East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

t Title: **Foundational Skills**	Course time prior to PSSA: Throughout school year, with emphasis on all skills being taught prior to PSSA
t Overview/Big Ideas: Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text Purpose, topic and audience guide types of writing Writing is a recursive process that conveys ideas, thoughts and feelings Writing is a means of documenting thinking Information to gain or expand knowledge can be acquired through a variety of sources	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/ellover ay.aspx#
t Essential Questions: How does interaction with text provoke thinking and response? To what extent does the writing process contribute to the quality of writing? How do we develop into effective writers? What role does writing play in our lives? How can our knowledge and use of the research process promote lifelong learning? How do we use information gained through research to expand knowledge?	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
and National Core Academic Standards: ://www.pdesas.org/Standard/PACore ional: http://www.corestandards.org	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
nnecting to Other Standards:	Remediation:

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

E: 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d eer and Work: 13.2.5A, 13.3.5C ntent Area Standards: **INTENTIONALLY LEFT BLANK** E: www.iste.org/standards/nets-for-students.aspx eer and Work: http://www.pdesas.org/Standard/Views ntent Area Standards: http://www.pdesas.org/Standard/Views	Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
1.1.5.D, CC.1.1.5.E, CC.1.4.5.F, CC.1.4.5.L, 1.4.5.R	• Multiple Syllable Routines (MSR) • Think, Pair, Share • Phonetic awareness • Decoding/encoding skills • Morphology • Fluency	• Webs • T-charts • Word Walls	

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

it Title: Foundational Skills

ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
undational Skills)

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark
	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). o	Students will distinguish long from short vowel sounds in spoken single-syllable words. o o Students will count, pronounce, blend, segment syllables in spoken/written words. o o Student will o orally produce single-syllable words,	long vowels phonemes short vowels syllables consonant blends diagraphs	Multisyllable Routine (MSR) Routine 23, 24, 25 McGraw Hill (M/H) Reading Wonders(2014) Unit 1/Weeks 1, 2 Professional Development Instructional Routine Handbook (PD-IRH) R5-R-35 MSR Routine 26 PD-IRH R5-R-35 MSR Routines 23-28 PD-IRH R5-R-35	teacher observatio student participation in wo sort activity DIBELS benchmarks running records

		including digraphs and consonant blends.			

it Title: Foundational Skills

ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
undational Skills)

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

1.1.5.D	Know and apply grade-level phonics and word analysis skills in decoding words.	o Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multi-syllable words. o Students will use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to encode familiar words and unfamiliar multi-syllable words.	morphology patterns syllabication	MSR Routines 23-28 PD-IRH R5-R-35 MSR Routines 23-28 PD-IRH R5-R-35	McGraw Hill Reading Wonders Weekly Assessments McGraw Hill Reading Wonders Unit Assessment McGraw Hill Reading Wonders Benchmark Assessment

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

it Title: Foundational Skills

ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
undational Skills)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments
	o Decode/encode one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant – le, vowel-r	Students will decode and encode o one- and two-syllable, real and pseudo/make believe words, the following syllable types: closed (VC, CVC), Long Vowel – silent e (CVCe), Open (CV), consonant – le, vowel-r	psuedo words VC CVC CVCe CV consonant –le vowel-r	MSR Routines 23-28 M/H Unit 2 Wk 5 PD-IRH R5-R-35 M/H Unit 3 Wk 1, 2 M/H Unit 3 Wk 4 M/H Unit 1 Wk 4, 5	McGraw Hill Reading Wonders Weekly Assessments McGraw Hill Reading Wonders Unit Assessment McGraw Hill Reading Wonders Benchmark Assessment

it Title: Foundational Skills

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
undational Skills)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
	o Identify and know the meaning of the most common prefixes. o o o o Decode common Latin and Greek roots and derivational suffixes. o	o Students will identify and know the meaning of the most common prefixes. o o o o Students will decode common Latin and Greek *roots* and derivational suffixes.	To include, but not be limited to: co-, com-, con-, dis-, in-, mal-, micro- mis-, multi-, re-, tele-, trans- ****Note to teachers -- this is not a matter of rote memorization- it is a decoding skill to be taught**** To include, but not be limited to: *aqua, autos, bio, chron, cred, flex, geo, phil, photo, port, sol, sphere, tact, tele, ven, vol,* -able, -al, -ation, -ist, -ive, -less, -ment, -ness, -ous, -tion	M/H Unit 5/Week 3 M/H Unit 5/Week 1, 4, 5 M/H Unit 6/Weeks 1, 2	McGraw Hill Reading Wonders Weekly Assessment McGraw Hill Reading Wonders Unit Assessment McGraw Hill Reading Wonders Benchmark Assessment McGraw Hill Reading Wonders Weekly Assessment McGraw Hill Reading Wonders Unit Assessment McGraw Hill Reading Wonders Benchmark Assessment

it Title: Foundational Skills

ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.
undational Skills)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

	Multiple-meaning words or phrases change meaning when using context clues	Students will define and/or apply how the meaning of words (multiple-meaning) or phrases changes when using context clues	context clues multiple meaning phrases and words	M/H Teacher Edition 1:T25C, T217N M/H TE 3:T89E, T89F M/H TE 4:T122 M/H TE 6:T25F	McGraw Hill Reading Wonders Weekly Assessment McGraw Hill Reading Wonders Unit Assessment McGraw Hill Reading Wonders Benchmark Assessment

it Title: Foundational Skills

ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

undational Skills)

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessment**

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

1.1.5.E	Read with accuracy and fluency to support comprehension o	Students will read on-level text (silently and orally) with accuracy, appropriate rate, and expression on successive readings, with purpose and understanding. Students will use context to confirm or self-correct word recognition and understanding as necessary.	fluency accuracy expression	PD-IRH R36A - R-39	McGraw Hill Reading Wonders Weekly Assessment McGraw Hill Reading Wonders Unit Assessment McGraw Hill Reading Wonders Benchmark Assessment

