

## READING, ENGLISH, LANGUAGE ARTS

**LENGTH OF TIME:** Daily (2 Hours)

**GRADE LEVEL:** 5 (Fifth Grade)

### DESCRIPTION OF COURSE

Through this course students will strengthen and extend the fundamental skills and strategies of reading, writing, listening, and speaking, integrated through the use of Essential Questions. Through reading and responding to a variety of texts and generating different types of writing, students will expand upon previous learning. Students will incorporate technology in their research and writing. Students will be evaluated through program assessments, Text-Dependent Analysis, and narrative, persuasive, and informational writing pieces.

### ESSENTIAL QUESTIONS

How do I accurately and fluently to support text comprehension?  
How do I read, understand, and respond to informational text?  
How do I read, understand, and respond to works of literature?  
How do I present appropriately, listen critically, and respond intelligently?

**COURSE STANDARDS: PA CORE STANDARDS (ACADEMIC STANDARDS FOR ENGLISH LANGUAGE ARTS PRE K-5) <https://www.pdesas.org/Page?pagelId=11>**

### READING:

#### Standard 1.1: Foundational Skills

Students will gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. These foundational skills are not an end in and of themselves; rather, students apply them as effective readers

1.1.5.A Intentionally Blank

1.1.5.B Intentionally Blank

1.1.5.C Intentionally Blank

1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words.

- Use combined knowledge of all letter-sound correspondences, syllabication, patterns, and morphology

to read accurately unfamiliar multisyllabic words.

1.1.5.E Read with accuracy and fluency to support comprehension.

- Read on-level text with purpose and understanding.

- Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### **Standard 1.2: Reading Informational Text**

Students will read, understand, and respond to informational text - with an emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

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.

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

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.

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.

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

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

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.

1.2.5.H Determine how an author supports particular points in a text through reasons and evidence.

1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.

1.2.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

1.2.5.K 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.

1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

### **Standard 1.3: Reading Literature**

Students will read and respond to works of literature – with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

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.

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

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.

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.

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.

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

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).

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.

1.3.5.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.

1.3.5.J Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, included those that signal contrast, addition, and other logical relationships.

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

## **CURRICULUM PROGRAMS/TOOLS**

1. Benchmark Literacy Reading Series
2. Benchmark Literacy Word Study Program
3. Leveled Trade Books

## **ENGLISH/WRITING**

### **INSTRUCTIONAL SUPPORTS/PRACTICES**

- Display and teach using a variety of forms of print (Mentor Texts)
- Provide several opportunities for both reading and writing of newly learned words
- Build a connection between fluency and comprehension
- Word Study Workshop
- Teach comprehension and metacognitive reading strategies
- Provide opportunities for the learner to respond to the text using a variety of mediums
- Expose students to a variety of media to gain information (computer, recorded media)
- Assist students in selecting age and ability-appropriate fiction and nonfiction materials to read
- Shared/Guided/Independent Reading

- Reader's and Writer's Workshop
- Comprehension, Reflection, & Response Activities
- Strategies for composition of Text-Dependent Analysis
- Teach close reading strategies to further comprehension of text

## **ENGLISH / WRITING:**

### **Standard 1.4: Writing**

Students will write for different purpose and audience. Students write clear and focused text to convey a well-defined perspective and appropriate content.

1.4.5.A Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

1.4.5.B Identify and introduce the topic clearly.

1.4.5.C 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.

1.4.5.D Groups 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.

1.4.5.E Write with an awareness of style.

- Use precise language and domain-specific vocabulary to inform about or explain the topic.
- Use sentences of varying length.

1.4.5.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

1.4.5.G Write opinion pieces on topics or texts.

1.4.5.H Introduce the topic and state an opinion on the topic.

1.4.5.I Provide reasons that are supported by facts and details; draw from credible sources.

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.

1.4.5.K Write with awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

1.4.5.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

1.4.5.M Write narratives to develop real or imagined experiences or events.

1.4.5.N Orient the reader by establishing a situation and introducing a narrator and/or characters.

