



How We Communicate

Draft Date 02-09-2026	Course (Draft) Grade 5 English Language Arts	Duration 10 Day(s)	Grades 5	Subjects English Language Arts	Team Jill Koser, SYSTEM USER, Kelly Galbraith, Lind Raymond
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Focus

In this unit, students are supported in understanding how reasoning and evidence effectively support an author's point of view or purpose. In order to develop this understanding within the ELA discipline, students read two informational articles and then write a short personal narrative drawing from their own experiences.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards English Language Arts (2014): 5 ■ 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.A) ■ Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. (CC.1.2.5.B) ■ 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.D) ■ Determine how an author supports particular points in a text through reasons and evidence. (CC.1.2.5.H)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Read to gain knowledge, build critical thinking skills, and spark curiosity and interest. (T1) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T2)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Effective readers determine the author's viewpoint and how it shapes the text. (U1)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How can I figure out the author's point of view? (Q1) ■ How can I use appropriate spelling, punctuation, grammar, mechanics, and

■ Write narratives to develop real or imagined experiences or events. (CC.1.4.5.M) ■ Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. (CC.1.4.5.R)	■ Effective writers apply appropriate vocabulary, conventions, and genre features to clarify their writing. (U2)	genre features/conventions in my writing? (Q2)
Acquisition of Knowledge & Skill		
Profile of a CV Learner	Knowledge	Skills
■ Life-Long Learner: Students will be able to independently use their learning to analyze past and ongoing performance, adjust thinking processes to new contexts, and use information to make informed and conscientious decisions. (PCVL.LLL)	What facts and basic concepts should students know and be able to recall? Students will know... ■ Authors use reasons and evidence to convey their point of view in a text. (K1) ■ Narrative Writing: Writers develop a personal narrative with all story elements following a narrative structure. (K2) ■ Conventions: Writers will need to know the rules of spelling, punctuation and grammar so that the reader understands the ideas presented. (K3)	What discrete skills and processes should students be able to use? Students can... ■ I can explain the author's point of view in a summary of a text. (S1) ■ I can use the elements of narrative writing to tell a story. (S2) ■ I can use the rules of spelling, punctuation and grammar in my writing. (S3)



How Authors Convey Ideas

Draft Date 02-09-2026	Course (Draft) Grade 5 English Language Arts	Duration 23 Day(s)	Grades 5	Subjects English Language Arts	Team Jill Koser, SYSTEM USER, Kelly Galbraith, Lind Raymond
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Focus

Successfully analyzing text, at any grade level, requires more than a lesson that guides students in responding to a text dependent analysis prompt for one particular text. Students need to engage in a series of coherent units throughout the entire year that systematically promote deeper learning and analysis of the reading/literary elements. This unit provides teachers with a way to reshuffle the texts in order for students to dive deeply into comprehension and analysis of a small set of reading/ literary elements using a variety of texts, and to demonstrate the ability to respond to a TDA prompt in writing. The Pennsylvania Academic Standards for English Language Arts require moving instruction away from generic questions to questions that require students to analyze what they are reading. This will help to ensure that students are college and career ready.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards English Language Arts (2014): 5 ■ 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.A) ■ Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. (CC.1.3.5.B)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Read to gain knowledge, build critical thinking skills, and spark curiosity and interest. (T1)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Strong inferences are based on specific text details that lead to a broader theme(s), point(s), or conclusion(s). (U1)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How can I use inferences to support my understanding of the text? (Q1)

■ 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.C) ■ Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. (CC.1.3.5.F) ■ 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.H) ■ 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.S) ■ Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. (CC.1.5.5.A) ■ 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.B)	■ Readers notice how elements of a story impact and influence other elements to enhance their understanding of the text. (U2)	■ How do literary elements work together in this text to help me understand the big picture? (Q2)
Acquisition of Knowledge & Skill		
	Knowledge	Skills
Profile of a CV Learner	What facts and basic concepts should students know and be able to recall? Students will know... ■ Theme is often thought of as the author's message or the major idea of the text. (K1) ■ Theme is often determined by examining the character's actions, thoughts, and words and how the character(s) respond to situations (K2) ■ Inferences are based on text evidence and require comprehension of the text. (K3) ■ Analysis requires explaining the interrelationship of two reading/ literary elements and drawing a conclusion about the whole text. (K4)	What discrete skills and processes should students be able to use? Students can... ■ Theme: I can use text evidence and inferences about the characters to identify a theme statement. (S1) ■ Inferences: I can use characters' actions, thoughts, and words as text evidence to make inferences. (S2) ■ Analysis: I can Identify and explain inferences made from the text(s) to explain and analyze the ways characters and theme are related. (S3)