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

it Title: Foundational Skills

ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

undational Skills)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.5.F *ormational/* *loratory)* 1.4.5.L *inion/* *umentative)* 1.4.5.R *rrative)*	In all writing genres, demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will use capital letters correctly. Students will use plurals and possessive plurals correctly. Students will punctuate correctly: • period • exclamation point • question mark • commas in a series • quotation marks used in dialogue • apostrophes used to show possession	possessive plurals	PD-IRH R67-R69 M/H Teacher Edition 2: T226-227 M/H Teacher Edition 2: T34-35 M/H Teacher Edition 1: T99 M/H Teacher Edition 4: T99 M/H Teacher Edition 2:	McGraw Hill Reading Wonders Weekly Assessment McGraw Hill Reading Wonders Unit Assessment Teacher made evaluations

				T226-227	

it Title: Foundational Skills

ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

undational Skills)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

1.4.5.F *ormational/* *loratory)* 1.4.5.L *inion/* *umentative)* 1.4.5.R *rrative)*	In all writing genres, demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will use the following parts of speech properly in writing: • nouns • pronouns • verbs • adjectives • adverbs • prepositions • interjections • conjunctions	nouns pronouns verbs adjectives adverbs prepositions interjections conjunctions	M/H Teacher Edition 2: T34-35, T98-99 T162-163, T226-227 M/H Teacher Edition 4: T34-35, T98-99 T162-163, T226-227, T290-291 M/H Teacher Edition 3: T34-35, T98-99 T162-163, T226-227, T290-291	McGraw Hill Reading Wonders Weekly Assessment McGraw Hill Reading Wonders Unit Assessment Teacher made evaluations

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

it Title: Foundational Skills

ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

undational Skills)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.5.F *ormational/* *loratory)* 1.4.5.L *inion/* *umentative)* 1.4.5.R *rrative)*	In all writing genres, demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will use conventions of grammar regarding: • subject/verb agreement • sentence fragments • run-on sentences • correct verb tense	subject/verb agreement sentence fragments run-on sentences correct verb tense	M/H Teacher Ed 3 T34-35 M/H Teacher Ed 1: T34-35, T290-291 M/H Teacher Ed 1: T162-163, T290-291 M/H Teacher Ed 3 T98-99	McGraw Hill Reading Wonders Weekly Assessment McGraw Hill Reading Wonders Unit Assessment Teacher made evaluations

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

it Title: Foundational Skills

ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

undational Skills)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.5.F *ormational/* *loratory)* 1.4.5.L *inion/* *umentative)* 1.4.5.R *rrative)*	In all writing genres, demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will write complete sentences with appropriate ending punctuation: • simple • compound • complex • declarative • interrogative • exclamatory • imperative	The following types of sentences: • simple • compound • complex • declarative • interrogative • exclamatory • imperative	M/H Teacher Ed 1 T98-99 M/H Teacher Ed 1 T162-163, T290-291 M/H Teacher Ed 1 T226-227 M/H Teacher Ed 5 T34-35, T98-99 M/H Teacher Ed 1 T34-35	McGraw Hill Reading Wonders Weekly Assessment McGraw Hill Reading Wonders Unit Assessment Teacher made evaluations

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

it Title: Foundational Skills

ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

undational Skills)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.5.F *ormational/* *loratory)* 1.4.5.L *inion/* *umentative)* 1.4.5.R *rrative)*	In all writing genres, demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will spell high frequency words correctly. Students will use references to edit misspelled words correctly. Students will form and use: • correlative, comparative, and superlative adjectives • correlative, comparative, and superlative adverbs	correlative, comparative, and superlative adjectives correlative, comparative, and superlative adverbs	PD-IRH R45-R-52 M/H Teacher Ed 5 T226-227 M/H Teacher Ed 6 T34-35 M/H Teacher Ed 5 T98-99	McGraw Hill Reading Wonders Weekly Assessment McGraw Hill Reading Wonders Unit Assessment Teacher made evaluations

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

it Title: Foundational Skills

ntent Statement: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

undational Skills)

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.5.F *ormational/ loratory)* 1.4.5.L *inion/ umentative)* 1.4.5.R *rrative)*	In all writing genres, demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	Students will correctly use confused words (e.g. their, there they're) Students will ensure subject-verb and pronoun-antecedent agreement Students will spell high frequency words correctly. Students will use references to edit misspelled words correctly.	Homophones Subject-verb and pronoun antecedent	M/H Teacher Ed 1 T25L M/H Teacher Ed 6 T24-25, T25H, T25P, T39, T45, T50, T54, T57, T61, T230 M/H Teacher Ed 3 T34-35 M/H Teacher Ed 4 T34-35 All Units All Units	McGraw Hill Reading Wonders Weekly Assessment McGraw Hill Reading Wonders Unit Assessment Teacher made evaluations

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

t Title: **Informational Text**	Course time prior to PSSA: Throughout school year
t Overview/Big Ideas: Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text Effective use of vocabulary builds social and academic knowledge Spoken language can be represented in print. Language is used to communicate and to deepen understanding.	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/ellovera y.aspx#
t Essential Questions: How does interaction with text provoke thinking and response? How can the knowledge of language help us to communicate and understand?	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
and National Core Academic Standards: ://www.pdesas.org/Standard/PACore ional: http://www.corestandards.org	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
nnecting to Other Standards: E: 2a, 2b, 3a, 3b, 4b eer and Work: 13.2.5A, 13.3.5C ntent Area Standards: **INTENTIONALLY LEFT BLANK** E: www.iste.org/standards/nets-for-students.aspx eer and Work: http://www.pdesas.org/Standard/Views ntent Area Standards: http://www.pdesas.org/Standard/Views	Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
1.2.5.A, CC.1.2.5.B, CC1.2.5.C, CC1.2.5.D, 1.2.5.E, CC1.2.5.F, CC1.2.5.G, CC.1.2.5.H, 1.2.5.I, CC.1.2.5.J, CC.1.2.5.K, CC.1.2.5.L	• Predicting • Using background knowledge (schema) • Visualizing • Determining Importance • Questioning • Inferring • Synthesizing • Clarifying • Monitoring for meaning • Summarizing	• Webs • T-Chart • Venn Diagram • Main Idea Sequence Chart • Characters & Settings Chart • Author's Point of View Chart • Author's Perspective Web • Inference Web & Charts • Main Idea Web & Charts • Information & Generalizations Chart • Fact & Opinion Chart • Problem & Solution Charts • Cause & Effect Charts • Summary Charts	

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

it Title: Informational Text

ntent Statement: Students, read, understand and respond to **informational text**- with an emphasis on mprehension, vocabulary acquisition, and making connections among ideas and between texts, with a focus on tual evidence.

