

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

LANGUAGE ARTS

GRADE 5

Date of Board Approval: October 20, 2011

CARLISLE AREA SCHOOL DISTRICT PLANNED INSTRUCTION COVER PAGE

Title of Course: Language Arts Subject Area: Language Arts Grade Level: Fifth
Course Length: (Semester/Year): Year Duration: 120 Minutes Frequency: Daily
Prerequisites: Not Applicable Credit: Not Applicable Level: Not Applicable

Course Description/Objectives: The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following areas: reading independently including: purposes for reading, word recognition skills, vocabulary development, comprehension and interpretation, and fluency; reading, analyzing and interpreting text including: text organization, fact and opinion, essential and non-essential information, inferences, text analysis and evaluation; reading, analyzing and interpreting text in fiction and non-fiction including: literacy genres, literacy elements and literary devices; types of writing including: narrative, information and persuasive; quality of writing including: focus, content, organization, style, editing and conventions; speaking and listening including: listening skills and discussion and speaking skills and presentation; characteristics and functions of the English language including: formal and informal language; and research including: inquiry-based processes, location of information and citing of sources, and organization and production of a final product.

Major Text(s)/Resources: Houghton Mifflin Reading: Legacy of Literacy, 2001

Curriculum Writing Committee:

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Unit: Metacognitive Thinking Strategies	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading. 1.1C Use meaning and knowledge of words across content areas to increase reading vocabulary	<ul style="list-style-type: none"> • Use decoding strategies and consistently check for meaning while reading. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1D Demonstrate comprehension before reading, during reading and after reading on grade level texts.	<ul style="list-style-type: none"> • Make text-to-self, text-to-text, text-to-world connections. • Formulate questions and answers based on the text. • Use a variety of question types. 	
1.1D Demonstrate comprehension before reading, during reading and after reading on grade level texts.	<ul style="list-style-type: none"> • Evaluate the information included in a summary. • Use prior knowledge and clues within the text to make predictions. 	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> • Define that metacognition as the process of thinking about one's thinking. 	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> • Making connections is the ability to relate the text to something in your life, another text or the world. 	

Unit: Metacognitive Thinking Strategies	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> Visualizing is the ability to create a picture in your head while reading text. Questioning is the ability to ask and answer a variety of questions to understand the text. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> Summarizing is the ability to state the most important information from the text. Inferencing is the ability to make predictions using text clues and what you already know. 	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> Monitoring understanding is the ability to decode and consistently check for meaning while reading a text. Author's purpose is the ability to identify why the author wrote the text. 	
1.1E Demonstrate an appropriate rate of silent reading based upon grade level texts.	<ul style="list-style-type: none"> Understand that proficient readers use metacognitive thinking strategies to comprehend what they read. 	
1.2A Evaluate text organization and content to determine the author's purpose and effectiveness.	<ul style="list-style-type: none"> Identify why an author wrote the text. 	

Unit: Metacognitive Thinking Strategies	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
<p>1.5A Write with a clear focus identifying topic task and audience.</p> <p>1.5B Develop content appropriate for the topic.</p>	<ul style="list-style-type: none"> • Write a paragraph summarizing the important information in the text. 	<p>Teacher-made tests and quizzes</p> <p>Curriculum-based assessments</p> <p>Narrative writings</p> <p>Informational writings</p> <p>Persuasive writings</p>
<p>1.6A Listen critically and respond to others in small and large group situations.</p>	<ul style="list-style-type: none"> • Identify the seven metacognitive reading strategies: making connections, making inference, visualizing, summarizing, monitoring understanding, questions and synthesizing. 	<p>Oral reading fluency</p> <p>Comprehension</p> <p>Portfolios</p> <p>Demonstrations</p> <p>Research projects</p> <p>Oral presentations</p>
<p>1.6A Listen critically and respond to others in small and large group situations.</p>	<ul style="list-style-type: none"> • Combine thinking strategies to make meaning of the text. 	<p>DIBELS</p> <p>DRA</p> <p>4-SIGHT</p> <p>PSSA</p>
<p>1.6A Listen critically and respond to others in small and large group situations.</p> <p>1.6B Demonstrate awareness of audience using appropriate volume and clarify in formal speaking presentations.</p>	<ul style="list-style-type: none"> • Use the seven metacognitive thinking strategies when talking or writing about texts. 	