Comparing Character Perspectives

Draft Date 06-22-2026	Course (Draft) Grade 5 English Language Arts	Duration 21 Day(s)	Grades 5	Subjects English Language Arts	Team Kelly Galbraith, Jill Koser, SYSTEM USER, Lind Raymond
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Focus

In this unit, students read the novel *Wonder* by R.J. Palacio and explore how the story elements of point-of-view, text structure, plot, and character help to convey deeper, more nuanced meanings. In the novel, chapters are told from different character voices and perspectives, and they all describe personal experiences and interactions with Auggie and members of his family. In essence, these varied perspectives provide both inside-out (Auggie's view of the world) and outside-in (others' views of Auggie) views to deepen understanding of the theme and, ultimately, the human condition.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards English Language Arts (2014): 5 ■ 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.A) ■ Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. (CC.1.3.5.B) ■ Compare and contrast two or more characters, settings or events in a story or	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Read to gain knowledge, build critical thinking skills, and spark curiosity and interest. (T1) ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T2) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T3) ■ Speaking and Listening: Demonstrate interest in and acknowledgement of diverse perspectives by asking probing questions and providing respectful verbal and non-verbal feedback. (T4)

drama, drawing on specific details in the text. (CC.1.3.5.C)

- **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.D)**
- **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.E)**
- Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. (CC.1.3.5.F)
- 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.G)
- **Write narratives to develop real or imagined experiences or events. (CC.1.4.5.M)**
- Orient the reader by establishing a situation and introducing a narrator and/or characters. (CC.1.4.5.N)
- **Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely. (CC.1.4.5.O)**
- Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion

Meaning	
Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Strong inferences are based on specific text details that lead to a broader theme(s), point(s), or conclusion(s). (U1) ■ Readers ask questions about the plot, settings, and characters of a story to determine and explain a central message. (U2) ■ Readers notice how elements of a story impact and influence other elements to enhance their understanding of the text. (U3) ■ The perspective of the narrator impacts how the reader interprets the plot and meaning of the text. (U4) ■ Authors structure the plot of the story to create conflict and develop characters. (U5) ■ Effective writers make deliberate and strategic choices when considering purpose and audience to convey information clearly about a topic. (U6) ■ Effective writers choose organizational structures and transitions to logically connect ideas and information. (U7) ■ Effective writers establish a situation that includes the elements and techniques of narrative writing to tell a cohesive story. (U8)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ What helps me figure out the lesson or theme? (Q1) ■ How can I use inferences to support my understanding of the text? (Q2) ■ How do literary elements work together in this text to help me understand the big picture? (Q3) ■ What reading strategies am I using to read this text? How do I know if they are working? (Q4) ■ How can I figure out the author's point of view based on the literary elements used? (Q5) ■ How does the genre and the way the story is told (use of language, structure) impact my understanding? (Q6) ■ How do multiple versions of the same story show / reveal different interpretations? (Q7) ■ What is the best way to organize this information? (Q8) ■ How do I use narrative elements to help me tell a story? (Q9) ■ What is the best way to organize the events in this story? (Q10) ■ How do I make this story come alive based on the details I use? (Q11)

that follows from the narrated experiences and events. (CC.1.4.5.P)

- Write with an awareness of styles. Use sentences of varying length. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. (CC.1.4.5.Q)
- Demonstrate a grade appropriate command of the conventions of standard English grammar and spelling. (CC.1.4.5.R)
- **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.S)
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. (CC.1.5.5.A)

Profile of a CV Learner

- Collaboration: Students will be able to independently engage and meaningfully contribute to a team to reach a common goal, through mutual reflection, feedback, and shared responsibility. (PCVL.CO)
- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)
- Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of

- Effective writers choose organizational structures to logically sequence ideas and events. (U9)
- (3+) Effective writers critically engage with literature or informative texts through analysis, reflection, and research to find evidence to support their ideas. (U10)
- Engaging in collaborative discussions allows students to learn from each other, deepen their understanding of topics, and gain new perspectives. (U11)
- Perspective shapes meaning. The same event can be understood differently depending on who tells it, what they believe, and what they have experienced. (U12)
- Point of view and perspective are related, but different. Point of view is the narrator's position or pronoun structure, while perspective is the character's mindset, beliefs, and personal lens. (U13)
- Texts and film communicate meaning in different ways. Visual and auditory elements in film can affect tone, mood, and character understanding differently than written text. (U14)