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark
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. Concepts: • Difference between main ideas and key details in an informational text • Characteristics of a summary	Students will recognize how ideas are organized in an informational text. Students will find the main ideas and explain how they are supported by key details. Students will summarize the main ideas in a text.	main ideas key details summarize	M/H Unit 3/W3 *Patterns of Change* *The Story of Snow* Leveled Reader *Weather Patterns* M/H Unit 3/W4 *Gulf Spill* *Superheroes* *Winter's Tail* *How One Little Dolphin Learned to Swim Again* Leveled Reader *The Power of a Team*	CDT McGraw/Hill Reading Wonders Benchmark Assessment (2014) McGraw/Hill Reading Wonders Practice and Assessment (2014) McGraw/Hill Reading Wonders Unit Assessment (2014) McGraw/Hill Reading Wonders Weekly Assessment (2014) NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

					Assessments
SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark
1.2.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences and/or generalizations. Concepts: • Explicitly stated information from text • How to make an inference and/or generalization • Textual evidence/support	Students will identify what the text says explicitly. Students will distinguish between what the text explicitly states vs. what the text implies (hints at). Students will use background knowledge and hints from the text to make inferences. and generalizations. Students will cite evidence by quoting accurately.	evidence explicit inference generalization	M/H Unit 3/W4 *Winter's Tail* M/H Unit 3/W5 *Machu Picchu: Ancient City*	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations M/H Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark
1.2.5.C	Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text. ● Historical text ● Scientific text ● Technical text Concepts: ● Specific details that explain individuals, key ideas, events etc. ● Connect and explain types of relationships ● Transition/linking words that signal explanations (e.g., because, then, as a consequence)	Students will distinguish between key ideas, individuals, events and explanatory details. Students will identify words/phrases that signal explanations between and among ideas, events, individuals. Students will explain how individuals, events and ideas are connected in the following texts: ● Historical text ● Scientific text ● Technical text	Historical Text Scientific Text Technical Text Key Ideas & details Relationships /connections Interaction	M/H Unit 3/W5 *Machu Picchu: Ancient City* *Dig This Technology* Leveled Reader *The Anasazi* Junior Great Books, Series 5 *The Hundred-Dollar Bill*	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations M/H Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

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. Concepts: • Author's viewpoint/focus attitude/bias • Compare & Contrast	Students will identify an author's point of view. Students will evaluate point of view in multiple versions of the same event or topic and locate important similarities and differences in the authors' points of view.	point of view compare contrast	M/H Unit 1/W5 *Are Electronic Devices Good For Us?* *The Future of Transportation* *Getting From Here to There* M/H Unit 4/W3 *Frederick Douglass* *Freedom's Voice Rosa* *Our Voices, Our Votes* Leveled Reader *Jane Addams: A woman of Action*	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations M/H Countdown to Common Core Assessments
1.2.5.E	Use text structure in and among text to interpret information. Concepts: • Text features • Text structures • Patterns of text organization	Students will identify and describe the text structure of -Chronology	Chronology	M/H Unit 1/W4 *Strokes of Genius* *The Boy Who Invented TV* M/H Unit 2/W3 *Growing in Place* *The Boy Who Drew Birds*	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island
SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students**	**Content Vocabulary**	**Materials, Resources, Instructional**	**Assessments** Diagnostic Formative

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

		need to be able to do (skills)		Activities	Benchmark
				Leveled Reader Norman Borlaug and the Green Revolution	Teacher made evaluations M/H Countdown to Common Core Assessments
		Students will identify and describe the text structure of -Comparison	Comparison	M/H Unit 5/W3 Forests on Fire Global Warming When Volcanoes Erupt Leveled Reader Ocean Threats	
		Students will identify and describe the text structure of -Cause/effect	Cause/effect	M/H Unit 1/W3 A Life in the Woods Camping with the President Leveled Reader Save This Space! M/H Unit 5/W4 Changing Views of Earth When Is a Planet Not a Planet? Leveled Reader Mars	
SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students**	**Content Vocabulary**	**Materials, Resources, Instructional**	**Assessments** Diagnostic Formative

		need to be able to do (skills)		Activities	Benchmark
		Students will identify and describe the text structure of -Problem/solution	Problem/solution	M/H Unit 2/W1 *Creating a Nation* *Who Wrote the U.S. Constitution?* *Parchment and Ink* Leveled Reader *The Bill of Rights* M/H Unit 6/W4 *Words to Save the World* *Planting the Trees of Kenya* *Marjory Stoneman Douglas: Guardian of the Everglades*	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations M/H Countdown to Common Core Assessments
PA core ndard ASD District riculum quirement		Compare and contrast the overall structure of events, ideas, concepts, or information and text features in two or more texts.	compare/contrast	M/H Unit 1/W4 *The Boy Who Invented TV* and *Time to Invent* M/H Unit 5/W3 *Global Warning*	
SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

		do (skills)			
1.2.5.F	Determine meaning of words and phrases as used in grade-level text including interpretation of figurative language. Concepts: • Literal meaning • Figurative or non-literal meaning • Context clues	Students will distinguish literal from non-literal Students will find shades of meaning (nuances) among related words Students will interpret figurative language in context. Students will use a known root word as a clue to the meaning of an unknown word with the same root. (e.g. company, companion Students will use context as a clue to the meaning of a word or phrase Students will determine the appropriate definition of words that have more than one meaning	Nuances Shades of Meaning literal figurative root word context clues	M/H Unit 5/W5 *Should Plants and Animals from Other Places Live Here?* *The Case of the Missing Bees* M/H Unit 6/W1 *Allies in Action* M/H Unit 6/W4 *Words to Save the World* *Planting the Trees of Kenya*	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations M/H Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark
1.2.5.G	Draw on information from multiple print/digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. Concepts: • recognize how to access information from different media and formats	Students will access information taken from multiple print or digital sources to find an answer to a question or solve a problem Students will demonstrate coherent understanding of the a topic or question using information from various media/formats Students will summarize information presented in diverse media and formats	media digital sources	M/H Unit 4/W 4 *Power from Nature* *One Well* *The Dirt on Dirt* Leveled Reader *The Delta* M/H Unit 5/W5 *Should Plants and Animals from Other Places Live Here?* *The Case of the Missing Bees* Leveled Reader *The Great Plains*	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations M/H Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
1.2.5.H	Explain how an author supports particular points in a text through reasons and evidence. Identifying which reasons and evidence supports which points. Identify exaggeration (bias) where present in text.	Students will locate reasons and evidence which support particular points in a text Students will determine which reasons and evidence support which point or points. Students will explain how an author supports points, identifying point of view	author's point of view bias exaggeration	****Utilize all leveled readers. Each leveled reader has a paired selection**** ****Utilize vocab in all nonfiction stories**** ****Utilize Word Study minilessons for all nonfiction stories.** **Utilize all Vocab Strategy minilessons for all nonfiction stories.****	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations M/H Countdown to Common Core Assessments

