

Curriculum Map

Grade 5 – English Language Arts

Long Term Transfer Goals - ELA

Students will be able to independently use their learning to:

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

Grade Specific Reading Standards- Vertical Alignment (Non-Negotiables)

Key Ideas and Details in Literature and Informational Texts

4 th Grade	5 th Grade	6 th Grade
Authors include key details	Make and test predictions	Summarizing
Use examples and details for the text	Use background knowledge to make connections to text	Connotation & denotation
Use text evidence	Make inferences based on authors decisions	Vocabulary development/multiple meaning words
Make connections	Determine the central idea	Author's purpose
Effective summaries that capture the central theme	Determine the theme	Citing text evidence
Details to describe characters, setting, or events	Identify the characteristics of an effective summary	Point and view (1 st and 3 rd person)
Critical thinking	Identify important details that support key ideas	Figurative language
Collaboration	Summarize the main idea	Characterization and character development
	Explain how ideas or events are connected	Text organization
		Elements of non-fiction: heading, subheading, central idea, supporting details
		Elements of fiction: plot, setting, conflict, character, central idea, resolution
		Sentence structure – subject/predicate

Unit 1— Literature/ Informational Text—Unlocking the Text

In this unit, students will learn to comprehend what the text actually says and suggests, including being able to cite text evidence, infer, and determine central ideas. Students are learning how both fiction and nonfiction text “work.” Therefore, students will be expected to make claims and support with text evidence and also demonstrate their understanding of narrative story structure, in both writing and speaking.

Priority Standards:

- CC.1.3.5.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.
- CC.1.3.5.B Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- CC.1.3.5.C Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.
- CC.1.2.5.A Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
- CC.1.2.5.C 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.1.4.5.G Write opinion pieces on topics or texts.
- CC.1.4.5.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
- CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
- CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Supporting Standards:

- Anchor Descriptor - E05.A-K.1.1 Demonstrate understanding of key ideas and details in literature.
 - E05. A-K1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
 - E05.A-.1.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
 - E05 A-K.1.1.3 Compare and contrast two or more characters, settings or events in a story, drama, or poem, drawing on specific details in the text (e.g. how characters interact).

- Anchor Descriptor - E05.B-K.1.1 Demonstrate understanding of key ideas and details in informational texts.
 - Eligible Content - E05.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
 - Eligible Content - E05.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
 - Eligible Content - E05.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.
- Anchor Descriptor - E05.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
 - Eligible Content - E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - Eligible Content - E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
 - Eligible Content - E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - Eligible Content - E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
 - Eligible Content - E05.E.1.1.5 Establish and maintain a formal style.
 - Eligible Content - E05.E.1.1.6 Provide a concluding section related to the analysis presented.

Unit 1— Literature/ Informational Text—Unlocking the Text

Resources:

1 Extended Text (literature):

4-6 Short Texts

Literature:

- 1.
- 2.
- 3.
- 4.

Science:

- 1.
- 2.

Social Studies/Art:

- 1.
- 2.

Resource Lexiles: (4th-5th grade range—740-1010)

1. _____

Short Texts

Literature:

1. _____
2. _____
3. _____
4. _____

Science:

1. _____
2. _____

Social Studies/Art:

1. _____
2. _____

Writing Focus:

Unit 2 Literature—Author’s Craft

In this unit, students will learn to analyze for author’s craft in narrative text, including being able to interpret words and phrases, unlock the structure of text, and understand point of view and author’s purpose. Students will then use this knowledge to conduct deeper analysis of narrative works in both writing and speaking, and compose narrative text using more sophisticated techniques.

Priority Standards:

- CC.1.3.5.D 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 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.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
- CC.1.4.5.B Identify and introduce the topic clearly.
- CC.1.4.5.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
- CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.

Supporting Standards:

- Anchor Descriptor - E05.A-C.2.1 Demonstrate understanding of craft and structure in literature.
 - Eligible Content - E05.A-C.2.1.1 Describe how a narrator’s or speaker’s point of view influences how events are described; describe an author’s purpose and explain how it is conveyed in the text.
- Anchor Descriptor - E05.A-V.4.1 Demonstrate understanding of vocabulary and figurative language in literature.
 - Eligible Content - E05.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
 - Eligible Content - E05.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language (e.g., simile, metaphor, personification) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs. c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

- Anchor Descriptor - E05.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Eligible Content - E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.
 - Eligible Content - E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Eligible Content - E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - Eligible Content - E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Eligible Content - E05.C.1.2.5 Establish and maintain a formal style.
 - Eligible Content - E05.C.1.2.6 Provide a concluding section related to the information or explanation presented.
- Anchor Descriptor - E05.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
 - Eligible Content - E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - Eligible Content - E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
 - Eligible Content - E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - Eligible Content - E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
 - Eligible Content - E05.E.1.1.5 Establish and maintain a formal style.
 - Eligible Content - E05.E.1.1.6 Provide a concluding section related to the analysis presented.

