledge and Ideas in Informational Text

Lesson 18: Finding Information from Multiple Sources: 30-45 minutes per day, 5-6 days

Lesson 19: Understanding Supporting Evidence: 30-45 minutes per day, 5-6 days

Lesson 20: Using Multiple Sources for Writing and Speaking: 30-45 minutes per day, 5-6 days

PSSA Practice: 30-45 minutes per day, 2-3 Days

Unit 6: Integration of Knowledge and Ideas in Literature

Lesson 21: Analyzing Visual Elements in Literary Texts: 30-45 minutes per day, 5-6 days

Lesson 22: Comparing and Contrasting Stories in the Same Genre: 30-45 minutes per day, 5-6 days

PSSA Practice: 30-45 minutes per day, 2-3 Days

Ready Reading Language Handbook

Lessons 1-11: Conventions of Standard English

Lessons 12-14: Knowledge of Language

Lessons 15-23: Vocabulary Acquisition and Use

Ready Writing

Lesson 1: Writing an Opinion: Letter to the Editor: 20 minutes per day, 25-30 days

Lesson 2: Writing to Inform: Article: 20 minutes per day, 25-30 days

Lesson 3: Writing a Narrative: Legend: 20 minutes per day, 25-30 days

Lesson 4: Writing to Analyze Literature: Essay: 20 minutes per day, 25-30 days

Lesson 5: Writing to Inform: Book Chapter: 20 minutes per day, 25-30 days

Lesson 6: Writing an Opinion: Speech: 20 minutes per day, 25-30 days

**Course
Interdisciplinary** Thematic Units
Connections:

Course Notes: iReady Reading

Unit: Unit 1: Key Ideas and Details in Informational Text
Timeline: Week 38

**Unit
Description:**   In this unit, you will learn how to use key ideas to determine the main idea of an informational text. You'll also use key ideas to summarize texts, to make inferences, and to make connections between people, events, and ideas.

**Unit Essential
Questions:**   What is a main idea?

What is a key detail?

How do you summarize a text?

How do you make an inference or generalization?

How do you explain relationships between individuals, events, and ideas in informational text?

Unit Big Ideas:

1. determine two or more main ideas of informational texts and explain how key details support the main ideas.

2. summarize an informational text

3. refer to details and examples when making inferences and generalizations

4. explain relationships between individuals, events, and ideas in informational text

Unit Materials: teacher manual, student workbook

**Unit
Assignments:**   Read each assigned passage.

Complete graphic organizers.

Answer multiple choice questions.

Discuss assignments with classmates.

Complete the written response.

**Unit Key
Terminology &** main idea -what a selection is mostly about
Definitions:

key detail - an important fact, example or other piece of information in a text that helps explain a main idea

summarize - to briefly retell in your own words the important ideas, events, and details in a text

inference - the process of reaching a conclusion based on details in the text and your own background knowledge

generalization - a conclusion drawn from several examples that is used to make a broad statement about a topic, group, or person

relationship - the way in which two or more people, events, or things are connected

support topic - to help explain, or provide evidence for, a main idea in a text

quote - a short passage, sentence, or phrase of exact wording from a text

evidence - facts, details, quotes, or other pieces of information used to support a claim, point, or an idea

scientific text - a piece of text that explains how or why something happens

interaction - the way people or things affect each other

technical text - a piece of writing that tells how to make or do something

cause and effect - a relationship between things or events, in which one thing - the cause - brings about, or causes, something else - the effect

ideas - a thought, an opinion, or a belief that exists in the mind about what something is like or should be like

historical texts - an informational piece of writing that tells about people, events, and ideas from the past

STANDARDS:

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

E05.B-K.1.1.3 (Advanced)	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.
	Alternate Eligible Content Code E05BK1.3a: Identify the relationship between two individuals, events, procedures, ideas, steps, or concepts in the text

STATE: Pennsylvania State Anchors (2010)

R3.A.1.4.1 (Advanced)	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
	Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.
R3.A.2.5 (Advanced)	Summarize a nonfictional text as a whole.
R5.A.1.3.2 (Advanced)	Cite evidence from text to support generalizations.