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students	Content Vocabulary	Materials, Resources, Instructional	Assessments Diagnostic Formative

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

		need to be able to do (skills)		Activities	Benchmark
1.2.5.I	Integrate information from several texts on the same topic to demonstrate understanding of that topic.	Students will integrate information from several texts on the same topic to demonstrate their understanding Students will write or speak about a topic accurately after reading several texts on the topic		M/H Unit 6/W3 *Mysterious Oceans* *Survival at 40 Below* Leveled Reader *Cave Creatures* M/H Unit 3/W3 *The Story of Snow* Leveled Reader *Weather Patterns*	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations M/H Countdown to Common Core Assessments
1.2.5.J	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Students will use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g. graph)		M/H Unit 4/W4 *One Well*	
SSA Anchors and Eligible	**Unit Concepts – What students need**	**Unit Competencies -**	**Content Vocabulary**	**Materials, Resources,**	**Assessments** Diagnostic

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

Content	to know	What students need to be able to do (skills)		Instructional Activities	Formative Benchmark
1.2.5.K	Determine or clarify the meaning of unknown and multi-meaning words and phrases based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.	Students will determine the meaning of unknown and multi-meaning words and phrases		Citing and Recording Sources M/H Units 1, 2, 3, 4 Headings all M/H Units Graphics all M/H units Charts M/HUnits 1, 2, 4, 5, 6 Time Lines M/H Units 1, 2, 4 Diagrams M/H Units 2, 3, 4, 5, 6 Multimedia presentation M/H Unit 5 T331	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations M/H Countdown to Common Core Assessments
1.2.5.L	Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently	Students will read and comprehend nonfiction and informational text			

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
PA core ndard ASD District riculum quirement	Use predictions and inferences about what will happen next in a story or process to generalize results and justify.	Students will read the title and preview the photos, captions, and diagrams to make predictions	captions diagrams	Research and Study Skills M/H Units 1-6 T330	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations M/H Countdown to Common Core Assessments
PA core ndard ASD District riculum quirement	Identify, interpret and justify statements of fact and opinion in text.	Students will identify, interpret and justify statements of fact and opinion	fact opinion	M/H Unit 2: T92 M/H Unit 4: T330	
PA core ndard ASD District riculum quirement	Locate information using appropriate sources and strategies.	Students will cite two or more sources from a variety of print and electronic sources to obtain information.	cite	Research and Study Skills M/H Units 1-6 T330	

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessments Diagnostic Formative Benchmark
		Students will use text features (e.g. headings, graphics, charts, time lines, diagrams) across texts to pinpoint and determine meaning of essential information. Students will evaluate the usefulness and credibility of sources. Students will use established criteria to design and create a media project (small group and/or individual project).	heading graphic diagram media	Oral Presentations all M/H units Visual and Digital Elements all M/H units	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations M/H Countdown to Common Core Assessments
SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students**	**Content Vocabulary**	**Materials, Resources, Instructional**	**Assessments** Diagnostic Formative

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

		need to be able to do (skills)		Activities	Benchmark
PA core ndard ASD District riculum quirement	Research, organize, and present information from multiple sources.	Students will take notes, paraphrasing information using a structured format (note cards, outline, graphic organizer) Students will create a bibliography of sources. Students will summarize and articulate information gleaned from research. Students will present information in written and/or digital and oral formats.	paraphrase bibliography research digital		CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations M/H Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

t Title: **Literature**	Course time prior to PSSA: Throughout school year, with emphasis on all skills being taught prior to PSSA
t Overview/Big Ideas: Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text Effective use of vocabulary builds social and academic knowledge Spoken language can be represented in print. Language is used to communicate and to deepen understanding.	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/ellover ay.aspx#
t Essential Questions: How does interaction with text provoke thinking and esponse? How can the knowledge of language help us to communicate nd understand?	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
and National Core Academic Standards: ://www.pdesas.org/Standard/PACore ional: http://www.corestandards.org	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
nnecting to Other Standards: E: 2a, 2b, 3a, 3b, 4b eer and Work: 13.2.5A, 13.3.5C ntent Area Standards: **INTENTIONALLY LEFT BLANK** E: www.iste.org/standards/nets-for-students.aspx	Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

eer and Work: http://www.pdesas.org/Standard/Views ntent Area Standards: http://www.pdesas.org/Standard/Views	Study Island http://www.studyisland.com/web/index/

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
1.3.5.A, CC.1.3.5.B, CC.1.3.5.C, CC.1.3.5.D, 1.3.5.E, CC.1.3.5.F, CC.1.3.5.G, CC.1.3.5.H, 1.3.5.I, CC.1.3.5.J, CC.1.3.5.K	• Predicting • Using background knowledge (schema) • Visualizing • Determining Importance • Questioning • Inferring • Synthesizing • Clarifying • Monitoring for meaning • Summarizing	• Webs • T-Chart • Venn Diagram • Character Trait Web • Story Elements Chart • Main Idea Sequence Chart • Theme Chart • Predict vs Happens Chart • Setting Web • Story Elements Chart • Sequencing Chart • Text Clues and Conclusions Chart • Characters & Settings Chart • Author's Point of View Chart • Author's Perspective Web • Inference Web & Charts • Main Idea Web & Charts • Information & Generalizations Chart • Fact & Opinion Chart • Cause & Effect Charts • Summary Charts	

it Title: Literature

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

ntent Statement: Students read and respond to works of **literature** with emphasis on comprehension, vocabulary uisition, and making connections among ideas and between texts with focus on textual evidence.