- (3+) How do I choose relevant information to include in my writing? How does that help support an analysis of text(s)? (Q12)
- How do I play with words and phrases to communicate my ideas more powerfully? (Q13)
- How do I learn from others in group discussions? How do I build on others' ideas? How do I share my thoughts clearly? How do I show others I am listening? (Q14)

others to responsibly participate in all facets of local and global society. (PCVL.GC)

Acquisition of Knowledge & Skill	
Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ The difference between point-of-view and perspective (K1) ■ How multiple narrators reveal different views (K2) ■ Key theme topics in the novel including kindness, acceptance, bullying, identity, courage, empathy, resilience, and belonging (K3) ■ Story elements: plot, conflict, setting, character, theme, and narrative structure (K4) ■ Narrative structural techniques: shifting narrators, short chapters, flashbacks, internal thoughts, and linear chronology (K5) ■ Types of figurative language: symbolism, metaphor, simile, motif (K6) ■ Grade level grammar and conventions: dialogue punctuation and comparative language (K7) ■ Multimedia elements in film: visuals, sound, facial expressions, music, camera choices (K8)	What discrete skills and processes should students be able to use? Students can... ■ I can compare and contrast two or more characters' perspectives on the same event. (S1) ■ I can explain how multiple perspectives deepen the reader's understanding of a story. (S2) ■ I can distinguish between point-of-view and perspective when discussing literature. (S3) ■ I can track character development across a novel using charts, annotations, and textual evidence. (S4) ■ I can quote accurately from the text to support explicit understanding and inferences. (S5) ■ I can analyze how characters respond to challenges and how those responses reveal theme. (S6) ■ I can explain how chapters, flashbacks, and shifting narrators fit together to create the whole structure of the novel. (S7) ■ I can determine the meaning of words and phrases in context, including figurative language. (S8) ■ I can annotate key passages by marking character details, important events, questions, inferences, and author's craft moves. (S9)

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| | | <ul style="list-style-type: none">■ I can write a text-dependent analysis essay explaining how the author uses perspective and other literary elements to build meaning. (S10)■ I can use narrative techniques such as dialogue, description, pacing, sensory details, and reflection in my writing. (S11)■ I can apply grammar and conventions skills in my writing. (S12)■ I can compare the novel and film version of <i>Wonder</i> to explain how multimedia elements affect meaning, tone, or character development. (S13)■ I can reflect on how literature connects to real-world choices, empathy, and community action. (S14) |
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Extension: A Long Walk to Water

Draft Date 09-24-2026	Course (Draft) Grade 5 English Language Arts	Duration 13 Day(s)	Grades 5	Subjects English Language Arts	Team Jill Koser, SYSTEM USER, Kelly Galbraith, Lind Raymond
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Focus

Interdisciplinary Science Unit: In this extension to the Watery Planet unit, we will learn about two characters living in Sudan at different times but facing serious challenges connected to survival and access to water. We learn about common economics practices and dig deeper into the Triangular Trade. We explore how each character responds to hardship, which helps them identify key themes such as perseverance, hope, and resilience. We will use our analysis skills that we've built this year to identify how character responses contribute to the themes of the text.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards English Language Arts (2014): 5 ■ 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.A) ■ Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. (CC.1.3.5.B) ■ 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.D)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Explore text and other media to seek understanding of multiple perspectives and cultures. (Global Citizen) (T1) ■ PCVL Global Citizen: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (T2)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Themes are revealed through characters' responses to challenges. (U1)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ What themes does the author develop, and how do the characters' choices show those themes? (Q1)

- 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.E)

Profile of a CV Learner

- Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (PCVL.GC)

- Strong readers support ideas with accurate textual evidence. (U2)
- Authors use multiple points of view to deepen understanding of a topic. (U3)
- Chapters work together intentionally to build structure and meaning. (U4)
- PCVL Global Citizen: Global Citizens demonstrate compassion, empathy, and respect for others in a diverse society. (U5)