1.4.5.O 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.

1.4.5.P Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.

1.4.5.Q Write with an awareness of style.

- Use sentences of varying length.
- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

1.4.5.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

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.

1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

1.4.5.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

1.4.5.W 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.

1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **CURRICULUM PROGRAMS/TOOLS**

1. Units of Study Writing Program
2. Benchmark Writer's Workshop-language mini-lessons
3. Mentor texts

## **INSTRUCTIONAL SUPPORTS/PRACTICES**

- Implement Writer's Workshop
- Small group and/or individual conferencing
- Student goal setting
- Writing rubrics
- Word Study
- Teach pre-writing strategies
- Integration of spelling strategies
- Integration of mentor texts
- Modeling of craft moves within writing
- Implementation of writers' shares

- Implementation of writing mantras
- Implement positive writing environment
- Offer a collection of resources for students to use in collecting information
- Provide opportunity for students to engage in shared, interactive, and independent writing
- Model appropriate spacing between letters, words, sentences, and paragraphs

### **Standard 1.5: Speaking and Listening**

Students will present appropriately in formal speaking situations, listening critically, and respond intelligently as individuals or in group discussions.

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.

1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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; speak clearly with adequate volume, appropriate pacing and clear pronunciation.

1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

### **CURRICULUM PROGRAMS/TOOLS**

Integrate using a cross-curricular approach

### **INSTRUCTIONAL SUPPORTS/PRACTICES**

- Model appropriate speaking and listening behaviors
- Provide opportunities for students to demonstrate appropriate public speaking
- Verbalize thought processes
- Utilize various media for instruction
- Model prosody when reading aloud
- Offer examples of various dialogue presentations
- Model a systematic approach to collect, process, and present information
- Offer opportunities for presenting information

### **PERFORMANCE ASSESSMENTS**

1. Class Participation
2. Oral Presentation

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## **TITLES OF UNITS**

### **READING**

Marking Period 1: Ask questions/Identify main idea and supporting details  
Determine text importance/Identify sequence of events

Marking Period 2: Visualize/Make Inferences  
Fix-up Monitoring/Summarize Information

Marking Period 3: Determine text importance/Compare and contrast  
Make Connections/Cause and effect  
Make inferences/draw conclusions

Marking Period 4: Summarize and synthesize/Evaluate author's purpose  
Make connections/Distinguish and evaluate fact and opinion  
Ask questions/Make judgments

### **WRITING**

Marking Period 1: Narrative; Lessons From the Masters

Marking Period 2: Opinion; Lab Reports & Science Books (\*Unit Modifications)

Marking Period 3: Information; Writing About Reading

Marking Period 4: Poetry: Big Thoughts in Little Packages

### **SAMPLE INSTRUCTIONAL STRATEGIES**

- Reading & Writing Workshop
- Direct instruction in large & small group settings
- Differentiated instruction
- Teacher modeling
- Shared, Guided & Independent Reading
- Strategy-based instruction
- Reflection & Response Comprehension Activities

### **MATERIALS**

1. Benchmark Literacy Reading Series
2. Mentor Texts and Leveled Trade Books
3. Benchmark Writer's Workshop Language Mini-Lessons
4. Units of Study Writing Program

## **METHODS OF INTERVENTION AND ENRICHMENT**

1. Small group differentiated instruction
2. Student Support Team (SST)
3. Title I Reading Support
4. PAL (Gifted Support)

## **METHODS OF EVALUATION; (REQUIRED DISTRICT ASSESSMENTS)**

1. Benchmark Literacy Unit Assessments (Units 1-9)
2. Benchmark Literacy Comprehension Strategies Assessments (Units 1-9)
3. Developmental Reading Assessments (DRA) Fall & Spring (As needed)
4. Dibles Next/CBA
5. Palisades Quarterly Writing Assessment
6. Palisades Beginning of Year Writing Assessment
7. Measures of Academic Performance (MAP)-Fall, Winter & Spring