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

1.3.5.A	Determine plot (including conflict, rising action, climax, resolution) and theme of a 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. Concepts: • Plot development • How characters respond to conflict	Students will determine plot in • Poems • Fables • Folktales • Myths • Dramas Students will analyze details about characters and plot to determine the theme of a text and locate particular details that convey the theme Students will summarize what the text says.	poems fable folktale myth drama theme plot conflict rising action climax resolution	M/H Unit 1/W1 *A Fresh Idea, One Hen* M/H Unit 1/W2 *Whitewater Adventure* *Second Day, First Impressions* *Lost in the Museum Wings* Junior Great Books, Series 5	CDT McGraw/Hill Reading Wonders Benchmark Assessment (2014) McGraw/Hill Reading Wonders Practice and Assessment (2014) McGraw/Hill Reading Wonders Unit Assessment (2014) McGraw/Hill Reading Wonders Weekly Assessmer (2014) NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

1.3.5.B	Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences, and generalizations. Identify, interpret, and describe point of view. Concepts: • Explicitly stated information from text • How to make an inference • Textual evidence/support	Students will identify what the text says explicitly. Students will distinguish between what the text explicitly states vs. what the text implies (hints at). Students will use background knowledge and hints from the text to make inferences and/or generalizations Students will identify the point of view and describe how narrator or speaker's point of view influences how events are described Students will describe an author's purpose and explain how it is conveyed in text.	point of view explicit textual evidence inference generalizations	M/H Unit 4/W1 *How Mighty Kate Stopped the Train* *Davy Crockett Saves the World* Leveled Reader *Paul Bunyan* Junior Great Books, Series 5	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

1.3.5.C	Compare/contrast two or more characters, settings, or events in a story or drama, draw on specific details in the text. Concepts: • Story elements (characters, setting, plot)	Students will compare and contrast • Characters • Setting • Plot and provide specific details from the text	compare contrast	M/H Unit 2/W2 *A Modern Cinderella Where the Mountain Meets the Moon* *The Princess and the Pea* M/H Unit 5/W1 *Miguel in the* Middle *Ida B...and Her Plans to Maximize Fun, Avoid Disaster, and (Possibly) Save the World* Leveled Readers *King of the Board* *Snap Happy* Junior Great Books, Series 5	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

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. Concepts: • Author's viewpoint/focusattitude/bias • Compare & Contrast	Students will identify an author's point of view. Students will find similarities and differences in point of view.	point of view attitude bias	M/H Unit 4/W2 *Where's Brownie?* *A Window Into History* *The Mystery of the Cellar Window* Leveled Readers *The Mysterious Teacher* *The Unusually Clever Dog* Junior Great Books, Series 5	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

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. Concepts: • Various text structures (e.g., sentences, paragraph, chapter, section, stanza, scenes) • Characteristics of genres (e.g., poetry, drama, stories) • Relationships between parts of text and whole text (as indicated by text features and structure)	Students will explain structural elements of a story, drama, or poem and how they fit into the overall structure of the text (e.g., how a series of chapters fit together to provide the overall structure of a story; how a series of scenes fit together to provide the overall structure of a drama; how the stanzas fit together to provide the overall structure of a poem)	structural element	Structural elements of stories Units 2, 5 Structural elements of drama All units Structural elements of poetry Units 2, 4, 6 Junior Great Books, Series 5 book one *The Bat Poet*	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

1.3.5.F	Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language. (Demonstrate understanding of words by relating them to their antonyms and synonyms) Concepts: • Literal meaning • Figurative or non-literal meaning • Context clues	Students will identify and interpret figurative language Students will use context clues to determine the meaning of unknown words/phrases	figurative language synonym antonym	M/H 2:T25O, T89O, 4:T25O, T153B, T153Q, 5: T25M, T41, T49, T53, T59, T89H, T89J, 6: T25B, T25F, T25O, T89M, T217B, T217C, T217B, T232	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

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). Concepts: • Determining meaning and tone of a literary text	Students will identify and describe the visual and/or multimedia elements of a text Students will explain how a text would be different without its visual and/or multimedia elements, and explain how these elements add to the meaning, tone, or beauty of it. Students will analyze information presented in diverse media and formats	visual elements multimedia tone	M/H Unit 6/W5 *To Travel!* *Wild Blossoms* *You Are My Music* *You And I* *A Time to Talk* Leveled Reader *Your World, My World* *Flying Home*	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

PA core ndard ASD District riculum uirement	Make predictions and inferences to draw conclusions about what will happen next in a story and justify.	Students will predict, make inferences and draw conclusions	inference conclusion	M/H Unit 5/W2 *The Day the Rollets Got Their Moxie Back* *Bud, Not Buddy* Leveled Readers *The Picture Palace* *Hard Times* Junior Great Books, Series 5	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

1.3.5.H	Compare/contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements. Concepts: • Theme • Literary Elements	Students will identify theme Students will compare and contrast stories in the same genre in terms of how they treat a similar theme or topic	theme	M/H Unit 2/W 4 *The Magical Lost Brocade* *Blancaflor* M/H Unit 2/W 5 *A Simple Plan* *Rescue* *Stage Fright* M/H Unit 3/W 1 *They Don't Mean It!* M/H Unit 3/W2 *Survivaland* *Weslandia* Leveled Readers *Over the Top* *In Drama Valley* Junior Great Books, Series 5	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

1.3.5.I	Determine or clarify the meaning of unknown and multiple meaning words based upon grade-level reading and content, choosing flexibly from a range of strategies and tools.	Students will use context (e.g. definitions, examples, or restatements) as a clue to the meaning of a word or phrase. Student will determine the meaning of a new work formed when a known affix is added to a known word Students will use a known root word as a clue to the meaning of an unknown word with the same root	context clues affix root word	Context Clues All Units Affixes All Units Decode Words, Decode Strategies All Units	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

1.3.5.J	Acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	Students will identify domain-specific words	domain specific	Domain-specific words All units	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments
1.3.5.K	Read and comprehend literature on grade level, reading independently and proficiently.	Students will read and comprehend literature	literature	M/H Unit 6/W1 *Shipped Out* *The Unbreakable Code* *Norberto's Hat* M/H Unit 6/W2 *The Bully* *The Friend Who Changed My Life* Leveled Reader *Enemy or Ally?* Junior Great Books, Series 5	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

