

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.5A Establish the purpose for reading a type of text (literature, information before reading)**
1.1.5B Select texts for a particular purpose using the format of the text as a guide

State Assessment Anchor: **R5.A.1.6 Identify and describe genre of text. (fiction)**
R5.A.2.6 Identify and describe genre of text. (nonfiction)

Course Content	Student Performance	Resources	Assessments
<p>A. Identify the author's purpose or intended purpose of text.</p> <ul style="list-style-type: none"> • Informational • Persuasive • Narrative • Poetic 	<p>A. Discuss author's purpose for writing the selection.</p>	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> ◦ Unit 1, Unit 2, and Unit 4 • Grade level novels • PSSA Coach Book • Graphic Organizers 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> ◦ SF Selection Tests ◦ SF Skills Tests ◦ SF Benchmark Tests ◦ SF Practice Book • Teacher observations • Class discussions • Student writings • Student predictions
<p>B. Before reading, evaluate the format of text to guide selection for a particular purpose.</p> <ul style="list-style-type: none"> • Preview • Predict • Build background • Activate prior knowledge • Set purpose 	<p>B. Discuss connections to previous, current and/or up-coming areas of study.</p> <ul style="list-style-type: none"> • Graphic Organizers • Brainstorm • Class discussion • Skim • Journal Writing • Monitor predictions 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 • Grade level novels • PSSA Coach Book • Graphic Organizers • SF Practice Book • Phonics/Word Study pages 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> ◦ SF Selection Tests ◦ SF Skills Tests ◦ SF Benchmark Tests ◦ SF Practice Book • Teacher observations • Class discussions • Student writings • Student predictions

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.5C Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.**

State Assessment Anchor: **R5.A.1.2 Identify and apply word recognition skills. (fiction)**
R5.A.2.2 Identify and apply word recognition skills. (nonfiction)

Course Content	Student Performance	Resources	Assessments
<p>C. Correctly decode and comprehend new words during reading.</p> <ul style="list-style-type: none"> Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word from the text with an affix. <ul style="list-style-type: none"> <u>Prefixes</u>: pre-, dis-, mis-, non-, inter-, extra-, post-, super-, sub- <u>Suffixes</u>: -less, -ble, -ly, -or, -ness, -ment, -er, -ship, -tion, -en Define and/or apply how the meaning of words (multiple-meaning) or phrases change when using context clues given in explanatory sentences through the use of examples within fiction and nonfiction text. 	<p>C. Correctly decode and comprehend new words during reading.</p> <ul style="list-style-type: none"> Decode increasingly complex and unfamiliar words by applying decoding strategies, common syllable patterns, and structural cues r-controlled vowels vowel digraphs and diphthongs common word patterns (CVC) schwa sound Construct a knowledge of context clues, and reference aids to find the meanings of most words. Choose appropriate vocabulary including words with prefixes and/or suffixes when speaking and writing. Choose the appropriate prefix or suffix to modify a word to create a desired meaning. Utilize passage information to determine the meanings 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 SF Phonics/Word Study pages SF Teacher's Resource Book SF Daily word routines flip charts Grade level novels PSSA Coach Book Graphic Organizers Dictionary Reader's Handbook 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> SF Selection Tests SF Skills Tests SF Benchmark Tests SF Practice Book Teacher observations Class discussions Student writings PSSA Coach Book Unit One Test Practice Reader's Handbook Test Book

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

	of unfamiliar words		
--	---------------------	--	--

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.5 D Identify the basic ideas and facts in text using the strategies such as prior knowledge, illustrations and headings, and information from other sources to make predictions about text.**

State Assessment Anchor: **R5.A.1.3 Make inferences, draw conclusions, and make generalizations based on text (fiction).
R5.A.2.3 Make inferences, draw conclusions, and make generalizations based on text (nonfiction).**

Course Content	Student Performance	Resources	Assessments
<p>D. Implement During Reading Strategies:</p> <ul style="list-style-type: none"> • Self questions • Paraphrases • Forms mental images • Draws conclusions • Verify and refine predictions 	<p>D. Implements During Reading Strategies:</p> <ul style="list-style-type: none"> • Self -questioning. • Ask questions of others. • Forms mental images. • Monitor predictions. • Paraphrase. • Form and respond to literal and inferential questions. • Revise words, sentences and paragraphs in pre-reading predictions to improve or clarify meaning of text. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000 • SF Teacher's Resource Book • Grade level novels • PSSA Coach Book • Graphic Organizers • Leveled Readers • Reader's Handbook • Books on tape/listening center 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> ○ SF Selection Tests ○ SF Skills Tests ○ SF Benchmark Tests ○ SF Practice Book • Teacher observations • Class discussions • Student writings • Reader's Handbook Test Book • Revised predictions

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.5 E Acquire a reading vocabulary by correctly identifying and using words related as synonyms, homophones and homographs and words related through roots, suffixes and/or prefixes. Use a dictionary or related reference.**

State Assessment Anchor: **R5.A.1.1 Identify and interpret the meaning of vocabulary (fiction).
R5.A.2.1 Identify and interpret the meaning of vocabulary (nonfiction).**

Course Content	Student Performance	Resources	Assessments
-----------------------	----------------------------	------------------	--------------------