- How does quoting/citing the text strengthen our thinking and understanding of the characters and theme? (Q2)
- How do Salva's and Nya's perspectives help us understand life in Sudan? (Q3)
- How do the chapters work together to tell a complete story? (Q4)
- PCVL Global Citizens: What challenges do communities face? What are some innovative and traditional ways they are meeting those challenges? How does that inspire my own ideas? (Q5)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Students will know that an author reveals a theme through characters response to conflicts and obstacles (K1)
- Students will know that textual evidence consists of a direct quotes and specific details used to support an inference or claim. (K2)
- Students will know how Salva's and Nya's point of view shapes their perspective on events, settings, and cultures. (K3)
- Students will know how an author organizes chapter and puts two stories side-by-side to build a bigger message. (K4)

Skills

What discrete skills and processes should students be able to use? Students can...

- I can identify a theme based on a characters responses to conflicts and obstacles. (S1)
- I can quote or cite a text to support inferences and explain details about characters and themes (S2)
- I can identify how two different points of view describe setting, events, and cultural experiences in a region. (S3)
- I can explain how the author sets up alternating chapters to show how Salva's and Nya's separate journeys connect. (S4)
- PCVL Global Citizens: I can demonstrate compassion, empathy, and respect for others in a diverse society. (S5)

- PCVL Global Citizens: Students will know how to seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (K5)



Watery Planet

Draft Date 02-09-2026	Course (Draft) Grade 5 English Language Arts, Grade 5 Science	Duration 5 Week(s)	Grades 5	Subjects English Language Arts	Team Jill Koser, SYSTEM USER, Kelly Galbraith, Lind Raymond
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Focus

Interdisciplinary Science Unit: In this unit, students consider the profound importance of water as a natural resource. Students investigate the distribution of water, how it cycles through Earth's systems, and explore how it affects human societies. In addition, students will create an infographic detailing a strategy that could be used to conserve water in their community or context. Finally, students will extend their learning by applying their knowledge of science principles to novels and grade level texts.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards English Language Arts (2014): 5 ■ 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.C) ■ 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.A) ■ 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.D)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Read to gain knowledge, build critical thinking skills, and spark curiosity and interest. (T1) ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T2) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T3) ■ Speaking and Listening: Effectively utilize appropriate speaking techniques (volume, inflection, pace, etc.) and vocabulary in a variety of settings to clearly communicate ideas and information. (T4) ■ Science: Explain how the natural and designed worlds are interrelated and the application of scientific knowledge and technology can have beneficial, detrimental, or unintended consequences. (Global Citizen, Communicator) (T5)

- **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.E)**
- **Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. (CC.1.4.5.A)**
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension. (CC.1.4.5.C)
- Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension. (CC.1.4.5.D)
- Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. (CC.1.5.5.F)

Pennsylvania Academic Standards

Science (2023): 5 Standards

- Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Clarifying Statement: Examples could include the influence of the ocean on ecosystems, landform shape, and climate;

Meaning	
Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Strong inferences are based on specific text details that lead to a broader topic, point, or conclusion. (RI and RL) (U1) ■ Readers notice how elements of a story impact and influence other elements to enhance their understanding of the text. (RL) (U2) ■ The perspective of the narrator impacts how the reader interprets the plot and meaning of the text. (RL) (U3) ■ Effective writers choose organizational structures and transitions to logically connect ideas and information. (Info Writing) (U4) ■ The Earth's surface processes affect and are affected by human activities. (Science) (U5)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How do the details help me find the theme or lesson (Literature) and main idea (Info Text)? (Q1) ■ How do the elements of a story work together to help me understand the big picture? (RL) (Q2) ■ How do I know who is telling the story? (RL) (Q3) ■ How do I use organizational structure to connect my ideas and information logically? (W) (Q4) ■ Science: How can we solve problems in the environment? (Q5) ■ Science: How much water is on Earth, and how is it distributed between saltwater and freshwater? (Q6)
Acquisition of Knowledge & Skill	
Knowledge	Skills
What facts and basic concepts should students know and be able to recall? Students will know... ■ Using specific evidence from the text helps to explain what the text is about. (RI) (K1)	What discrete skills and processes should students be able to use? Students can... ■ I can use information and details from the text to explain important relationships/interactions. (RI) (S1)

the influence of the atmosphere on landforms and ecosystems through weather and climate; and the influence of mountain ranges on winds and clouds in the atmosphere. The geosphere, hydrosphere, atmosphere, and biosphere are each a system.