PA core ndard ASD District riculum uirement	Analyze drama as information source, entertainment, persuasion, or transmitter of culture.	Students will analyze drama	drama	M/H Unit 4/W2 *Where's Brownie?* *A Window into History*	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

PA core ndard ASD District riculum uirement	Demonstrate understanding of literary devices and how authors use them to give meaning in literature.	Students will identify o Rhyme o Rhythm o Shades of meanings among related words o Personification o Alliteration o Similes o Metaphors o Adages o Idioms o Proverbs o Hyperbole o Personification o Synonyms o Antonyms o Non-literal phrases o Homographs (Multi-meaning words)	o Rhyme o Rhythm o Shades of meanings among related words o Personification o Alliteration o Similes o Metaphors o Adages o Idioms o Proverbs o Hyperbole o Personification o Synonyms o Antonyms o Non-literal phrases o Homographs (Multi-meaning words)	Rhyme: Units 1, 2, 4, 6 Rhythm:Units 2, 4, 6 Shades of meanings: Units 3, 6 Personification Units: 2, 3, 4, 5, 6 Alliteration: Unit 4 Similes Units: 1, 2, 4, 5, 6 Metaphors: All Units Adages: Units 4, 6 Idioms: Units 1, 3, 5 Proverbs: Units 4, 6 Hyperbole: Units 4, 5, 6 Personification: Units 2, 3, 4, 5, 6 Synonyms: Units 1, 2, 5 Antonyms: Units 1, 4, 5, 6 Non-literal phrases: Units 3, 5 Homographs: Units 1, 2	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark
PA core ndard ASD District riculum uirement	Demonstrate understanding of reading, analyzing, and interpreting poetry.	Students will identify meter in poems	meter	Meter Units 4, 6	CDT M/H-BA M/H-PAA M/H-UA M/H-WA NWEA tests PSSA Study Island Teacher made evaluations McGraw/Hill Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

t Title: **Speaking and Listening**	Course time prior to PSSA: Throughout school year, with emphasis on all skills being taught prior to PSSA
t Overview/Big Ideas: ffective speaking and listening are essential for productive ommunication. istening provides the opportunity to learn, reflect, and espond.	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/ellover ay.aspx#
t Essential Questions: v does productive oral communication rely on speaking and ening?	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
and National Core Academic Standards: ://www.pdesas.org/Standard/PACore ional: http://www.corestandards.org	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
nnecting to Other Standards: E: 2a, 2b, 2c, 2d eer and Work: 13.2.5A, 13.3.5C ntent Area Standards: **INTENTIONALLY LEFT BLANK** E: www.iste.org/standards/nets-for-students.aspx eer and Work: http://www.pdesas.org/Standard/Views ntent Area Standards: http://www.pdesas.org/Standard/Views	Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
1.5.5.A, CC.1.5.5.B, CC.1.5.5.C, CC.1.5.5.D, 1.5.5.E, CC.1.5.5.F, CC.1.5.5.G	• Active Listening • Critical Listening • Collaborative Conversation (discussion) • Questioning (asking & answering) • Predicting • Visualizing • Making Connections • Summarizing	• T-charts (ex: "I Heard/I Think") • Thinking Webs • Charts (as listed in Literature and Informational Text Units, dependent on text type and purpose)	

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

it Title: Speaking and Listening

ntent Statement: Students present appropriately in formal **speaking** situations, **listen** critically, and respond elligently as individuals and in group discussions.

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

PA core ndard ASD District riculum quirement	Listen to a variety of types of literature (fiction and/or non-fiction)	Students will listen critically to and respond to a variety of types of literature and informational text	active listening	Interactive Read Alouds (2007) Junior Great Books Professional Development Instructional Routine Handbook	Interactive Read Alouds (2007) Junior Great Books Teacher manuals Teacher made evaluations
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.	Students will discuss topics and texts in collaborative groups using norms for group conversation (taking turns, listening, stay on topic, build on others' ideas, etc.)	collaboration		Informal observations
SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

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.	Students will listen actively, and summarize the main points.		Interactive Read Alouds (2007) Junior Great Books Professional Development Instructional Routine Handbook	Observations Teacher made evaluations
1.5.5.C	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Students will listen actively for the points a speaker makes, and the evidence provided to support those points. Students will make connections between the selection and similar real-life experiences. Students will summarize.			

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

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.	Students will predict the outcome and/or resolution of upcoming events. Students will evaluate character traits and tone when discussing story elements.		Interactive Read Alouds (2007) Junior Great Books Professional Development Instructional Routine Handbook	Observations Teacher made evaluations

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessments** Diagnostic Formative Benchmark

1.5.5.E	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.			Interactive Read Alouds (2007) Junior Great Books Professional Development Instructional Routine Handbook	Observations Teacher made evaluations
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 and content.				

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

t Title: **Writing**	Course time prior to PSSA: Throughout school year, with emphasis on all skills being taught prior to PSSA
t Overview/Big Ideas: Purpose, topic and audience guide types of writing Writing is a recursive process that conveys ideas, thoughts and feelings Writing is a means of documenting thinking nformation to gain or expand knowledge can be acquired through a variety of sources	ELL Differentiation: http://www.pdesas.org/module/sas/curriculumframework/ellovey.aspx#
t Essential Questions: To what extent does the writing process contribute to the quality of writing? How do we develop into effective writers? What role does writing play in our lives? How can our knowledge and use of the research process promote lifelong learning? How do we use information gained through research to expand knowledge?	Enrichment: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island http://www.studyisland.com/web/index/
and National Core Academic Standards: ://www.pdesas.org/Standard/PACore ional: http://www.corestandards.org	IEP/GIEP: Refer to specially designed instruction delineated in student's Individual Education Plan
nnecting to Other Standards: E: 1a, 1b, 1c, 1d, 2a, 2b, 2c, 2d, 3a, 3b, 3c, 3d, 4a, 4b, 4c, 5a, 5b, 5c, 5d, 6a, 6b, 6c, 6d eer and Work: 13.2.5A, 13.3.5C ntent Area Standards: **INTENTIONALLY LEFT BLANK** E: www.iste.org/standards/nets-for-students.aspx	Remediation: Achieve 3000 https://portal.achieve3000.com/ Compass Learning Odyssey https://www.thelearningodyssey.com/ Study Island