<p>E. Identify and/or interpret meaning of vocabulary used in fiction and nonfiction text; analyze vocabulary using various reference materials.</p> <ul style="list-style-type: none"> • Multiple-meaning words • Synonyms/antonyms • Root words • Affixes • Homophones/homographs 	<p>E. Identify and/or interpret meaning of vocabulary used in fiction and nonfiction text; analyze vocabulary using various reference materials.</p> <ul style="list-style-type: none"> • Read, listen to and discuss selection vocabulary. • Connect to meaningful and concrete experiences. • Find meanings of unfamiliar words. • Identify and/or interpret the meaning of content specific words. • Identify and/or interpret synonyms and antonyms. 	<p>Fast Stroudsburg Area School District Communication Arts; Planned Course: Grade 5 Educational Publishers Inc., 2000</p> <ul style="list-style-type: none"> • Scott Foresman Reading • Grade level novels • PSSA Coach Book • Dictionary/Thesaurus • Graphic Organizers • Leveled Readers • Reader's Handbook 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> ○ SF Selection Tests ○ SF Skills Tests ○ SF Benchmark Tests ○ SF Practice Book • PSSA Coach Book Unit One Test Practice • Reader's Handbook Test Book • Teacher observation of dictionary and thesaurus use • Vocabulary projects
--	---	--	---

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.5 F Identify, understand the meaning of and use correctly key vocabulary from various subject areas.**

State Assessment Anchor: **R5.A.1.1 Identify and interpret the meaning of vocabulary. (fiction)**
R5.A.2.1 Identify and interpret the meaning of vocabulary. (nonfiction)

Course Content	Student Performance	Resources	Assessments
----------------	---------------------	-----------	-------------

East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5

<p>F. Identify and/or interpret and correctly use content-specific vocabulary words used in fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Multiple-meaning words • Synonyms/antonyms • Root words • Identify/interpret meaning of content specific words • Context Clues 	<p>F. Identify and/or interpret and correctly use content-specific vocabulary words used in fiction and nonfiction text.</p> <ul style="list-style-type: none"> • Partner reading • Guided reading • Independent reading • Oral reading 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000 • SF Teacher's Resource Book • Grade level novels • PSSA Coach Book • Dictionary/ Thesaurus • Graphic Organizers • Leveled Readers • Science Leveled Readers • Reader's Handbook • Social Studies/ Science/Math books 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> ○ SF Selection Tests ○ SF Skills Tests ○ SF Benchmark Tests ○ SF Practice Book • Teacher observations • Student writings • PSSA Coach Book Unit One Test Practice • Reader's Handbook Test Book • Vocabulary projects
---	---	---	--

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.5 G After reading demonstrate understanding and interpretation of both fiction and nonfiction text.**

State Assessment Anchor: **R5.A.1.3 Make inferences, draw conclusions, and make generalizations based on text. (fiction)**
R5.A.2.3 Make inferences, draw conclusions, and make generalizations based on text. (nonfiction)
R5.A.1.4 Identify and explain main ideas and relevant details. (fiction)
R5.A.2.4 Identify and explain main ideas and relevant details. (nonfiction)

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Course Content	Student Performance	Resources	Assessments
G. Post –Reading / Comprehension Strategies. <ul style="list-style-type: none"> Summarize Recall and retell Information analysis Graphic organizers 	G. Post –Reading / Comprehension Strategies. <ul style="list-style-type: none"> Make connections between texts Make inferences Draw conclusions Make generalizations Cite evidence from text Identify and explain main ideas and relevant supporting details Write summaries 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000 SF Teacher's Resource Book Grade level novels PSSA Coach Book Graphic Organizers Leveled Readers Reader's Handbook Social Studies/ Science/Math books 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> SF Selection Tests SF Skills Tests SF Benchmark Tests SF Practice Book Teacher observations Class discussions Student writings Reader's Handbook Test Book Revised predictions Revised conclusions PSSA Coach Book Unit Two Test Practices

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Unit: **Learning to Read Independently**

State Curriculum Standard: **1.1.5.H Demonstrate fluency and comprehension in reading.**

State Assessment Anchor: **R5.B.1.1 Identify, interpret, compare, describe, and analyze components of fiction and literary nonfiction.**

Course Content	Student Performance	Resources	Assessments
H. Develop the strategies, skills, and knowledge necessary to read fluently, comprehend, and respond to a range of material.	<p>H. Develop the strategies, skills, and knowledge necessary to read fluently, comprehend, and respond to a range of material.</p> <ul style="list-style-type: none"> • Apply multiple comprehension strategies and self regulate rate of reading. • Skim small amounts of text and summarize. • Clarify words, sentences, and paragraphs to improve meaning. • Read a variety of genres and types of text. • Read familiar materials aloud with accuracy. • Self-correct mistakes • Use appropriate rhythm, flow, meter and pronunciation. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000 • SF Teacher's Resource Book • Grade level novels • PSSA Coach Book • Leveled Readers • Reader's Handbook • Social Studies/ Science/ Math books 	<ul style="list-style-type: none"> • DIBELS • SF Reading - Individual Reading Inventory, Grade 5, Passages 1 and 2 • Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> ○ SF Selection Tests ○ SF Skills Tests ○ SF Benchmark Tests ○ SF Practice Book • Teacher observations • Class discussions • Student writings • Reader's Handbook Test Book

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.5.A Read and understand essential content of informational texts and documents in all academic areas by differentiating fact from fiction, distinguishing between essential and non essential information across a variety of texts, identifying stereotypes and exaggeration where present, making inferences about similar concepts in multiple texts, drawing conclusions, and evaluate text organization and content to determine author's purpose and effectiveness.**

State Assessment Anchor:

R5.A.2.3 Make inferences, draw conclusions and make generalizations based text.

R5.A.2.4 Identify and explain main ideas and relevant details.

R5.A.2.5 Summarize a nonfiction text as a whole.

R5.A.2.6 Identify and describe genre of text.

R5.B.3.1 Differentiate fact from opinion in nonfiction text.

R5.B.3.2 Distinguish between essential and nonessential information within or between texts.

R5.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfiction text.