Assessment Boundary: Assessment is limited to the interactions of two systems at a time. (3.3.5.C)

- Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Clarifying Statement: N/A

Assessment Boundary: Assessment is limited to oceans, lakes, rivers, glaciers, ground water, and polar ice caps, and does not include the atmosphere. (3.3.5.D)

- Generate and design possible solutions to a current environmental issue, threat, or concern.

Clarifying Statement: This could include but is not limited to topics such as biodiversity, watersheds, invasive species, natural resources, etc.

Assessment Boundary: N/A (3.3.5.F)

Profile of a CV Learner

- **Global Citizenship: Students will be able to mindfully and respectfully seek to**

- The narrator's point of view influences how events are described. (RL) (K2)
- Use facts, examples, and details to support what they are writing about. (W) (K3)
- Gather information about a topic from various resources and make decisions about what is best to include in their writing. (W-Content) (K4)
- Use headings, subheadings, and other text features to organize their writing so it is easy to follow. (W-Organization) (K5)
- Science: Students will know that water is distributed on the earth in different ways. (K6)
- Science: Students will know about current issues, threats or concerns in the environment. (K7)

- I can describe the narrator's point of view and how their purpose is conveyed in the text. (RL) (S2)
- I can organize my writing to share important ideas and facts clearly. (W-Info) (S3)
- I can use percentages and data to graph water on earth. (Science) (S4)
- I can create and design solutions to the environmental issues using the design process. (Science) (S5)

understand the ideas and perspectives of others to responsibly participate in all facets of local and global society.
(PCVL.GC)



Colonial America

Draft Date 02-09-2026	Course (Draft) Grade 5 English Language Arts	Duration 3 Week(s)	Grades 5	Subjects English Language Arts	Team Jill Koser, SYSTEM USER, Kelly Galbraith, Lind Raymond
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Focus

Interdisciplinary Social Studies Unit: In this unit, we get a chance to explore effects of trade between nations. We learn about common economics practices and dig deeper into the Triangular Trade. We share our thoughts through a causal analysis to figure out the "why" of specific events and the effect of specific consequences.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards English Language Arts (2014): 5 ■ 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.A) ■ Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. (CC.1.2.5.F) ■ Write opinion pieces on topics or texts. (CC.1.4.5.G) ■ Introduce the topic and state an opinion on the topic. (CC.1.4.5.H) ■ Provide reasons that are supported by facts and details; draw from credible sources. (CC.1.4.5.I)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Read to gain knowledge, build critical thinking skills, and spark curiosity and interest. (T1) ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T2) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T3) ■ Speaking and Listening: Demonstrate interest in and acknowledgement of diverse perspectives by asking probing questions and providing respectful verbal and non-verbal feedback. (T4)

- 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.J)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CC.1.4.5.T)
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. (CC.1.5.5.A)
- **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.B)

Profile of a CV Learner

- Communication: Students will be able to independently and confidently adapt their writing and speaking in relation to audience, task, and purpose, as well as practice active listening to understand other perspectives, viewpoints, and cultures. (PCVL.CM)

Meaning	
Understandings	Essential Questions
What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Strong inferences are based on specific text details that lead to a broader topic, point, or conclusion. (RI) (U1) ■ Effective readers identify key details of informational texts to determine main ideas. (RI) (U2) ■ Effective writers make deliberate and strategic choices when considering task, purpose, and audience to prove an opinion/claim about a topic. (U3) ■ Readers use strategies to determine and clarify unknown words in grade level content to develop their ability to independently and effectively handle unfamiliar words encountered in the content they are reading. (RI-Vocab) (U4) ■ Effective writers critically engage with literature or informative texts through analysis, reflection, and research to find evidence to support their ideas. (W-Causal Essay) (U5) ■ Effective writers create organizational structures to support their opinions. (W-Causal Essay) (U5) ■ Engaging in collaborative discussions allows students to learn from each other, deepen their understanding of	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How does the author use evidence to explain ideas? (RI) (Q1) ■ How am I making meaning of unknown words to support my reading? (RI) (Q2) ■ How does who I am writing for impact the way I am supporting my opinion about the topic? (W) (Q3) ■ What details help me find the main idea? (RI) (Q4) ■ How do I learn from others in group discussions? How do I build on others' ideas? How do I share my thoughts clearly? How do I show others I am listening? (S&L) (Q5)

topics, and gain new perspectives. (S&L) (U6)

- Effective writers critically engage with literature or informative texts through analysis, reflection, and research to find evidence to support their ideas. (TDA) (U7)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?