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

eer and Work: http://www.pdesas.org/Standard/Views ntent Area Standards: http://www.pdesas.org/Standard/Views	http://www.studyisland.com/web/index/

Unit Focus Standards Addressed	Thinking Strategies Addressed	Graphic Organizers	
1.4.5.A, CC.1.4.5.B 1.4.5.C, CC.1.4.5.D, CC.1.4.5.E, CC.1.4.5.G, 1.4.5.K, CC.1.4.5.M, CC.1.4.5.N, CC.1.4.5.O, 1.4.5.P, CC.1.4.5.Q, CC.1.4.5.T, CC.1.4.5.T, 1.4.5.V, CC.1.4.5.W, CC.1.4.5.X, CC.1.4.5.S	• Word Choice • Organization • Sentence Fluency • Note Taking • Reflection • Voice (expression) • Prewriting (drafting) • Revision & Editing • Persuasion	• Brainstorming Web • Sequencing Chart • Outline • Writing Organizers within McGraw Hill series • Charts (as listed in Literature and Informational Text Units, dependent on text type and purpose) • Writing House organizers	

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

t Title: Writing Skills

ntent Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a wel
ned perspective and appropriate content. (Informational, Argumentative, and Narrative).

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

1.4.5.A	Write informative /explanatory texts to examine a topic and convey ideas and information clearly. (*essay, descriptions, report, instructions)*	Students will identify and introduce the topic clearly. Students will develop the topic with facts, definitions, concrete details, quotations, or other information and examples, related to topic; include illustrations and multimedia when useful to aiding comprehension.	• informative writing • explanatory writing • cause and effect writing • problem and solution writing	Writing House (WH) Informative/ Explanatory explanatory essay M/H Unit 2 T350-T355 informational article M/H Unit 5 T344-T349 research report M/H Unit 5 T350-T355 Concrete Words M/H 4 T353	Reading Wonders Unit Assessment (2014) Research and inquiry project scoring rubrics M/H Units1-6: T33 Writing scoring rubrics M/H Units1-6: T30 T94, T158, T222, T286, T349, T355 Teacher generated rubrics & projects M/H Countdown to Common Core Assessments
SSA Anchors and Eligible Content	**Unit Concepts – What students need to know**	**Unit Competencies - What students need to be able to do (skills)**	**Content Vocabulary**	**Materials, Resources, Instructional Activities**	**Assessment**

1.4.5.A ntinued)	Write informative /explanatory texts to examine a topic and convey ideas and information clearly. (*essay, descriptions, report, instructions)*	Students will group related information logically linking ideas within and across categories of information using words, phrases, and clauses *(e.g. in contrast, especially)*; provide concluding statement or section; include formatting when useful to aiding comprehension. Students will specify cause and effect. Students will develop a problem and solution (when appropriate to topic).		Writing House (WH) Logical Order/ Structure M/H Unit 3: T346, T351, Unit 4: T158-T161, Unit 5: T345, T352, Unit 6: T345 Strong Conclusions M/H Unit 1: T353, Unit 2: T353, Unit 3: T222-T225, T347, Unit 4: T347, Unit 5: T286-T289, T353, Unit 6: T347, T353 Audience and Purpose M/H Unit 1-6: T345, T352	<u>Reading Wonders Unit Assessment</u> (2014) Research and inquiry project scoring rubrics M/H Units1-6: T33 Writing scoring rubrics M/H Units1-6: T30 T94, T158, T222, T286, T349, T355 Teacher generated rubrics & projects M/H Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.5.A ntinued)	Write informative /explanatory texts to examine a topic and convey ideas and information clearly. (*essay, descriptions, report, instructions)* Write with awareness of style. Write opinion pieces on familiar topics or texts.	Students will use precise language and domain-specific vocabulary to inform about/ explain topic. Students will use sentences of varying length. Students will identify and introduce the topic clearly.		Word Choice connotation and denotation M/H Unit 3: T94-T97 precise language M/H Unit 2: T286-T289 strong words M/H Unit 1: T158-T161, Unit 6: T286-T289 Vary Sentence Structure M/H Unit 1: T286-T289, Unit 6: T158-T161	Reading Wonders Unit Assessment (2014) Research and inquiry project scoring rubrics M/H Units1-6: T33 Writing scoring rubrics M/H Units1-6: T30 T94, T158, T222, T286, T349, T355 Teacher generated rubrics & projects M/H Countdown to Common Core Assessments

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

t Title: Writing Skills

ntent Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a wel ned perspective and appropriate content. (Informational, Argumentative, and Narrative).

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment
1.4.5.B 1.4.5.C 1.4.5.D	Write opinion pieces on familiar topics or texts.	Students will introduce the topic and state an opinion on it. Students will provide reasons that are supported by facts and details; draw from credible sources. Students will create an organizational structure that includes related ideas grouped to support the writer's purpose; link	• topic	Develop a Topic M/H Unit 5: T158-T 161 Strong Openings M/H Unit 2 T94-97, T 351, Unit 5 T30-T33 Opinion Essay M/H Unit 3: T350-T355 Details M/H Unit 1: T30-T33, Unit 2: T158-T161 Writing House Opinion Book Review	Reading Wonders Unit Assessment (2014) Research and inquiry project scoring rubrics M/H Units1-6: T33 Writing scoring rubrics M/H Units1-6: T30 T94, T158, T222, T286, T349, T355 Teacher generated rubrics and project Reading Wonders Unit Assessment (2014)

		opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically); provide a concluding statement or section related to the opinion. Students will establish and maintain a formal style. Students will write with an awareness of style.		M/H Unit 3: T344-T349, Unit 6: T344-349 Style and Tone M/H Unit 1: T94-97, Unit 4: T30-33	Research and inquiry project scoring rubrics M/H Units1-6: T33 Writing scoring rubrics M/H Units1-6: T30 T94, T158, T222, T286, T349, T355 Teacher generated rubrics and project
1.4.5.E		Students will use sentences of varying length.		Style and Tone M/H Unit 1: T94-97, Unit 4: T30-33	
1.4.5.G	Write opinion pieces on familiar topics or texts.			Vary Sentence Structure M/H Unit 1: T286-T289, Unit 6: T158-	Reading Wonders Unit Assessment (2014) Research and

		Students will expand, combine, and reduce sentences for meaning, reader/listener interest, and style.		T161 Strong Paragraphs M/H Unit 5: T222-T225 Strong Sentences M/H Unit 1: T286-T289, Unit 6: T158-T161	inquiry project scoring rubrics M/H Units1-6: T33 Writing scoring rubrics M/H Units1-6: T30 T94, T158, T222, T286, T349, T355 Teacher generated rubrics and project

t Title: Writing Skills

ntent Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a wel ned perspective and appropriate content. (Informational, Argumentative, and Narrative).