Course Content	Student Performance	Resources	Assessments
A. Read and construct meaning from informational text and documents.	<p>A. Demonstrate comprehension of content by:</p> <ul style="list-style-type: none"> • Making inferences and/or draw conclusions based on information from text in fiction/nonfiction. • Citing evidence from text to support generalizations. • Identifying and/or explain stated or implied main ideas and relevant supporting details from text. • Summarizing the major points, processes, events of a nonfiction text as a whole. • Identifying intended purpose of text. • Identifying and/or describe examples of text that support its intended purpose. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000 • SF Teacher's Resource Book • Grade level novels • PSSA Coach Book Chapters 3, 4, 5 and 6 • Leveled Readers • Reader's Handbook • Social Studies/ Science/ Math books. 	<ul style="list-style-type: none"> • DIBELS • SF Reading - Individual Reading Inventory, Grade 5, Passages 1 and 2 • Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> ○ SF Selection Tests ○ SF Skills Tests ○ SF Benchmark Tests ○ SF Practice Book • Teacher observations • Class discussions • Student writings • Reader's Handbook Test Book • PSSA Coach Book Unit Two test practice

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.5.A Read and understand essential content of informational texts and documents in all academic areas by differentiating fact from fiction, distinguishing between essential and non essential information across a variety of texts, identifying stereotypes and exaggeration where present, making inferences about similar concepts in multiple texts, drawing conclusions, and evaluate text organization and content to determine author's purpose and effectiveness.**

State Assessment Anchor:

R5.A.2.3 Make inferences, draw conclusions and make generalizations based text.

R5.A.2.4 Identify and explain main ideas and relevant details.

R5.A.2.5 Summarize a nonfiction text as a whole.

R5.A.2.6 Identify and describe genre of text.

R5.B.3.1 Differentiate fact from opinion in nonfiction text.

R5.B.3.2 Distinguish between essential and nonessential information within or between texts.

R5.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfiction text.

Course Content	Student Performance	Resources	Assessments
A. Read and Construct meaning from informational text and documents.	<p>A. Demonstrate comprehension of content by:</p> <ul style="list-style-type: none"> Identifying and/or interpreting statements of fact and opinion in nonfiction text. Describing how the author uses exaggeration (bias) in nonfiction text. Identifying, interpreting text organization: sequence, question/ answer, compare/ contrast, cause/effect, problem/solution. Using headings to locate information in a passage, or identifying content that would best fit in a specific section of text. Interpreting graphics and charts and/or making connections between text/content of graphics, charts. 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000 SF Teacher's Resource Book Grade level novels PSSA Coach Book Leveled Readers Reader's Handbook Social Studies/ Science/ Math books. 	<ul style="list-style-type: none"> DIBELS SF Reading - Individual Reading Inventory, Grade 5, Passages 1 and 2 Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> SF Selection Tests SF Skills Tests SF Benchmark Tests SF Practice Book Teacher observations Class discussions Student writings Reader's Handbook Test Book PSSA Coach Book Unit Two test practice

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Unit: **Reading Critically in All Content Areas**

State Curriculum Standard: **1.2.5.B Use and understand a variety of media and evaluate the quality of material produced**
1.2.5.C Produce work in at least one genre

State Assessment Anchor: **R5.B.3.2 Distinguish between essential and nonessential information within or between texts.**

R5.B.3.3 Identify, compare, explain, interpret, describe, and analyze how text organization clarifies meaning of nonfiction text.

Course Content	Student Performance	Resources	Assessments
<p>B. Use a variety of sources to extract important information.</p>	<p>B. Demonstrate understanding of media encountered in learning by:</p> <ul style="list-style-type: none"> Using a variety of sources to extract important information. <ul style="list-style-type: none"> Graphs Maps Globes Tables Charts Texts Computers Encyclopedias Evaluating the role of media as a source. Developing a media project 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000 SF Teacher's Resource Book Grade level novels PSSA Coach Book Leveled Readers Reader's Handbook Library/ Library curriculum Encyclopedias Maps and Globes LEARNET Atlas Social Studies/ Science/ Math books. 	<ul style="list-style-type: none"> Teacher observation Student made projects Written reports Multi-media presentations Teacher/student conferences
<p>C. Produce work in one genre</p>	<p>C. Showing an example of a genre:</p> <ul style="list-style-type: none"> fantasy autobiography biography drama nonfiction historical fiction realistic fiction 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000 Grade level novels Reader's Handbook Library/ Library 	<ul style="list-style-type: none"> Student writings Teacher observations

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

	• poetry	curriculum	
--	----------	------------	--

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Unit: **Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.5 A Read and understand works of literature.**

1.3.5 B Compare the use of literary elements within and among texts, including characters, setting and plot, theme, and point of view.

State Assessment Anchor: **R5.B.1.1 Identify, interpret, compare, describe, and analyze components of fiction and literary nonfiction.**

R5.B.1.2 Make connections between texts.

Course Content	Student Performance	Resources	Assessments
<p>A. and B. Identify and/or compare characters, plot, multiple settings, theme, and point of view in a given text.</p>	<p>A. and B. Identify and/or compare characters, plot, multiple settings, theme, and point of view in a given text.</p> <ul style="list-style-type: none"> • Create and complete story maps. • Discuss theme. • Read given text. • Analyze plot development with a sequencing activity. • Write and illustrate a character sketch. • Illustrate multiple settings. • Discuss point of view as first or third person. • Complete PSSA performance tasks. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000 • SF Teacher's Resource Book • Grade level novels • PSSA Coach Book • Leveled Readers • Reader's Handbook • PSSA performance tasks 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> ○ SF Selection Tests ○ SF Skills Tests ○ SF Benchmark Tests ○ SF Practice Book • Teacher observations • Class discussions • Student writings • Reader's Handbook Test Book • PSSA Coach Book Unit Three test practice • PSSA released open ended prompts

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Unit: **Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.5. C Describe how the author uses literary devices to convey meaning(sound techniques: rhyme, rhythm, meter, and alliteration and figurative language: personification, simile, metaphor, and hyperbole).**

State Assessment Anchor: **R5.B.1.1 Identify, interpret, compare, describe, and analyze components of fiction and literary nonfiction.**

R5.B.1.2 Make connections between texts.