 (* standards consolidated from Topic level)

Topic: Lesson 1 - Finding Main Ideas and Details
Minutes for Topic: 150
STANDARDS
STATE: Pennsylvania State Anchors (2010)

R3.A.1.4.1 (Advanced)	Identify and/or explain stated or implied main ideas and relevant supporting details from text.
	Note: Items may target specific paragraphs. Items might ask about information in the text that is most important or helpful for understanding a particular fact or idea. Items may require recalling key information stated in text.

Topic: Lesson 2: Summarizing Informational Texts
Minutes for Topic: 150
STANDARDS
STATE: Pennsylvania State Anchors (2010)

R3.A.2.5 (Advanced)	Summarize a nonfictional text as a whole.

Topic: Lesson 3: Supporting Inferences and Generalizations
Minutes for Topic: 150
STANDARDS
STATE: Pennsylvania State Anchors (2010)

R5.A.1.3.2 (Advanced)	Cite evidence from text to support generalizations.

Topic: Lesson 4a: Explaining Relationships in Scientific and Technical Texts
Minutes for Topic: 150

Topic: Lesson 4b: Explaining Relationships in Historical Texts

Minutes for Topic: 150

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

E05.B-K.1.1.3 (Advanced)   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.

Alternate Eligible Content Code E05BK1.1.3a: Identify the relationship between two individuals, events, procedures, ideas, steps, or concepts in the text

Unit: Unit 2: Key Ideas and Details in Literature

Timeline: Week 45

Unit Description: In this unit, you'll learn how to pay attention to the kinds of key ideas and details that can help you compare and contrast characters, settings, and events within stories, plays, and poems. You'll learn to pay attention to details that will help you determine the theme, or main message, of a selection. You'll also learn which of these details are important to include in a summary.

Unit Essential Questions: How do you compare and contrast characters and their interactions?

How do you use details to compare and contrast settings and events?

How can you determine a theme of a story, drama, or poem?

How is a theme supported by details?

How do characters respond to challenges?

How do you summarize stories and plays?

How do you support inferences and generalizations with quotes and specific details?

Unit Big Ideas:

1. Compare and contrast characters and how they interact based on details in stories and plays.

2. Use details to compare and contrast settings and events in stories and plays.

3. Determine a theme of a story, drama, or poem.

4. Explain how a theme is supported by details, including how characters respond to challenges.

5. Summarize stories and plays.

6. Support inferences and generalizations with quotes and specific details.

Unit Materials: student workbook, teacher manual

Unit Assignments: Read each assigned passage.

Complete graphic organizers.

Answer multiple choice questions.

Discuss assignments with classmates.

Complete the written response.

Unit Key Terminology & Definitions:

compare - to describe how two or more things are similar

stage directions

contrast - to describe how two or more things are difference

drama - a story that is performed on a stage

dialogue - the words the characters say in a story or play

event - things that happen in stories and in the natural world

details - facts, examples, and other pieces of information directly stated in a text

setting - when and where a story or play takes place

theme - an important message or lesson that an author wants to share either implicitly or explicitly about people or life

challenge - a problem or difficulty that needs to be solved

characters - a person, animal, or made-up creature in a story or play

topic - the general subject of a text

speaker - the character whose voice you hear in a poem

reflect - think deeply or speak seriously about something

key detail - an important fact, example, or other piece of information in a text that helps explain the main idea

summarize - to briefly retell in your own words the most important ideas, events, and details in a text

quotes

STANDARDS:

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

E04.A-K.1.1.2 (Advanced)	Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
	Alternate Eligible Content Code E04AK1.1.2a: Identify the theme/central message of a text E04AK1.1.2b: Summarize the text	
E05.A-K.1.1.3 (Advanced)	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).	
	Alternate Eligible Content Code E05AK1.1.3a: Identify how characters' actions contribute to the story	
E07.A-K.1.1.1 (Advanced)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.	
	Alternate Eligible Content Code E07AK1.1.1a: Answer a literal question about a text E07AK1.1.1b: Answer an inferential question about a text E07AK1.1.1c: Cite details and evidence from the text to answer literal and inferential questions	
E03.B-C.3.1.2 (Advanced)	Compare and contrast the most important points and key details presented in two texts on the same topic.	
	Alternate Eligible Content Code E03BC3.1.2a: Identify similarities or differences between 2 pieces of text on the same topic	

 (* standards consolidated from Topic level)

Topic: Lesson 5: Comparing and Contrasting Characters in Drama

Minutes for Topic: 150

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

E03.B-C.3.1.2 (Advanced)   Compare and contrast the most important points and key details presented in two texts on the same topic.