Unit: Elements of Fiction	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> • Understand that knowledge of phonics and word buildings helps you become a proficient speller. • Sort words by their spelling pattern. • Apply phonics skills to make new words. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> • Identify and spell words with short vowel sounds: a,e, i,o u. • Identify and spell words with long a, e and i sounds. 	
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> • Identify and spell words with o, oo, yoo sounds. • Identify, make and spell compound words. 	
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> • Independently read and write words. • Associate sound with spelling. 	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> • Compare and contrast two fictional texts in writing in a: poem, narrative and/or drama. 	

Unit: Elements of Fiction	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.3A Read, understand and respond to works from various genres of literature.	<ul style="list-style-type: none"> Understand that proficient readers use story elements to understand works of fiction. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.3A Read, understand and respond to works from various genres of literature. 1.3B Identify and analyze the characteristics of different genres such as poetry, drama, and fiction.	<ul style="list-style-type: none"> Understand that proficient readers use story elements to understand works of fiction. 	
1.3B Identify and analyze the characteristics of different genres such as poetry, drama, and fiction.	<ul style="list-style-type: none"> Identify the structures in drama: dialogue, scenes and stage directions. 	
1.3B Identify and analyze the characteristics of different genres such as poetry, drama, and fiction.	<ul style="list-style-type: none"> Define characterization as the method an author uses to reveal how the character looks, feels, acts, relates to others and changes throughout the text. 	
1.3C Compare the use of literary elements within and among texts including character, setting, plot theme and point of view.	<ul style="list-style-type: none"> Identify story elements: character, setting, plot and theme. Identify the plot structure: conflict, rising action events, climax (turning point), falling action events, and resolution. 	

Unit: Elements of Fiction	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.5A Write with a clear focus, identifying topic, task, and audience.	<ul style="list-style-type: none"> • Use story elements to write a fictional summary. • Know that a fictional text is summarized using story elements. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency
1.5A Write with a clear focus, identifying topic, task, and audience. 1.5B Develop content appropriate for the topic.	<ul style="list-style-type: none"> • Write open-ended responses to texts. 	Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS
1.5A Write with a clear focus, identifying topic, task, and audience. 1.5B Develop content appropriate for the topic.	<ul style="list-style-type: none"> • Write a character analysis using how the character feels, acts, relates to others and changes throughout the text. • Predict how the story would continue with this character. 	DRA 4-SIGHT PSSA

Unit: Point of View	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Understand that knowledge of phonics and word building skills helps you become a proficient speller. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify and spell words with ou, o, and oi sounds. Sort words by their spelling pattern. Apply phonics knowledge to make new words. 	
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Independently read and write words. Associate word with spelling. 	
1.3A Read, understand, and respond to works from various genres of literature.	<ul style="list-style-type: none"> Compare and contrast text written from different points of view. 	
1.3A Read, understand, and respond to works from various genres of literature.	<ul style="list-style-type: none"> Identify text written in first person point of view. Identify text written in third person as limited point of view. 	

Unit: Point of View	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.3A Read, understand, and respond to works from various genres of literature.	<ul style="list-style-type: none"> Identify text written in third person as omniscient. Understand that proficient readers use the point of view in which a text is written to understand text. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.3A Read, understand, and respond to works from various genres of literature.	<ul style="list-style-type: none"> Identify signal words within the text to determine first person point of view 	
1.3A Read, understand, and respond to works from various genres of literature.	<ul style="list-style-type: none"> Define point of view as the way in which an author reveals characters, events, and ideas in telling a story; the vantage point from which a story is told. 	
1.3C Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.	<ul style="list-style-type: none"> Compare and contrast text written from different points of view. 	

Unit: Text Organization	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify and spell words with the or and ar sounds. Identify and spell words with the ur and ir sounds. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify and spell words with the final er sound. Identify and spell words with the VCCV and VCV patterns. 	
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify and spell words with a final l or el. 	
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Understand that knowledge of phonics and word building skills helps you become a proficient speller. Sort words by spelling patterns. 	
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Apply phonics knowledge to make new words. Independently read and write words. Associate sound with spelling. 	