SSA Anchors	Unit Concepts –	Unit	Content	Materials,	Assessment

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

and Eligible Content	What students need to know	Competencies - What students need to be able to do (skills)	Vocabulary	Resources, Instructional Activities	
1.4.5.M 1.4.5.N (See *)	Write narratives to develop real or imagined experiences or events.	*Students will orient the reader by establishing a situation, introducing narrator and characters. Students will write limericks		Narrative Autobiographical Sketch M/H Unit 1: T344-T349 Fictional Narrative M/H Unit 4: T344-T349 Personal Narrative Unit 1: T350-T355	<u>Reading Wonders Unit Assessment</u> (2014) Research and inquiry project scoring rubrics M/H Units1-6: T33 Writing scoring rubrics M/H Units1-6: T30
1.4.5.O		Students will use narrative techniques, including dialogue, to develop experiences and events or show the responses of characters to situations; use phrases, concrete words, sensory details, and literary devices (simile, metaphor, alliteration,	• sensory details • simile • metaphor • alliteration • hyperbole • personification	Sensory Detail M/H Unit 4: T286-T289 Sensory Language M/H Unit 1: T346, Unit 4: T286-T289, T351	T94, T158, T222, T286, T349, T355 Teacher generated rubrics and project

		hyperbole personification,) to convey events precisely.			
1.4.5.P	Write narratives to develop real or imagined experiences or events.	Students will organize an event sequence that unfolds naturally, using a variety of transitional words and phrases; provide a conclusion that follows from the narrated and events.	• transitional words and phrases	Transition Words M/H Unit 1: T347, Unit 3: T286-T289, T352, Unit 4: T222-T225, Unit 5: T94-T97, T347, Unit 6: T352	Reading Wonders Unit Assessment (2014) Research and inquiry project scoring rubrics M/H Units1-6: T33 Writing scoring rubrics M/H Units1-6: T30
1.4.5.Q	Write with an awareness of style.	Students will use sentences of varying length. Students will write a narrative poem Students will expand, combine and reduce sentences for meaning, reader/listener interest, and style.		Vary Sentence Structure M/H Unit 1: T286-T289, Unit 6: T158-T161 Developing Characters M/H Unit 4: T94-97, T346 Developing Experiences M/H Unit 1: T345	T94, T158, T222, T286, T349, T355 Teacher generated rubrics and project

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

East Stroudsburg Area School District
English/Language Arts Curriculum
Grade: 5

t Title: Writing Skills

ntent Statement: Students **write** for different purposes and audiences. Students **write** clear and focused texts to convey a wel
ned perspective and appropriate content. (Informational, Argumentative, and Narrative).

SSA Anchors and Eligible Content	Unit Concepts – What students need to know	Unit Competencies - What students need to be able to do (skills)	Content Vocabulary	Materials, Resources, Instructional Activities	Assessment

1.4.5.T	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	Students will revise writing to identify areas where revision would improve the clarity of the text (organization, word choice, flow). Students will determine whether writing is logically presented. Students will evaluate and revise vocabulary use.		Revision M/H all units M/H Unit 3: T346, T351, Unit 4: T158-T161, Unit 5: T345, T352, Unit 6: T345 M/H Unit 1: T158-161, Unit 2: T286-289, Unit 4: T286-289, Unit 6: T286-289	Reading Wonders Unit Assessment (2014) Research and inquiry project scoring rubrics M/H Units1-6: T33 Writing scoring rubrics M/H Units1-6: T30 T94, T158, T222, T286, T349, T355 Teacher generated rubrics and project
1.4.5.T		Students will use revision marks to highlight revision.	• revision marks (i.e. ¶, ∧)	M/H Units 1-6: T354	Reading Wonders Unit Assessment (2014)
	With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a	Students will engage in peer revision. Students will write a buddy poem Students will		M/H Units 1-6: T32-33, T96-97, T160-161, T224-225, T288-289 M/H Unit 1: T286-289, Unit 6: T158-161	Research and inquiry project scoring rubrics M/H Units1-6: T33 Writing scoring rubrics M/H Units1-6: T30 T94, T158, T222,

	new approach.	expand, combine, and reduce sentences for meaning, reader/ listener interest, and style Students will choose words, phrases, and punctuation to convey ideas precisely and for effect.		M/H Unit 2: T286-289	T286, T349, T355 Teacher generated rubrics and project
1.4.5.V 1.4.5.W (See*)	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	*Students will 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.		M/H Unit 2: T286-289	Reading Wonders Unit Assessment (2014) Research and inquiry project scoring rubrics M/H Units1-6: T33 Teacher generated rubrics and projects
1.45.X 1.4.5.S (See *)	Write routinely over extended time frames (time for research, reflection, and revision) and	Students will draw evidence from literary or informational texts to support analysis, reflection, and	• writer's purpose	M/H Units 1-6: T1, T28-T29, T92-T93, T156-157, T220-T221, T284-T285, T330-T333	Reading Wonders Unit Assessment (2014) Research and inquiry project scoring rubrics

	shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	research, applying grade-level reading standards for literature and informational texts.			M/H Units1-6: T33 Writing scoring rubrics M/H Units1-6: T30 T94, T158, T222, T286, T349, T355
PA Core ndard -- ASD rriculum uirement	Write manuscript handwriting	Students will practice manuscript handwriting		McGraw/Hill Reading Wonders Handwriting Packet Grades 3-6	Teacher generated rubrics and project
PA Core ndard -- ASD rriculum uirement	Write cursive handwriting	Students will practice cursive handwriting		McGraw/Hill Reading Wonders Handwriting Packet Grades 3-6	