Alternate Eligible Content Code E03BC3.1.2a: Identify similarities or differences between 2 pieces of text on the same topic

Topic: Lesson 6: Comparing and Contrasting Settings and Events
Minutes for Topic: 150
STANDARDS
STATE: PA Core Anchors and Eligible Content (2014)

E05.A-K.1.1.3 (Advanced)   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).

Alternate Eligible Content Code E05AK1.1.3a: Identify how characters' actions contribute to the story

Topic: Lesson 7: Finding the Theme of a Story or Drama
Minutes for Topic: 150
STANDARDS
STATE: PA Core Anchors and Eligible Content (2014)

E04.A-K.1.1.2 (Advanced)   Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Alternate Eligible Content Code E04AK1.1.2a: Identify the theme/central message of a text E04AK1.1.2b: Summarize the text

Topic: Lesson 8: Finding the Theme of a Poem
Minutes for Topic: 150
STANDARDS
STATE: PA Core Anchors and Eligible Content (2014)

E04.A-K.1.1.2 (Advanced)   Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Alternate Eligible Content Code E04AK1.1.2a: Identify the theme/central message of a text E04AK1.1.2b: Summarize the text

Topic: Lesson 9: Summarizing Literary Texts
Minutes for Topic: 150
STANDARDS
STATE: PA Core Anchors and Eligible Content (2014)

E04.A-K.1.1.2 (Advanced)   Determine a theme of a story, drama, or poem from details in the text; summarize the text.

Alternate Eligible Content Code E04AK1.1.2a: Identify the theme/central message of a text E04AK1.1.2b: Summarize the text

Topic: Lesson 10: Inferences and Generalizations in Literary Texts
Minutes for Topic: 150
STANDARDS
STATE: PA Core Anchors and Eligible Content (2014)

E07.A-K.1.1.1 (Advanced)   Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

Alternate Eligible Content Code E07AK1.1.1a: Answer a literal question about a text E07AK1.1.1b: Answer an inferential question about a text E07AK1.1.1c: Cite details and evidence from the text to answer literal and inferential questions

Unit: Unit 3: Craft and Structure in Informational Text
Timeline: Week 1

Unit Description: In this unit, you'll learn to use context clues to determine the meanings of unfamiliar words, and to analyze different points of view written about the same topic.

Unit Essential Questions: How do you find the meanings of unfamiliar words and phrases in informational text?

How do you find similarities and differences between chronological text structures and problem/solution text structures?

How do you find similarities and differences between cause and effect text structures and compare/contrast text structures?

How do you compare and contrast multiple author accounts and points of view regarding the same topic?

Unit Big Ideas:

1. find the meanings of unfamiliar words and phrases in informational text

2. find similarities and differences between chronological text structures and problem/solution text structures

3. find similarities and differences between cause and effect text structures and compare/contrast text structures

4. compare and contrast multiple author accounts and points of view regarding the same topic

Unit Materials:

Student workbook, teacher manual

Unit Assignments: Read each assigned passage.

Complete graphic organizers.

Answer multiple choice questions.

Discuss assignments with classmates.

Complete the written response.