R5.B.2.1 Identify, interpret, and describe figurative language in fiction and nonfiction.

R5.B.2.2 Identify, interpret and describe the point of view of the narrator in fictional and nonfictional text.

Course Content	Student Performance	Resources	Assessments
<p>C. Explain the following literary devices:</p> <ul style="list-style-type: none"> • Meter • Alliteration • Personification • Hyperbole/Exaggeration • Bias <p>Review literary devices:</p> <ul style="list-style-type: none"> • Rhyme • Rhythm • Simile • Metaphor <p>Introduce first person and third person point of view</p> <p>Introduce the effectiveness of point of view used by the author</p>	<p>C. Explain and review the following literary devices:</p> <ul style="list-style-type: none"> • Use meter, alliteration, personification, and hyperbole: <ul style="list-style-type: none"> ○ Locate in a given text. ○ Define and give examples from a given text. ○ Create examples of each. • Differentiate between the following literary devices: <ul style="list-style-type: none"> ○ Rhyme ○ Rhythm ○ Simile ○ Metaphor • Identify and describe the point of view of the narrator as: <ul style="list-style-type: none"> ○ first person ○ third person • Interpret and describe the effectiveness of the point of view 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000 • SF Teacher's Resource Book • Grade level novels • PSSA Coach Book: Lessons 19, 20, 21, 22, 26, 27, 28 • Leveled Readers • Reader's Handbook • Scott Foresman Reading <u>Fantastic Voyage</u>, pages 39k, 200, 347f, 390, 550, 609a-609b, 700 • Reader's Handbook, page 291 • PSSA Coach Book: Lesson 18 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> ○ SF Selection Tests ○ SF Skills Tests ○ SF Benchmark Tests ○ SF Practice Book • Teacher observations • Class discussions • Student writings • Reader's Handbook Test Book • PSSA Coach Book Units 3 and 4 test practice • PSSA released open ended prompts • PSSA Coach Book Chapter 6 test practice • Reader's Handbook Test Book

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

--	--	--	--

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Unit: **Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.5 D Identify and respond to the effects of sound and structure in poetry (alliteration, rhyme, verse form).**
 1.3.5 E Analyze drama as information source, entertainment, persuasion or transmitter of culture.

State Assessment Anchor: **R5.B.2.1 Identify, interpret, and describe figurative language in fiction and nonfiction.**
R5.A.1.6 Identify and describe genre of text.
R5.B.1.1 Identify, interpret, compare, describe, and analyze components of fiction and literary nonfiction.
R5.B.1.2 Make connections between texts.

Course Content	Student Performance	Resources	Assessments
<p>D. Read, analyze, and interpret a variety of poetry.</p> <p>Identify, interpret, and/or describe examples of alliteration in text when its use is presumed intentional.</p> <p>Identify sound devices and poetry structure</p>	<p>D. Read, analyze, and interpret a variety of poetry.</p> <ul style="list-style-type: none"> • Read poems. • Determine poem structure/type. • Discuss the meaning of the poem. • Personal responses • Find examples of: <ul style="list-style-type: none"> ○ Alliteration ○ Rhyme ○ Verse 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000 • Grade level novels • PSSA Coach Book • Reader's Handbook chapter 7 • Library resources • Internet resources 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> ○ SF Selection Tests ○ SF Skills Tests ○ SF Benchmark Tests ○ SF Practice Book • Teacher observations • Class discussions • Student writings • Reader's Handbook Test Book • PSSA Coach Book Units 3 and 4 test practice • PSSA released open ended prompts
<p>E. Analyze drama as information source, entertainment, persuasion or transmitter of culture.</p>	<p>E. Analyze drama as information source, entertainment, persuasion or transmitter of culture.</p> <ul style="list-style-type: none"> • Read and discuss plays • Examine culture depicted in plays • Identify cultural traits 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. Unit 6 • PSSA Coach Book chapter 10 • Internet resources • Leveled Reader 146A • Reader's Handbook 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. Unit 6 • PSSA Coach Book chapter 10 test practice • Internet resources • Leveled Reader 146A • Reader's Handbook Test

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

		chapter 8	Book
--	--	-----------	------

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Unit: **Reading, Analyzing, and Interpreting Literature**

State Curriculum Standard: **1.3.5 F Read and respond to non-fiction and fiction, including poetry and drama.**

State Assessment Anchor: **R5.A.1.6 Identify and describe genre of text.**

R5.B.1.1 Identify, interpret, compare, describe, and analyze components of fiction and literary nonfiction.

R5.B.1.2 Make connections between texts.