Students will know...

- Causal analysis is explains the cause and effect of an action, event, or idea. (RI) (K1)
- A thesis is the main idea of a causal analysis. (RI) (K2)
- There is a relationship between historical events, which creates new understanding of historic concepts. (RI) (K3)
- Analyzing informational text through examining vocabulary and ideas creates new understanding. (RI) (K4)
- Identifying appropriate and accurate information in text can support a thesis/claim statement. (W) (K5)
- Being a part of collaborative conversations helps me express my ideas more clearly. (S&L) (K6)

Skills

What discrete skills and processes should students be able to use? Students can...

- Identify the cause and effect within a historic event. (RI, SS) (S1)
- Summarize text using important and appropriate details. (RI) (S2)
- Examine a writing prompt to determine what is being asked.(W) (S3)
- Use context clues to understand the meaning of new words and phrases. (RI) (S4)
- Examine rubric descriptors to identify what key parts are important. (W) (S5)
- Develop a thesis statement with a claim to explain overall causal analysis of the text. (W) (S6)
- Use an outline to plan the structure and organization of a causal analysis. (S7)
- Revise organization within and across paragraphs to make sure it is clear and logical. (S8)
- Gather and cite evidence from the text to support the thesis. (S9)

- | | | |
|--|--|---|
| | | <ul style="list-style-type: none">■ Explain reasons, facts, and details to support the thesis. (<i>S10</i>)■ Use maps, graphics, and charts to further support an idea. (<i>S11</i>) |
|--|--|---|



Web of Life

Draft Date 02-09-2026	Course (Draft) Grade 5 English Language Arts, Grade 5 Science	Duration 4 Week(s)	Grades 5	Subjects English Language Arts	Team Jill Koser, SYSTEM USER, Kelly Galbraith, Lind Raymond
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Focus

Interdisciplinary Science Unit: In this unit, students explore how organisms depend on one another and form an interconnected ecosystem. Students investigate food chains, food webs, and the importance of producers, consumers, and decomposers. Students will analyze how pollution impacts the ecosystems through informational text analysis. Students then explore a variety of solutions for reducing plastic waste and reducing the amount of plastic that ends up in the ocean.

In this informational text unit, students will be challenged to explain the relationship between two or more scientific ideas, noticing how authors use description, sequence, or cause- and-effect paragraph structure to help readers notice and explain the connections between events. Students will also analyze how authors use a variety of reasons and evidence to support their points, depending on their purpose for writing the text. Throughout the unit, students learn how to prepare for class discussions, determining which evidence best supports a particular idea and how to elaborate on that evidence.

Stage 1: Learning Goals

Established Goals	Transfer
Standards	Long-Term Transfer Goals
Pennsylvania Core Standards English Language Arts (2014): 5 ■ 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.C) ■ Use text structure, in and among texts, to interpret information (e.g., chronology,	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T1) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T2) ■ Evaluate systems, in order to connect how form determines function and how any change to one component affects the entire system. (Global Citizen, Innovative Problem Solver) (T3)

comparison, cause/effect, problem/solution). (CC.1.2.5.E)

- Determine how an author supports particular points in a text through reasons and evidence. (CC.1.2.5.H)
- Integrate information from several texts on the same topic to demonstrate understanding of that topic. (CC.1.2.5.I)
- 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.K)
- **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.S)

Pennsylvania Academic Standards

Science (2023): 5 Standards

- Support an argument that plants get the materials they need for growth chiefly from air and water.

Clarifying Statement: Emphasis is on the idea that plant matter comes mostly from air and water, not from the soil.

Assessment Boundary: N/A (3.1.5.A)

- Develop a model to describe the movement of matter among plants, animals, decomposers, and the

Meaning

Understandings

What specifically do you want students to understand? What inferences should they make? Students will understand that...

- Authors use a variety of features to help readers identify the organized text structure. (U1)
- **Effective readers identify key details of informational texts to determine main ideas. (RI) (U2)**
- Strategic readers investigate how multiple authors and texts on a specific topic are situated in a particular place and time. These choices affect the way their work is understood. (RI) (U3)
- Readers use strategies to determine and clarify unknown words in grade level content to develop their ability to independently and effectively handle unfamiliar words encountered in the content they are reading. (RI-Vocab) (U4)
- **Effective writers critically engage with literature or informative texts through analysis, reflection, and research to find evidence to support their ideas. (TDA) (U5)**
- Plants acquire their material for growth chiefly from air and water. (Life Science) (U6)
- Matter that is not food (air, water, decomposed materials in soil) is

Essential Questions

What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...