Unit Key Terminology & Definitions: academic vocabulary - words that are commonly used in written texts but are not generally part of everyday speech

topic - the general subject of a text

context clues - words, phrases, and sentences around an unknown word or phrase in a text that help to determine the word's meaning; context clues may be synonyms, antonyms, examples, or definitions

subject area - a specific topic or field of study; science, mathematics, history, outer space, the ancient world, and the environment are examples of subject areas

text structure - the way an author organizes the ideas and details in a piece of writing; text structures include comparison, cause-effect, chronology, and problem-solution

problem/solution text structure - a text organization that describes problems and solutions

chronological text structure - a text organization in which events are told in the order in which they happen

cause/effect text structure - a relationship between things or events, in which one thing - the cause- brings about, or causes, something else - the effect

compare/contrast text structure - a text organization that describes how two or more things are alike and different

account - a written or spoken report of an event or topic

analyze - to closely and carefully examine a piece of text

point of view - literary text - the perspective from which a piece of text is written; informational text - the author's viewpoint that allow the reader to know how the author thinks and feels about a topic

STANDARDS: **STANDARDS**

<u>STATE: PA Core Anchors and Eligible Content (2014)</u>

E04.B-C.2.1.2 (Advanced)	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in a text or part of a text.	
	Alternate Eligible Content Code E04BC2.1.2a: Identify the text structure or text features in a text	
E05.B-C.2.1.1 (Advanced)	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
	Alternate Eligible Content Code E05BC2.1.1a: Identify similarities or differences in 2 points-of-view about one event or topic in a text	
E04.C.1.2.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	

 (* standards consolidated from Topic level)

Topic: Lesson 11: Unfamiliar Words
Minutes for Topic: 150

STANDARDS

<u>STATE: PA Core Anchors and Eligible Content (2014)</u>

E04.C.1.2.4 (Advanced)   Use precise language and domain-specific vocabulary to inform about or explain the topic.

Topic: Lesson 12: Comparing Text Structures, Part 1: Chronology, Problem-Solution
Minutes for Topic: 150

STANDARDS

<u>STATE: PA Core Anchors and Eligible Content (2014)</u>

E04.B-C.2.1.2 (Advanced)   Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information and text features in a text or part of a text.

Alternate Eligible Content Code E04BC2.1.2a: Identify the text structure or text features in a text

Topic: Lesson 13: Comparing Text Structures, Part 2: Cause-Effect, Compare-Contrast
Minutes for Topic: 150

STANDARDS

<u>STATE: PA Core Anchors and Eligible Content (2014)</u>

E04.B-C.2.1.2 (Advanced)   Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/ solution) of events, ideas, concepts, or information and text features in a text or part of a text.

Alternate Eligible Content Code E04BC2.1.2a: Identify the text structure or text features in a text

Topic: Lesson 14: Analyzing Account of the Same Topic
Minutes for Topic: 150

STANDARDS

<u>STATE: PA Core Anchors and Eligible Content (2014)</u>

E05.B-C.2.1.1 (Advanced)   Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Alternate Eligible Content Code E05BC2.1.1a: Identify similarities or differences in 2 points-of-view about one event or topic in a text

Unit: Unit 4: Craft and Structure in Literature
Timeline: Week 7

Unit Description: In this unit, you'll study how similes and metaphors can describe people, things, and ideas. You'll develop a better understanding of how authors, poets, and playwrights craft and structure literature. You will also do this by learning about how stanzas in poems and scenes in plays build on each other.

Unit Essential Questions:	How do you find the meanings of figurative language, including similes and metaphors?
	How can you explain how scenes build on each other within a play?
	How do you describe the ways stanzas fit together to provide structure and meaning?
	How do you determine the point of view within a literary text?
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Unit Big Ideas:	1. find the meanings of figurative language, including similes and metaphors
	2. explain how scenes build on each other within a play
	3. describe the ways stanzas fit together to provide structure and meaning
	4. determine the point of view within a literary text
	5. describe how a narrator's or speaker's point of view influences the description of events

Unit Materials:	Student workbook, teacher manual

Unit Assignments:	Read each assigned passage.
	Complete graphic organizers.
	Answer multiple choice questions.
	Discuss assignments with classmates.
	Complete the written response.