Course Content	Student Performance	Resources	Assessments
F. Identify the author's intended purpose of text including drama and poetry.	<p>F. Identify the author's intended purpose of text.</p> <ul style="list-style-type: none"> Identify and/or describe examples of text that support its intended purpose. Identify, interpret, compare, describe and/or analyze components of drama: Character, Setting, Plot, Theme, Point of View Identify, interpret, compare, describe, and/or analyze connections between texts. 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. SF Teacher's Resource Book PSSA Coach Book Reader's Handbook Internet resources Grade level novels 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, grade 5 <ul style="list-style-type: none"> SF Selection Tests SF Skills Tests SF Benchmark Tests SF Practice Book Teacher observations Class discussions Student writings Reader's Handbook Test Book PSSA Coach Book PSSA released open ended prompts

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Unit: Types of Writing

State Curriculum Standard: **1.4.5 A Write poems, plays, and multi-paragraph stories that include detailed descriptions of people, places, things, relevant illustrations, dialogue, and literary conflicts, elements, and devices.**

Course Content	Student Performance	Resources	Assessments
<p>A. Write different kinds of fiction, using relevant illustrations:</p> <ul style="list-style-type: none"> Poems Plays Multi-paragraph narratives 	<p>A. Write poems, plays, and multi-paragraph stories.</p> <ul style="list-style-type: none"> Include detailed descriptions of people, places and things. Utilize dialogue. Utilize illustrations. Apply literary conflict. Include literary elements: <ul style="list-style-type: none"> setting character plot theme point of view Use literary devices: <ul style="list-style-type: none"> personification simile metaphor alliteration exaggeration (hyperbole) 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. SF Teacher's Resource Book The Writing House Internet resources 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. SF Teacher's Resource Book The Writing House Internet resources PSSA Writing Assessment Domain Scoring Guide www.pde.state.pa.us PSSA Coach Book Student writings Teacher/Student Conferences

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Unit: Types of Writing

State Curriculum Standard: **1.4.5 B Write multi-paragraph informational pieces such as descriptions, letters, reports, instructions, and essays that include cause and effect, problem and solution, and relevant graphics such as maps, charts, illustrations, photographs, and tables.**

1.4.5 C Write persuasive pieces with a clearly stated position or opinion and supporting details citing sources when needed.

Course Content	Student Performance	Resources	Assessments
<p>B. Write multi-paragraph informational (expository) pieces:</p> <ul style="list-style-type: none"> • Instructions • "How to" piece • Report • Essay <p>Include relevant graphics (e.g., maps, charts, graphs, illustrations, photographs, and internet-based graphics/websites. Specify cause/effect. Develop a problem and solution (when appropriate to the topic).</p>	<p>B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).</p> <ul style="list-style-type: none"> • Include cause and effect. • Develop a problem and solution when appropriate to the topic. • Use relevant graphics (e.g., maps, charts, graphs, tables, illustrations, photographs). 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • The Writing House • Internet resources 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • SF Scoring Rubrics • The Writing House • PSSA Writing Assessment Domain Scoring Guide • www.pde.state.pa.us • PSSA Coach Book • Student writings • Teacher/Student Conferences
<p>C. Write a persuasive piece related to a content-area topic:</p> <ul style="list-style-type: none"> • focus on a clearly stated opinion • cite appropriate sources to provide supporting details 	<p>C. Write persuasive pieces with a clearly stated position or opinion and supporting details/examples, citing sources when needed.</p>	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • The Writing House • Internet resources • www.pde.state.pa.us 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • SF Scoring Rubrics • The Writing House • PSSA Writing Assessment Domain Scoring Guide • PSSA Coach Book • Student writings • Teacher/Student

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

			Conference
--	--	--	------------

Unit: **Quality of Writing**

State Curriculum Standard: 1.5.5 A Write with a sharp, distinct focus identifying topic, task, and audience.

Course Content	Student Performance	Resources	Assessments
-----------------------	----------------------------	------------------	--------------------

East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5

<p>A. Write with a sharp, distinct focus identifying topic, task and audience.</p>	<p>A. Write with a clear, distinct focus, identifying:</p> <ul style="list-style-type: none"> • Single controlling point • Awareness of task (mode) and audience • Thesis statement or strongly implied assertion • Writes about the task using the appropriate mode. • Clearly addresses the topic. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • The Writing House • http://www.pawritingprojectnetwork.org/ • Internet resources 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • SF Scoring Rubrics • The Writing House • PSSA Writing Assessment Domain Scoring Guide • www.pde.state.pa.us • PSSA Coach Book • Student writings • Teacher/Student Conferences
--	---	---	--

Unit: **Quality of Writing**

State Curriculum Standard: 1.5.5 B Write using well developed content appropriate for the topic. Gather, organize and select the most effective information appropriate for the topic, task and audience. Write paragraphs that have a topic sentence and supporting details.

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Course Content	Student Performance	Resources	Assessments
<p>B. Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> Gather, organize and select the most effective information appropriate for the topic, task and audience. Write paragraphs that have a topic sentence and supporting details. 	<ul style="list-style-type: none"> Use well-developed content which is appropriate to the topic when writing: <ul style="list-style-type: none"> Gather, organizes and selects the most effective information appropriate for the topic, task and audience. <ul style="list-style-type: none"> Use graphic organizer(s) to format content appropriately (e.g., note cards, Venn diagrams, outlines) Write paragraphs that have a topic sentence and supporting details. Present ideas developed through facts, examples, anecdotes, details, opinions, statistics, reasons, and/or explanations. Support, explain and/or elaborate any assertions. Attempt to “show” the reader; not “tell”. 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. The Writing House Reader’s Handbook http://www.pawritingprojectnetwork.org/ Internet resources 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. SF Scoring Rubrics The Writing House PSSA Writing Assessment Domain Scoring Guide www.pde.state.pa.us PSSA Coach Book Student writings Teacher/Student Conferences

Unit: **Quality of Writing**

State Curriculum Standard: 1.5.5 C Write with a controlled and/or subtle organization. Sustain a logical order within sentences and between paragraphs using meaningful transition. Include an identifiable introduction, body and conclusion.