Unit 2 Literature—Author’s Craft

Resources:

1 Extended Text (literature):
4-6 Short Texts

Literature:

- 1.
- 2.
- 3.
- 4.

Science:

- 1.
- 2.

Social Studies/Art:

- 1.
- 2.

Resource Lexiles: (4th-5th grade range—740-1010)

1. _____

Short Texts

Literature:

1. _____
2. _____
3. _____
4. _____

Science:

1. _____
2. _____

Social Studies/Art:

1. _____
2. _____

Writing Focus:

Unit 3—Informational Text—Author’s Craft

In this unit, students will learn to analyze for author’s craft in informational text, including being able to interpret words and phrases, unlock the structure of text, understand point of view and author’s purpose, and trace/evaluate the author’s argument . Students will then use this knowledge to conduct deeper analysis of informational works in both writing and speaking, and compose informational text using more sophisticated techniques.

Critical Content:

- CC.1.2.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- CC.1.2.5.E Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
- CC.1.2.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
- CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.
- CC.1.4.5.B Identify and introduce the topic clearly.
- CC.1.4.5.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
- CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.

Supporting Standards:

- Anchor Descriptor - E05.B-C.2.1 Demonstrate understanding of craft and structure in informational texts.
 - Eligible Content - E05.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
 - Eligible Content - E05.B-C.2.1.2 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.
- Anchor Descriptor - E05.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
 - Eligible Content - E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
 - Eligible Content - E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.
 - Eligible Content - E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.

- Anchor Descriptor - E05.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
 - Eligible Content - E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - Eligible Content - E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
 - Eligible Content - E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - Eligible Content - E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
 - Eligible Content - E05.E.1.1.5 Establish and maintain a formal style.
 - Eligible Content - E05.E.1.1.6 Provide a concluding section related to the analysis presented.

Unit 3—Informational Text—Author’s Craft

Resources:

1 Extended Text (literature):

4-6 Short Texts

Literature:

- 1.
- 2.
- 3.
- 4.

Science:

- 1.
- 2.

Social Studies/Art:

- 1.
- 2.

Resource Lexiles: (4th-5th grade range—740-1010)

1. _____

Short Texts

Literature:

1. _____
2. _____
3. _____
4. _____

Science:

1. _____
2. _____

Social Studies/Art:

1. _____
2. _____

Writing Focus: Opinion & Narrative

Unit 4 —Literature/Informational Text—Integration of Ideas

In this unit, students will read texts and view media that are related. Students will then think across the texts and media, making connections and comparisons. The preceding modules have helped students read text deeply, so the integration of knowledge and ideas across texts are now possible. Students' writing and speaking will reflect the synthesis and integration of information from multiple sources.

Priority Standards:

- CC.1.2.5.G Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- CC.1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.
- CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.
- CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.
- CC.1.4.5.G Write opinion pieces on topics or texts.
- CC.1.4.5.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
- CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CC.1.5.5.B Summarize the main points written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speaking clearly with adequate volume, appropriate pacing, and clear pronunciation.
- CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Supporting Standards:

- Anchor Descriptor - E05.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
 - Eligible Content - E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
 - Eligible Content - E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.
 - Eligible Content - E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.

- Anchor Descriptor - E05.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.
 - Eligible Content - E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.
- Anchor Descriptor - E05.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
 - Eligible Content - E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
 - Eligible Content - E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
 - Eligible Content - E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - Eligible Content - E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
 - Eligible Content - E05.E.1.1.5 Establish and maintain a formal style.
 - Eligible Content - E05.E.1.1.6 Provide a concluding section related to the analysis presented.

Unit 4 —Literature/Informational Text—Integration of Ideas

Resources:

1 Extended Text (literature):

4-6 Short Texts

Literature:

- 1.
- 2.
- 3.
- 4.

Science:

- 1.
- 2.

Social Studies/Art:

- 1.
- 2.