Unit: Text Organization	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.2A Evaluate text organization and content to determine the author’s purpose and effectiveness.	<ul style="list-style-type: none"> Understand that proficient readers use text organization to comprehend the text. Write a summary of the main events using the text organization of sequencing. Use signal words.. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.2A Evaluate text organization and content to determine the author’s purpose and effectiveness.	<ul style="list-style-type: none"> Identify cause and effect relationships within the text using signal words. Write an informational piece using the text organization of compare and contrast. Use signal words. 	
1.2A Evaluate text organization and content to determine the author’s purpose and effectiveness.	<ul style="list-style-type: none"> Identify similarities and difference using the same criteria for comparison. Identify the problem(s) and evaluate the effectiveness of the solution (s) in the text. 	
1.2A Evaluate text organization and content to determine the author’s purpose and effectiveness.	<ul style="list-style-type: none"> Know that an author uses signal words that can help you determine the way a text is organized. Identify the question(s) and answers(s) in the text. 	
1.2A Evaluate text organization and content to determine the author’s purpose and effectiveness.	<ul style="list-style-type: none"> Explain, orally and writing, the way a particular text is organized. Identify text organization: sequence of events, cause and effect, compare and contrast, problem and solution, and question and answer 	

Unit: Inference, Conclusion, Generalizations	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Understand that knowledge of phonics and word building skills helps you become a proficient speller. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify and spell words with the VCCCV pattern. Identify and spell words with the VV pattern. 	
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify and spell words with ed or ing ending. Sort words by their spelling pattern. 	
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Apply phonics knowledge to make new words. Independently read and write words. Associate sound with spelling. 	
1.1D Demonstrate comprehension before reading, during reading, and after reading on grade level texts.	<ul style="list-style-type: none"> Identify generalizations in text. 	

Unit: Inference, Conclusion, Generalizations	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
<p>1.2D Make inferences about similar concepts in multiple text and draw conclusions citing evidence from the text to support answers.</p>	<ul style="list-style-type: none"> • Use details from the text and prior knowledge to make an inference. • Draw a conclusion and cite evidence from the text. 	<p>Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency</p>
<p>1.2D Make inferences about similar concepts in multiple text and draw conclusions citing evidence from the text to support answers.</p>	<ul style="list-style-type: none"> • Formulate a broad statement from your conclusion or inference to make a generalization. • Determine the validity of a generalization. 	<p>Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA</p>

Unit: Main Idea and Supporting Details	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify, define and spell words with suffixes. Identify, define and spell words with prefixes. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify and spell words with unstressed syllables. Sort words by spelling patterns. 	
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Apply knowledge of phonics to make new words. Independently read and write words. Associate sound with spellings. 	
1.2B Differentiate fact from opinion across multiple texts.	<ul style="list-style-type: none"> Identify details as a fact or an opinion. 	
1.2C Distinguish between essential and nonessential information within and across a variety of texts, identifying stereotypes and exaggeration where present.	<ul style="list-style-type: none"> Given a main idea, identifying two or three supporting details. 	

Unit: Main Idea and Supporting Details	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
<p>1.2C Distinguish between essential and nonessential information within and across a variety of texts, identifying stereotypes and exaggeration where present.</p>	<ul style="list-style-type: none"> Given supporting details, identify the main idea. Distinguish between relevant and irrelevant supporting details. 	<p>Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA</p>
<p>1.2C Distinguish between essential and nonessential information within and across a variety of texts, identifying stereotypes and exaggeration where present.</p>	<ul style="list-style-type: none"> Use the most important relevant details and the main idea to write a summary of an expository text. 	
<p>1.2D Make inferences about similar concepts in multiple text and draw conclusions, citing evidence from the text to support answers.</p>	<ul style="list-style-type: none"> Identify an explicit and implicit main idea. 	
<p>1.2E Read, understand, and respond to essential content of text and documents in all academic areas.</p>	<ul style="list-style-type: none"> Understand that proficient readers use main ideas, and supporting details to comprehend and to communicate about what they read. 	
<p>1.5A Write with a clear focus, identifying topic task and audience.</p>	<ul style="list-style-type: none"> Compare and contrast the main ideas of two expository texts in writing. Compare and contrast the main idea of an expository text with the theme of a fictional text in writing: poem, narrative, drama. 	