Unit Key Terminology & Definitions:	connotative meaning - the feelings or associations that a word suggests, beyond its dictionary meaning
	figurative language - writing that makes comparisons to describe familiar things and events in new and sometimes unusual ways
	personification - a kind of figurative language that gives human qualities to animals or objects
	metaphor - a kind of figurative language that compares to things that are not alike without using the words like or as
	simile - a kind of figurative language that uses the words like or as to compare two dissimilar things
	acts - a main section or part of a play
	stanza - several verses or lines of a poem that are grouped together to describe an image, idea, or event
	scenes - a part of a play in which all the action takes place in the same settings and structures
	structures - the particular way a writer organizes a text such as acts for a drama or stanzas for a poem that helps the reader understand the writer's meaning
	dramas - a story that is performed on a stage
	narrators - a person who tells a story
	point of view - literary text - the perspective from which the piece of text is written; informational text - the author's viewpoint that allows the reader to know how the author thinks and feels about a topic
	speakers - the character whose voice you hear in a poem
	accounts - a written or spoken report of an event or topic
	analyze - to closely and carefully examine a piece of text

STANDARDS:	**STANDARDS**
	STATE: PA Core Anchors and Eligible Content (2014)
	E04.A-V.4.1.2 (Advanced) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

	Alternate Eligible Content Code E04AV4.1.2a: Identify the nonliteral meaning of words or phrases E04AV4.1.2b: Use relationships between words to aid comprehension	
E05.A-C.2.1.1 (Advanced)	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.	
	Alternate Eligible Content Code E05AC2.1.1a: Identify the narrator's point-of-view E05AC2.1.1b: Describe the author's purpose (entertain, inform, or persuade) in a text	
E05.C.1.1.1 (Advanced)	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.	

 (* standards consolidated from Topic level)

Topic: Lesson 15: Language and Meaning
Minutes for Topic: 150

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

| E04.A-V.4.1.2 (Advanced) | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| | Alternate Eligible Content Code E04AV4.1.2a: Identify the nonliteral meaning of words or phrases E04AV4.1.2b: Use relationships between words to aid comprehension |

Topic: Lesson 16: Understanding Literary Structure
Minutes for Topic: 150

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

| E05.C.1.1.1 (Advanced) | 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. |

Topic: Lesson 17: Point of View
Minutes for Topic: 150

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

| E05.A-C.2.1.1 (Advanced) | 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. |
| | Alternate Eligible Content Code E05AC2.1.1a: Identify the narrator's point-of-view E05AC2.1.1b: Describe the author's purpose (entertain, inform, or persuade) in a text |

Unit: Unit 5: Integration of Knowledge and Ideas in Informational Text
Timeline: Week 12

Unit Description: In this unit, you'll use several sources about a topic to find the answer to a question. You'll explain how authors use reason and evidence to support specific points, and you'll pull together information from more than one source in order to get as much information as possible. In doing so, you'll become an effective consumer of information.

Unit Essential Questions:
How do you locate information from multiple sources including diagrams?

How do you find answers to questions or problems within multiple sources?

How do you explain how authors use reasons and evidence to support their points?

How can you identify supporting reasons and evidence in texts with multiple points?

How can you combine information from multiple sources about the same topic?

Unit Big Ideas:

1. locate information from multiple sources including diagrams

2. find answers to questions or problems within multiple sources

3. explain how authors use reasons and evidence to support their points

4. identify supporting reasons and evidence in texts with multiple points

5. combine information from multiple sources about the same topic

Unit Materials:

Student workbook, teacher manual

Unit Assignments:

Read each assigned passage.

Complete graphic organizers.

Answer multiple choice questions.

Discuss assignments with classmates.

Complete the written response.

Unit Key Terminology & Definitions:

sources - a text on a specific subject area or topic; a source may be in printed or digital form

text features - special parts of a text that help you locate information such as facts and details (tables, captions, subheadings, glossaries)

headings - words or a phrase at the beginning of a section of a text that tell what the section is about

graphics - visual images produced either by hand or by computers

print source - a text on a specific subject area or topic that is in print form, such as a book or magazine article

table of contents - list at the front of a book of the sections or chapters in the order in which they appear

picture captions - a phrase or sentence set below a picture in a text that explains something about the picture; also called a caption

charts - graphic organizers that put information into the form of tables; a chart typically consists of a title, headings, columns and rows

digital source - a text on a specific subject area or topic that is located on a computer website or provided in an electronic format

website menus - on a website, the sections of each web page that provide hyperlinks to the other pages of that website

keywords - words in bold print that call attention to something important in the text

points - ideas that authors present to convince readers that something is true

reason - an explanation for why an idea might be right or true

evidence - facts, details, quotes, or other pieces of information used to support a claim, point, or idea

integrate - to put together or combine information on a topic from more than one source

topic - the general subject of a text

source - a text on a specific subject area or topic; a source may be in printed or digital form

STANDARDS:

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

E06.A-C.2.1.1 (Advanced)	Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the

effectiveness of the point of view used by the author.