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Course Content	Student Performance	Resources	Assessments
<p>C. Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"> Sustain a logical order within sentences and between paragraphs using meaningful transitions. Include an identifiable introduction, body and conclusion. 	<ul style="list-style-type: none"> Use well-developed content which is appropriate to the topic when writing: <ul style="list-style-type: none"> Write in paragraph form, including a topic sentence and supporting details. Use strategies to determine when to start a new paragraph (e.g., change of topic, time and/or place) Use graphic organizer(s) to format content appropriately (e.g., note cards, Venn diagrams, outlines) Choose, organize and present the most effective information that is appropriate for the topic, task and audience. 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. The Writing House Reader's Handbook http://www.pawritingprojectnetwork.org/ Internet resources 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. SF Scoring Rubrics The Writing House PSSA Writing Assessment Domain Scoring Guide www.pde.state.pa.us PSSA Coach Book Student writings Teacher/Student Conferences

Unit: **Quality of Writing**

State Curriculum Standard: 1.5.5 D Write with an understanding of the stylistic aspects of composition, using different types and lengths of sentences, precise language, and maintaining a consistent voice.

1.5.5 E Revise writing to improve organization and word choice, check the logic, order of ideas, and precision of vocabulary.

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Course Content	Student Performance	Resources	Assessments
<p>D. Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use precise language including adjectives, adverbs, action verbs and specific details that convey the writer's meaning. • Develop and maintain a consistent voice. 	<p>D. Produce writing that reflects an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use a variety of sentence types of varying lengths and complexities. • Use precise language, including adjectives, adverbs, action verbs and specific details that convey the writer's meaning. • Develop and maintain a consistent writer's voice. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • The Writing House • http://www.pawritingprojectnetwork.org/ • Internet resources • PSSA Coach book chapter 12 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • SF Scoring Rubrics • The Writing House • PSSA Writing Assessment Domain Scoring Guide • www.pde.state.pa.us • PSSA Coach Book • Student writings • Teacher/Student Conferences
<p>E. Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.</p>	<p>E. Revise writing to improve organization, word choice and flow</p> <ul style="list-style-type: none"> • Identify areas in given text where revision would improve the text • Determine whether the writing is logically presented • Evaluate/revise vocabulary use • Use revision marks to highlight revisions • Engage in peer revision 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • The Writing House • http://www.pawritingprojectnetwork.org/ • Internet resources 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • SF Scoring Rubrics • The Writing House • PSSA Writing Assessment Domain Scoring Guide • www.pde.state.pa.us • PSSA Coach Book • Student writings • Teacher/Student Conferences

Unit: **Quality of Writing**

State Curriculum Standard: **1.5.5 F** Edit writing using the conventions of language including spelling, capital letters, punctuation (period, exclamation point, question mark, commas, quotation marks, apostrophe), grammar (nouns, pronouns, verbs, adjective,

East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5
adverbs, conjunctions, prepositions, and interjections), complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative).

Course Content	Student Performance	Resources	Assessments
<p>F. Edit writing using the conventions of language.</p> <ul style="list-style-type: none"> Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative). Use capital letters correctly. Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes). Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly 	<p>F. Use the conventions of language to edit writing:</p> <ul style="list-style-type: none"> Identify and write in complete sentences <ul style="list-style-type: none"> Simple Compound Complex Declarative Interrogative Imperative Exclamatory Use capital letters correctly (first word in sentences, proper nouns, pronoun "I", in dialogue) Use plurals/possessive plurals correctly Punctuate correctly (period, exclamation point, question mark, commas in a series and appositives, quotation marks, apostrophe) Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly. 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. SF Teacher's Resource Book <ul style="list-style-type: none"> Grammar practice book SF Daily word routines flip charts The Writing House http://www.pawritingprojectnetwork.org/ Internet resources PSSA Coach Book Unit 5 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. SF Scoring Rubrics The Writing House PSSA Writing Assessment Domain Scoring Guide www.pde.state.pa.us PSSA Coach Book Unit 5 Grammar Practice and Test Practice Student writings Teacher/Student Conferences

Unit: **Quality of Writing**

State Curriculum Standard: **1.5.5 F Edit writing using the conventions of language including spelling, capital letters, punctuation (period, exclamation point, question mark, commas, quotation marks, apostrophe), grammar (nouns, pronouns, verbs, adjective,**

East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5
adverbs, conjunctions, prepositions, and interjections), complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative).

Course Content	Student Performance	Resources	Assessments
F. Edit writing using the conventions of language.	F. Revise and edit using proper conventions of grammar (check for): <ul style="list-style-type: none"> • Fragments • Run-ons • Subject/verb agreement • Correct verb tense • Spelling common words correctly. • Use references to edit misspelled words 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • SF Teacher's Resource Book <ul style="list-style-type: none"> ◦ Grammar practice book • SF Daily word routines flip charts • PSSA Coach Book Unit 5 • The Writing House • http://www.pawritingprojectnetwork.org/ • Internet resources 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • SF Scoring Rubrics • The Writing House • PSSA Writing Assessment Domain Scoring Guide • www.pde.state.pa.us • PSSA Coach Book Unit 5 Grammar Practice and Test Practice • Student writings • Teacher/Student Conferences

Unit: **Quality of Writing**

State Curriculum Standard: **1.5.5 G Present and//or defend work for publication.**

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Course Content	Student Performance	Resources	Assessments
G. Present and/or defend written work for publication when appropriate.	<p>G. Present and/or defend written work for publication when appropriate.</p> <ul style="list-style-type: none"> • Demonstrate appropriate public speaking skills by orally reading a final draft 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • http://www.pawritingprojectnetwork.org/ • Internet resources 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • SF Scoring Rubrics • www.pde.state.pa.us • Student writings • Teacher/Student Conferences • Oral Presentations • Teacher Observations