- **How does the author use evidence to explain ideas? (RI) (Q1)**
- How does the way this information is organized help me understand the text? (Q2)
- How is this text similar and different from other texts? (RI) (Q3)
- What should I do when I read a word that I don't know? (RI-Vocab) (Q4)
- **How do I choose relevant information to include in my writing? How does that help support an analysis of text(s)? (TDA) (Q5)**
- How do organisms detect, process, and use information about the environment? (Life Science) (Q6)
- How do organisms interact with the living and nonliving environments to obtain matter and energy? (Life Science) (Q7)

environment.

Clarifying Statement: Emphasis is on the idea that matter that is not food (air, water, decomposed materials in soil) is changed by plants into matter that is food. Examples of systems could include organisms, ecosystems, and the Earth.

Assessment Boundary: Assessment does not include molecular explanations. (3.1.5.B)

- Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Clarifying Statement: Examples of models could include diagrams, and flow charts.

Assessment Boundary: N/A (3.2.5.G)

- Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Clarifying Statement: N/A

Assessment Boundary: N/A (3.3.5.E)

Profile of a CV Learner

- Innovative Problem Solving: Students will be able to independently use their learning to approach new problems with curiosity and creativity while consistently seeking growth through self-reflection and a

changed by plants into matter that is food. (Life Science) (U7)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- **Key ideas and details in the text help me understand what I am reading by making connections between concepts. (RI) (K1)**
- Students can use text structure of a paragraph to notice the connection between the type of details within a paragraph. (K2)
- Connections within, between, and among texts help me understand the main ideas. (RI) (K3)
- There are specific strategies to use when coming across a science word that is unfamiliar. (RI-Vocab) (K4)
- **Students comprehend the texts they read and analyze the author's use of elements and structure to communicate their understanding in an well-written essay. (TDA)**
 1. Reading Comprehension
 2. Analysis of an author's use of literary devices (elements), text structure, or other choices made by the author
 3. Well-written essay to communicate this understanding (K5)

Skills

What discrete skills and processes should students be able to use? Students can...

- **I can explain the relationships between two ideas or concepts in a science text based on specific details in the text. (RI) (S1)**
- I can identify and use the text structure to help me identify key ideas and details in Informational Texts. (S2)
- I can put together (integrate) information from several texts to show I understand the science topic. (RI) (S3)
- I can use context, morphology, or other strategies to figure out the meaning of new science vocabulary words. (RI-Vocab) (S4)
- **I can use what I know about informational texts and structures to analyze and present my ideas. (TDA) (S5)**
- I can describe where plant matter comes from. (S6)
- I can explain how matter moves within different types of ecosystems. (S7)

willingness to accept constructive feedback. (PCVL.IPS)

- Plant matter comes mostly from air and water, not from the soil (K6)
- Matter moves among plants, animals, decomposers, and the environment. (K7)



The American Revolution

Draft Date 02-09-2026	Course (Draft) Grade 5 English Language Arts	Duration 4 Week(s)	Grades 5	Subjects English Language Arts	Team Jill Koser, SYSTEM USER, Kelly Galbraith, Lind Raymond
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Focus

Interdisciplinary Social Studies Unit: Students will connect historical event facts and graphic resources to analyze the cause and effect of the roles of various groups of people in the Revolutionary War.

Stage 1: Learning Goals

Established Goals	Transfer	
Standards	Long-Term Transfer Goals	
Pennsylvania Core Standards English Language Arts (2014): 5 ■ 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.A) ■ Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences. (CC.1.2.5.B) ■ Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language. (CC.1.2.5.F) ■ 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.G)	What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to... ■ Reading Informational Text / Reading Literature: Read to gain knowledge, build critical thinking skills, and spark curiosity and interest. (T1) ■ Reading Informational Text / Reading Literature: Explore text and other media to seek understanding of multiple perspectives and cultures. (T2) ■ Writing: Communicate information and ideas clearly to address task, purpose, and intended audience. (T3)	
	Meaning	
	Understandings	Essential Questions
	What specifically do you want students to understand? What inferences should they make? Students will understand that... ■ Effective readers can determine and analyze the meaning of words and phrases used by authors in text to enhance comprehension. (U1)	What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering... ■ How have the events of the past influenced the world we know today? (Q1) ■ How does this text compare to other texts on the same topic? (Q2)