	Alternate Eligible Content Code E06AC2.1.1a: Identify how the narrator's point-of-view affects the story
E05.B-C.2.1.1 (Advanced)	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
	Alternate Eligible Content Code E05BC2.1.1a: Identify similarities or differences in 2 points-of-view about one event or topic in a text

 (* standards consolidated from Topic level)

Topic: Lesson 18: Finding Information from Multiple Sources
Minutes for Topic: 150

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

E05.B-C.2.1.1 (Advanced) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Alternate Eligible Content Code E05BC2.1.1a: Identify similarities or differences in 2 points-of-view about one event or topic in a text

Topic: Lesson 19: Understanding Supporting Evidence
Minutes for Topic: 150

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

E06.A-C.2.1.1 (Advanced) Determine an author's purpose in a text and explain how it is conveyed in the text; explain how an author develops the point of view of the narrator or speaker in a text; describe the effectiveness of the point of view used by the author.

Alternate Eligible Content Code E06AC2.1.1a: Identify how the narrator's point-of-view affects the story

Topic: Lesson 20: Using Multiple Sources for Writing and Speaking
Minutes for Topic: 150

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

E05.B-C.2.1.1 (Advanced) Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Alternate Eligible Content Code E05BC2.1.1a: Identify similarities or differences in 2 points-of-view about one event or topic in a text

Unit: Unit 6: Integration of Knowledge and Ideas in Literature
Timeline: Week 19

Unit Description: In this unit, you'll learn to use visuals to gain a better understanding of stories and poems you read. In addition, you'll learn how these visuals (illustrations and photographs) contribute to the understanding of the tone and your appreciation of stories and poems.

Unit Essential Questions: How do you notice how visual elements help to develop a deeper meaning of a text?

How do you analyze how visual elements may add to the tone of a text?

How do you compare and contrast approaches to themes of stories in similar genres?

How do you compare and contrast different approaches to the same topic and similar genres?

Unit Big Ideas:

1. Notice how visual elements help to develop a deeper meaning of a text

2. Analyze how visual elements may add to the tone of a text

3. Compare and contrast approaches to themes of stories in similar genres

4. Compare and contrast different approaches to the same topic and similar genres

Unit Materials:

Student workbook, teacher manual

Unit Assignments:

Read each assigned passage.

Complete graphic organizers.

Answer multiple choice questions.

Discuss assignments with classmates.

Complete the written response.

Unit Key Terminology & Definitions:

analyze - to closely and carefully examine a piece of text

tone - the general feeling or attitude conveyed by text

visual elements - pictures that appear with a text

meaning - the thoughts or ideas meant to be conveyed, especially by language

compare - to describe how two or more things are similar

contrast - to describe how two or more things are different

genre - type of writing characterized by a particular style, form, or subject area; narrative poems, mysteries, realistic fiction, historical texts, and technical texts are examples of genre

topic - the general subject of a text

theme - an important message or lesson that an author wants to share either implicitly or explicitly about people or life

STANDARDS:

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

E05.A-C.3.1.1 (Advanced)	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. Alternate Eligible Content Code E05AC3.1.1a: Identify similarities or differences in two texts in the same genre	
E06.D.2.1.2 (Advanced)	Maintain consistency in style and tone.*	

 (* standards consolidated from Topic level)

Topic: Lesson 21: Analyzing Visual Elements in Literary Texts

Minutes for Topic: 150

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

E06.D.2.1.2 (Advanced)   Maintain consistency in style and tone.*

Topic: Lesson 22: Comparing and Contrasting Stories in the Same Genre

Minutes for Topic: 150

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

E05.A-C.3.1.1 (Advanced)   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. Alternate Eligible Content Code E05AC3.1.1a: Identify similarities or differences in two texts in the same genre

Unit: Writing Lesson 1: Writing an Opinion: Letter to the Editor
Timeline: Week 39

Unit Description: Students will learn about opinion writing, specifically a letter to the editor, and then write their own letters to the editor.