Unit: **Speaking and Listening**

State Curriculum Standard: **1.6.5 A Listen to others, ask pertinent questions, distinguish relevant information, ideas and opinions from those that are irrelevant, take notes when prompted.**

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Course Content	Student Performance	Resources	Assessments
<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Ask pertinent questions. • Distinguish relevant information, ideas and opinions from those that are irrelevant. • Take notes when prompted. 	<p>A. Listen to others.</p> <ul style="list-style-type: none"> • Demonstrate correct posture for listening. • Establish eye contact with speaker • Use appropriate audience conduct. • Ask pertinent questions as needed to clarify information/ideas. • Differentiate the most important ideas/facts from less important details. • Take notes when appropriate. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. <ul style="list-style-type: none"> ○ See Literacy Activities after selections for speaking/listening activities • Internet resources 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. <ul style="list-style-type: none"> ○ See Literacy Activities after selections for speaking/listening activities • Internet resources • Teacher Observation • Teacher made rubrics

Unit: **Speaking and Listening**

State Curriculum Standard: **1.6.5 B Listen to a literature selection and relate it to what is known, predict the result of the story actions, retell actions in sequence, explain the theme, describe the characters and setting, identify and define new words and concepts, and**

East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5
summarize the selection.

Course Content	Student Performance	Resources	Assessments
<p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Relate it to what is known. • Predict the result of the story actions. • Retell actions of the story in sequence, explain the theme and describe the characters and setting. • Identify and define new words and concepts. Summarize the selection. 	<p>B. Listen to a selection of literature (fiction and/or nonfiction).</p> <ul style="list-style-type: none"> • Make connections between the selection and similar literature/real life experiences. • Predict the outcome of upcoming events in the selection. • Retell a selection in sequence, analyze the characters, setting, plot, and theme. • Define, interpret, and use new words and concepts. • Summarize the major points, processes, and events of a nonfiction text. • Summarize the key details and events of a fiction text. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. <ul style="list-style-type: none"> ○ See Literacy Activities after selections for speaking/listening activities • Internet resources • Stories on tape • Building background tapes 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. <ul style="list-style-type: none"> ○ See Literacy Activities after selections for speaking/listening activities • Internet resources • Teacher Observation

Unit: **Speaking and Listening**

State Curriculum Standard: **1.6.5 C Speak using skills appropriate to formal speech situations including using complete sentences, appropriate volume, correct pronunciation of words, understandable pacing, adjusting content for different audiences, and speaking with**

East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5
a purpose in mind.

Course Content	Student Performance	Resources	Assessments
C. Speak using skills appropriate to formal speech situations.	C. Speak using skills appropriate to formal speech situations <ul style="list-style-type: none"> • Speak in complete sentences. • Speak clearly, using appropriate volume, pace and pronunciation. <ul style="list-style-type: none"> ○ Pronounce words correctly. ○ Use appropriate volume. ○ Pace speech so that it is understandable. • Match speech content to audience (e.g., peers, adults). <ul style="list-style-type: none"> ○ Adjust content for different audiences (e.g., fellow classmates, parents). • Establish eye contact. • Speak with a clear purpose and remain on topic. <ul style="list-style-type: none"> ○ Speak with a specific purpose in mind. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. <ul style="list-style-type: none"> ○ See Literacy Activities after selections for speaking/listening activities • Internet resources 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. <ul style="list-style-type: none"> ○ See Literacy Activities after selections for speaking/listening activities • Internet resources • Teacher Observation • Teacher made rubrics • Oral presentations

Unit: **Speaking and Listening**

State Curriculum Standard: **1.6.5 D Contribute to discussions by asking relevant questions, responding with appropriate information or opinions, listening to and acknowledging the contributions of others, adjusting involvement to encourage equitable**

East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5
participation, and summarize when prompted.

Course Content	Student Performance	Resources	Assessments
D. Contribute to discussions. <ul style="list-style-type: none"> • Ask relevant questions. • Respond with relevant information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Adjust involvement to encourage equitable participation. • Give reasons for opinions. • Summarize, when prompted. 	D. Contribute to discussions. <ul style="list-style-type: none"> • Ask relevant questions. • Respond appropriately to questions asked by others and/or opinions of others. • Listen to and acknowledge the contributions of others. • Adjust participation in discussions to allow others opportunities to participate. • Explain and give reasons for opinions expressed. • Summarize when prompted. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. <ul style="list-style-type: none"> ○ See Literacy Activities after selections for speaking/listening activities • Internet resources 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. <ul style="list-style-type: none"> ○ See Literacy Activities after selections for speaking/listening activities • Internet resources • Teacher Observation • Teacher made rubrics • Literature Circles • Group Discussions • Shared Inquiry

Unit: **Speaking and Listening**

State Curriculum Standard: **1.6.5 E Participate in small and large group discussions and presentations by participating in everyday conversations, giving oral readings, delivering research reports, conducting interviews, planning and participating in group**

East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5
presentations, and contributing to informal debates.

Course Content	Student Performance	Resources	Assessments
<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversation. • Present an oral reading. • Deliver research reports. • Conduct interviews. • Plan and participate in-group presentations. • Contribute to informal debates. 	<p>E. Participate in small and large group discussions and presentations.</p> <ul style="list-style-type: none"> • Participate in everyday conversation. • Read orally. • Deliver research reports/presentations. • Prepare questions for and conduct an interview. • Plan and participate in group presentations and/or reports. • Contribute to informal debates. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. <ul style="list-style-type: none"> ○ See Literacy Activities after selections for speaking/listening activities • Internet resources 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. <ul style="list-style-type: none"> ○ See Literacy Activities after selections for speaking/listening activities • Internet resources • Teacher Observation • Teacher made rubrics • Literature Circles • Group Discussions • Shared Inquiry

Unit: **Speaking and Listening**

State Curriculum Standard: **1.6.5 F Use media for learning purposes by comparing information received on television with that from radio or newspapers, assessing information on the Internet, discussing reliability of information received on Internet sources, explaining**

East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5

how film can represent either accurate versions or fictional versions of the same event, explaining the role of advertisers in the media, and using a variety of images and sound to create an effective presentation of a topic.