■ **Write informative/ explanatory texts to examine a topic and convey ideas and information clearly. (CC.1.4.5.A)**

- Identify and introduce the topic clearly. (CC.1.4.5.B)
- 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.S)
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (CC.1.4.5.T)
- **Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. (CC.1.4.5.W)**
- Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly. (CC.1.5.5.A)
- 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.B)
- **Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. (CC.1.5.5.C)**

- Diverse media that features a range of perspectives on a given topic helps individuals to deepen and challenge their thinking. (U2)
- (4-12) The perspective of authors on a specific topic, situated in place and time, impacts how readers understand their works. (U3)
- Readers use strategies to determine and clarify unknown words in content to develop their ability to independently and effectively handle unfamiliar words. (U4)
- Effective writers make deliberate and strategic choices when considering purpose and audience to convey information clearly about a topic. (U5)
- (3+) Effective writers critically engage with literature or informative texts through analysis, reflection, and research to find evidence to support their ideas. (U6)
- Strategic researchers gather information from a variety of reliable resources to answer a specific research question or explore a topic. (U7)
- Strategic researchers participate in independent and collaborative research to better understand the content that they are researching. (U8)
- Engaging in collaborative discussions allows students to learn from each other, deepen their understanding of topics, and gain new perspectives. (U9)
- Including accurate facts and relevant, descriptive details in oral reports and

- What reading strategies am I using to read this text? How do I know if they are working? (Q3)
- How does this text (ex. Illustration, table, a video clip) help me understand the topic? (Q4)
- (4-12) How does the author's perspective and time when this text was produced affect my understanding? (Q5)
- How am I making meaning of unknown words to support my reading? (Q6)
- (3+) How do I choose relevant information to include in my writing? How does that help support an analysis of text(s)? (Q7)
- How do I find reliable and useful sources for my research? How do I compare information that I have found from multiple sources to figure out what is accurate? (Q8)
- As I am reading my research, how do I deepen and challenge my thinking? (Q9)

Profile of a CV Learner

- Collaboration: Students will be able to independently engage and meaningfully contribute to a team to reach a common goal, through mutual reflection, feedback, and shared responsibility. (PCVL.CO)
- Global Citizenship: Students will be able to mindfully and respectfully seek to understand the ideas and perspectives of others to responsibly participate in all facets of local and global society. (PCVL.GC)

storytelling enhances the credibility, depth, and focus of communication. (U10)

- ELA: Reading provides a window into others' perspectives and stories which promotes compassion for others and develops critical thinking. (U11)
- Being receptive to contradictory or challenging ideas, asking probing questions, and providing respectful feedback broadens one's perspective and deepens others' thinking. (U12)

Acquisition of Knowledge & Skill

Knowledge

What facts and basic concepts should students know and be able to recall?
Students will know...

- Author's purposefully use graphics and images to enhance the text and assist the reader in creating a deeper understanding of a topic. (K1)
- Interacting with and summarizing a text supports the reader's understanding of the topic. (K2)
- Effective research of a topic includes asking probing questions, selecting accurate facts from reliable texts, and having collaborative discussions with others. (K3)
- The purpose of a multi-modal report is to give a full picture on a topic using not only words, but also images, video, or sound. (K4)

Skills

What discrete skills and processes should students be able to use? Students can...

- Connect the use of graphics and images to a given topic. (S1)
- Summarize text using important and appropriate details. (S2)
- Ask questions that lead to further research a topic. (S3)
- Select accurate facts from a reliable resource to support a thesis. (S4)
- Collaborate in a discussion to further develop ideas. (S5)
- Write a multi-modal report on a given topic. (S6)
- Examine rubric descriptors to identify what key parts are important. (S7)
- Use an outline to plan the structure and organization of a text dependent analysis. (S8)

■ Identifying appropriate and accurate information in a text can support a thesis statement. (K5)

- Develop a thesis statement to explain overall historical impacts. (S9)
- Gather and cite evidence from the text to support the thesis statement. (S10)
- Explain reasons, facts, and details to support the thesis. (S11)