Unit Essential Questions: What is opinion writing?

Unit Big Ideas: Write a letter to the editor of a kid's science magazine giving your opinion on the decision to call Pluto a dwarf planet.

Unit Materials: teacher manual, student workbook

Unit Assignments:
Study a mentor text

Review the research path

Read source texts

Reread source texts

Find text evidence

Organize your evidence

Draft

Revise

Edit

Prepare to publish and collaborate

Present and Reflect

Unit Key Terminology & Definitions:
convince - to cause to believe or accept something by argument or proof

expert - a person with special skill or knowledge in a particular area or subject

form - to think of, to frame in the mind

issue - a problem, a question, or point that is argued about

provide - to make available to supply

suggest - to offer something to be thought about or done

STANDARDS:

STANDARDS
STATE: PA Core Anchors and Eligible Content (2014)

E05.C.1.1.1 (Advanced)	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.	
E05.C.1.1.2 (Advanced)	Provide logically ordered reasons that are supported by facts and details.	
E05.C.1.1.3 (Advanced)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	
E05.C.1.1.4 (Advanced)	Establish and maintain a formal style.	
E05.C.1.1.5 (Advanced)	Provide a concluding section related to the opinion presented.	

This Curriculum Map Unit has no Topics to display

Unit: Writing Lesson 2: Writing to Inform: Article
Timeline: Week 44

Unit Description:	Students will learn about informational writing, specifically an article, and then write their own articles.
Unit Essential Questions:	What is informational writing?
Unit Big Ideas:	Write an article explaining how hydroelectric plants and wind powered turbines produce electricity.
Unit Materials:	teacher manual, student workbook

Unit Assignments:

Study a mentor text

Review the research path

Read source texts

Find text evidence

Reread source texts

Organize your evidence

Draft

Revise

Edit

Publish and collaborate

Present and Reflect

Unit Key Terminology & Definitions:

approach - a method of starting work in a task or project

clarify - to make clearer or to make easier to understand or explain

feature - an interesting or important part of something

observation - a remark or comment about something you have noticed

specific - special, particular, or unique

STANDARDS:

STANDARDS
STATE: PA Core Anchors and Eligible Content (2014)

E05.C.1.2.1 (Advanced)	Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.
E05.C.1.2.2 (Advanced)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
E05.C.1.2.3 (Advanced)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
E05.C.1.2.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
E05.C.1.2.6 (Advanced)	Provide a concluding section related to the information or explanation presented.

This Curriculum Map Unit has no Topics to display

Unit: Writing Lesson 3: Writing a Narrative: Legend
Timeline: Week 50

Unit	Students will learn about narrative writing, specifically a legend, and then write their own

Description: legend.

Unit Essential Questions: What is narrative writing?

Unit Big Ideas: Students will learn about narrative writing and write their own legend.

Unit Materials: teacher manual, student workbook

Unit Assignments:

Study a mentor text
Review the research path
Read source texts
Find text evidence
Reread source texts
Organize your evidence
Draft
Revise
Edit
Publish and collaborate
Present and Reflect

Unit Key Terminology & Definitions:

characteristics - traits, features, or qualities that make one different from another

determine - to describe or settle

establish - to set up

solution - a means used to deal with and end a problem or situation

technique - a method of accomplishing a particular task

unique - connected to only one particular person, place, or group

STANDARDS:

STANDARDS
STATE: PA Core Anchors and Eligible Content (2014)

E03.C.1.3.1 (Advanced)	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.
E04.C.1.3.2 (Advanced)	Use narrative techniques such as dialogue and description to develop experiences and events or to show the responses of characters to situations.
E04.C.1.3.3 (Advanced)	Use a variety of transitional words and phrases to manage the sequence of events.
E04.C.1.3.4 (Advanced)	Use concrete words and phrases and sensory details to convey experiences and events precisely.
E04.C.1.3.5 (Advanced)	Provide a conclusion that follows from the narrated experiences or events.