Course Content	Student Performance	Resources	Assessments
<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Compare information received on television with that received on radio or in newspapers. • Access information on Internet. • Discuss the reliability of information received on Internet sources. • Explain the role of advertisers in the media. • Explain how film can represent either accurate versions or fictional versions of the same event. • Use a variety of images and sounds to create an effective presentation on a topic. 	<p>F. Use media for learning purposes.</p> <ul style="list-style-type: none"> • Compare and contrast information from different media forms: newspaper, television, radio. • Gather information from the Internet. • Discuss the reliability of information found on the Internet. • Examine the role of advertisements in the media. • Explain how film can be used to depict events accurately or in a fictionalized way. • Use a variety of media, images, sounds, and/or technology to create a presentation. 	<ul style="list-style-type: none"> • Reader's Handbook chapter 5 and 9 • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. • SF Teacher's Resource Book <ul style="list-style-type: none"> ◦ Research and Study Skills • Newspapers, magazines, and periodicals 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. <ul style="list-style-type: none"> ◦ See Cross Curricular Work Stations-Technology • Internet resources • Teacher Observation • Teacher made rubrics • Group Discussions • Multi-media presentations

Unit: **Characteristics and Functions of the English Language**

State Curriculum Standard: **1.7.5 A Identify words from other languages that are commonly used English words. Use a dictionary to find the meaning and origin of these words.**

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

1.7.5 B Identify variations in formal and informal speech (dialect, slang, jargon).

1.7.5 C Identify word meaning that have changed over time.

Course Content	Student Performance	Resources	Assessments
A. Identify words from other languages that are commonly used English words. Use a dictionary to find the meanings and origins of these words.	A. Identify words from other languages that are commonly used English words. <ul style="list-style-type: none"> Use a word origin dictionary to find the meanings and usage of these words. 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. Reader's Handbook pp 504, 563-565 Internet resources Dictionaries Grade level novels 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. SF Teacher's Resource Book Teacher created assessments
B. Identify differences in formal and informal speech (e.g., dialect, slang, jargon).	B. Identify differences in formal and informal speech by reading stories that include slang, jargon, and/or different dialects.	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. pp 335, 401k, 641 Dwaina Brooks, Eliose Greenfield, Chester Cricket's Pigeon Ride Reader's Handbook Dictionaries 	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. SF Teacher's Resource Book Teacher created assessments
C. Identify word meanings that have changed over time (e.g., cool, mouse).	C. Explain how the meanings of some words have changed over time. (e.g., <i>cool, mouse, sweet</i>)	<ul style="list-style-type: none"> Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. Reader's Handbook Dictionaries 	<ul style="list-style-type: none"> Group Discussions

Unit: **Research**

State Curriculum Standard: **1.8.5 A Select a topic for research.**

1.8.5 B Locate information using appropriate sources and strategies such as evaluating the usefulness and qualities of

East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5

sources, selecting appropriate sources such as dictionaries, encyclopedias, other reference materials, interviews, observation, and computer data bases, using table of contents, indices, key words, cross references, and appendices, and using traditional and electronic search tools.

Course Content	Student Performance	Resources	Assessments
A. Select and refine a topic for research.	A. Select and refine a topic for research.	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. Unit 5 • Internet resources • Library 	<ul style="list-style-type: none"> • Student note cards • Graphic organizers
B. Locate information using appropriate sources and strategies. <ul style="list-style-type: none"> • Evaluate the usefulness and qualities of the sources. • Select appropriate sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, computer databases). • Use tables of contents, indices, key words, cross-references and appendices. • Use traditional and electronic search tools. 	B. Locate information using appropriate sources and strategies. <ul style="list-style-type: none"> • Evaluate sources. • Use a variety of resources to gather information (e.g., dictionaries, encyclopedias, reference books, maps, atlases, interviews, electronic media, computer databases) • Use tables of contents, indices, key words, appendices, and cross-references across texts. • Use traditional and electronic search tools. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. Unit 5 • Internet resources • Library • ELMO 	<ul style="list-style-type: none"> • Teacher observation

Unit: **Research**

State Curriculum Standard: **1.8.5 C Organize and present the main ideas from the research by taking notes from sources using a structured format, presenting the topic using relevant information, and crediting sources using a structured format (author and title).**

**East Stroudsburg Area School District
Communication Arts Planned Course: Grade 5**

Course Content	Student Performance	Resources	Assessments
<p>C. Organize and present the main ideas from research.</p> <ul style="list-style-type: none"> • Take notes from sources using a structured format. • Present the topic using relevant information. • Credit sources using a structured format (e.g., author, title). 	<p>C. Organize and present the main ideas from research.</p> <ul style="list-style-type: none"> • Paraphrase important information using a structured format (e.g., notecards) • Organize information into an outline form. • Present the research in a well-organized report, using the Writing Process. • Cite the author and title of the source and write a well-structured bibliography. 	<ul style="list-style-type: none"> • Scott Foresman Reading <u>Fantastic Voyage</u>, Addison-Wesley Educational Publishers Inc., 2000. Unit 5 • Internet resources • Library • ELMO 	<ul style="list-style-type: none"> • Written/oral reports • Rubrics