Resource Lexiles: (4th-5th grade range—740-1010)

1. _____

Short Texts

Literature:

1. _____
2. _____
3. _____
4. _____

Science:

1. _____
2. _____

Social Studies/Art:

1. _____
2. _____

Writing Focus:

Unit 5 —Genre Study (*Mysteries, adventure stories/graphic novel*, poems, drama*)

In this unit, students will engage in a deep study of a particular genre, as suggested by the grade level standards. Students will learn about the particular elements of the genre, including the language, structure, purpose and conventions that are unique to that particular genre.

Priority Standards:

Literature

- CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
- CC.1.3.5.G Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.
- CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- CC.1.4.5.J Create an organizational structure that includes related ideas grouped to support the writer’s purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.
- CC.1.4.5.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
- CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others’ ideas and expressing their own clearly.

Supporting Standards:

- Anchor Descriptor - E05.B-C.3.1 Demonstrate understanding of connections within, between, and/or among informational texts.
 - Eligible Content - E05.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
 - Eligible Content - E05.B-C.3.1.2 Integrate information from several texts on the same topic in order to demonstrate subject knowledge.
 - Eligible Content - E05.B-C.3.1.3 Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.
- Anchor Descriptor - E05.A-C.3.1 Demonstrate understanding of connections within, between, and/or among texts.

- Eligible Content - E05.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics. Note: “Stories” means narration of events told through the text types of stories, dramas, or poems.
- Anchor Descriptor - E05.C.1.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - Eligible Content - E05.C.1.2.1 Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer’s purpose.
 - Eligible Content - E05.C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - Eligible Content - E05.C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - Eligible Content - E05.C.1.2.4 Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - Eligible Content - E05.C.1.2.5 Establish and maintain a formal style.
 - Eligible Content - E05.C.1.2.6 Provide a concluding section related to the information or explanation presented.
- Anchor Descriptor - E05.C.1.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - Eligible Content - E05.C.1.1.1 Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
 - Eligible Content - E05.C.1.1.2 Provide logically ordered reasons that are supported by facts and details.
 - Eligible Content - E05.C.1.1.3 Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - Eligible Content - E05.C.1.1.4 Establish and maintain a formal style.
 - Eligible Content - E05.C.1.1.5 Provide a concluding section related to the opinion presented.
- Anchor Descriptor - E05.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
 - Eligible Content - E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
 - Eligible Content - E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
 - Eligible Content - E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - Eligible Content - E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
 - Eligible Content - E05.E.1.1.5 Establish and maintain a formal style.
 - Eligible Content - E05.E.1.1.6 Provide a concluding section related to the analysis presented.

Unit 5 —Genre Study (*Mysteries, adventure stories/graphic novel*, poems, drama*)

Resources:

1 Extended Text (literature):

4-6 Short Texts

Literature:

- 1.
- 2.
- 3.
- 4.

Science:

- 1.
- 2.

Social Studies/Art:

- 1.
- 2.

Resource Lexiles: (4th-5th grade range—740-1010)

1. _____

Short Texts

Literature:

1. _____
2. _____
3. _____
4. _____

Science:

1. _____
2. _____

Social Studies/Art:

1. _____
2. _____

Writing Focus:

Unit 6 —Literary Analysis

In this unit, students will bring together the knowledge and skills from the preceding modules to analyze literature, including making claims and supporting with evidence, interpreting and making connections, and ultimately self-selecting text based on personal preference.

Priority Standards:

- CC.1.4.5.M Write narratives to develop real or imagined experiences or events.
- CC.1.4.5.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
- CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- CC.1.5.5.B Summarize the main point's written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
- CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

Supporting Standards:

- Anchor Descriptor - E05.E.1.1 Draw evidence from literary or informational texts to support analysis, reflection, and/or research.
 - Eligible Content - E05.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
 - Eligible Content - E05.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.
 - Eligible Content - E05.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - Eligible Content - E05.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.
 - Eligible Content - E05.E.1.1.5 Establish and maintain a formal style.
 - Eligible Content - E05.E.1.1.6 Provide a concluding section related to the analysis presented.

Unit 6 —Literary Analysis

Resources:

1 Extended Text (literature):

4-6 Short Texts

Literature:

- 1.
- 2.
- 3.
- 4.

Science:

- 1.
- 2.

Social Studies/Art:

- 1.
- 2.

Resource Lexiles: (4th-5th grade range—740-1010)

1. _____

Short Texts

Literature:

1. _____
2. _____
3. _____
4. _____

Science:

1. _____
2. _____

Social Studies/Art:

1. _____
2. _____

Writing Focus: Opinion & Narrative