This Curriculum Map Unit has no Topics to display

Unit: Writing Lesson 4: Writing to Analyze Literature: Essay
Timeline: Week 5

Unit Description: Students will learn about informational writing, specifically a literary analysis essays.

Unit Essential Questions: What is informational writing.

Unit Big Ideas: A literary analysis writer uses details from a literary text to support his or her ideas.

Unit Materials: teacher manual, student workbook

Unit Assignments:

Study a mentor text
Review the research path
Read source texts
Find text evidence
Reread source texts
Organize your evidence
Draft
Revise
Edit
Publish and collaborate
Present and Reflect

Unit Key Terminology & Definitions:

affect - to have an affect on, to influence

develop - to make something clearer and more complex by adding details

excerpt - a passage taken from a text

focus - the topic being discussed or studied

influence - to have an affect on

structure - an arrangement of parts that forms a pattern of organization

STANDARDS:

STANDARDS
STATE: PA Core Anchors and Eligible Content (2014)

E03.C.1.1.4 (Advanced)	Provide a concluding statement or section.	
E03.C.1.2.2 (Advanced)	Develop the topic with facts, definitions, and/or details.	
E04.C.1.2.3 (Advanced)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
E04.C.1.2.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
E05.C.1.2.1 (Advanced)	Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	

This Curriculum Map Unit has no Topics to display

Unit: Writing Lesson 5: Writing to Inform: Book Chapter
Timeline: Week 10

Unit Description: Students will learn about informational writing, specifically writing their own book chapter.

Unit Essential Questions: What is informational writing?

Unit Big Ideas:

The writer uses facts, definitions, details, quotations, examples, and other information to inform or explain the topic or idea.

Unit Materials: teacher manual, student workbook

Unit Assignments:

Study a mentor text
Review the research path
Read source texts
Find text evidence
Reread source texts
Organize your evidence
Draft
Revise
Edit
Publish and collaborate
Present and Reflect

Unit Key Terminology & Definitions:

define - to explain the meaning of

distinguish - to see or show differences

example - sample, one thing that shows what others in a group are like

inference - a conclusion, something figured out by reasoning

reliable - able to be believed, likely to be true or correct

STANDARDS:

STANDARDS
STATE: PA Core Anchors and Eligible Content (2014)

E03.C.1.1.4 (Advanced)	Provide a concluding statement or section.	
E03.C.1.2.2 (Advanced)	Develop the topic with facts, definitions, and/or details.	
E04.C.1.1.4 (Advanced)	Provide a concluding statement or section related to the opinion presented.	
E04.C.1.2.3 (Advanced)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).	
E04.C.1.2.4 (Advanced)	Use precise language and domain-specific vocabulary to inform about or explain the topic.	
E05.C.1.2.1 (Advanced)	Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	

This Curriculum Map Unit has no Topics to display

Unit: Writing Lesson 6: Writing an Opinion: Speech
Timeline: Week 20

Unit Description: Students will learn about opinion writing, specifically a speech, and then write their own opinion speeches.

Unit Essential Questions: What is opinion writing?

Unit Big Ideas: The author states an opinion, or what he or she thinks, feels, or believes, and provides reasons and evidence to support the opinion.

Unit Materials: teacher manual, student workbook

Unit Assignments: Study a mentor text

Review the research path

Read source texts

Find text evidence

Reread source texts

Organize your evidence

Draft

Revise

Edit

Publish and collaborate

Present and Reflect

Unit Key Terminology & Definitions:

credit - an acknowledgement of work done

debate - a discussion in which people express opposing points of view

logical - to assess, to judge the quality of something

research - investigation of a topic to discover facts about it

review - to look at or study again

STANDARDS:

STANDARDS

STATE: PA Core Anchors and Eligible Content (2014)

E03.C.1.1.1 (Advanced)	Introduce the topic or text for the intended audience, state an opinion, and create an organizational structure that lists reasons to support the writer's purpose.
E04.C.1.1.4 (Advanced)	Provide a concluding statement or section related to the opinion presented.
E05.C.1.1.2 (Advanced)	Provide logically ordered reasons that are supported by facts and details.
E05.C.1.1.3 (Advanced)	Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).

This Curriculum Map Unit has no Topics to display