Unit: Figurative Language	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify and spell words with a final n, en, cher, and zher. Identify and spell words that change a final y to an i. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify, define and spell words with prefixes. Sort words by spelling pattern. Apply phonics knowledge to make new words. 	
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Independently read and write words. Associate sound with spelling. Understand that knowledge of phonic and word building skills helps you become a proficient speller. 	
1.3A Read, understand and respond to works from various genres of literature. 1.3B Identify and analyze the characteristics of different genres such as poetry, drama, and fiction.	<ul style="list-style-type: none"> Compare and contrast fiction and non-fiction texts using genre type, literary elements and figurative language. 	
1.3D Describe how the author uses literary devices to convey meaning.	<ul style="list-style-type: none"> Define simile as using the words <i>like</i> or <i>as</i> in a comparison within a text. Define metaphor as a figure of speech that expresses an idea through the image of another object. 	

Unit: Figurative Language		Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments	
1.3D Describe how the author uses literary devices to convey meaning.	<ul style="list-style-type: none"> Identify similes in a text. Identify metaphors in text. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA	
1.3D Describe how the author uses literary devices to convey meaning.	<ul style="list-style-type: none"> Identify an alliteration within a text. Identify and interpret examples of a metaphor within a text. 		
1.3D Describe how the author uses literary devices to convey meaning.	<ul style="list-style-type: none"> Identify examples of personification within the text. Identify the type of figurative language found in the text. 		
1.3D Describe how the author uses literary devices to convey meaning.	<ul style="list-style-type: none"> Use different types of figurative language in own writing. Compare and contrast the use of figurative language in two poems. 		
1.7A Identify differences in formal and informal language used in speech, writing, and literature.	<ul style="list-style-type: none"> Understand that proficient readers use figurative language to understand what they read. 		

Unit: Propaganda and Bias	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Understand that knowledge of phonics and word building skills helps you become a proficient speller. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify and spell three syllable words. Identify and spell words ending in ent, ant,, able, and ible. 	
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Sort words by spelling pattern. Apply phonics knowledge to make new words. Independently read and write words. Associate sound with spelling. 	
1.2A Evaluate text organization and content to determine the author’s purpose and effectiveness.	<ul style="list-style-type: none"> Explain in writing how the author’s purpose may influence the text in regard to propaganda or bias. 	
1.2C Distinguish between essential and nonessential information within and across a variety of texts, identifying stereotypes and exaggeration where present.	<ul style="list-style-type: none"> Understand that proficient readers understand the use of bias and propaganda when interpreting text. Identify the text as containing bias. 	

Unit: Propaganda and Bias	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.9B Understand and evaluate media as a source of information and entertainment.	<ul style="list-style-type: none"> Identify an advertisement as using propaganda. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA

Unit: Research	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.8A Explain an inquiry-based process in seeking knowledge.	<ul style="list-style-type: none"> Define research as an inquiry-based process in seeking knowledge. List steps of the research process: question, identify sources, collect information, organize information, present information and cite sources. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.8A Explain an inquiry-based process in seeking knowledge.	<ul style="list-style-type: none"> Understand that proficient researchers use a variety of sources to answer questions. 	
1.8C Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.	<ul style="list-style-type: none"> Conduct inquiry and research on self-selected or assigned topics. Utilize variety of teacher-guided media sources and strategies. 	
1.8C Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.	<ul style="list-style-type: none"> Design an organized written product that present results of research. Draw conclusions from your research. Cite sources from research. 	

Unit: Word Work Skills	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify and interpret meaning of multiple meaning words used in fiction and nonfiction texts. Identify how the meaning of the word is changed when an affix is added. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify the meaning of the word from fiction and nonfiction text with an affix. Build words with an affix. 	
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Use context clues to determine the meaning of a word in fiction and nonfiction text. 	
1.1B Use knowledge of phonics and the dictionary or context clues to decode and understand new words during reading. 1.1C Use meaning and knowledge of words across content areas to increase reading vocabulary.	<ul style="list-style-type: none"> Use knowledge of phonics, word recognition, and context clues to decode and understand new words while reading. Use root words to explain the meaning of the word. 	
1.1C Use meaning and knowledge of words across content areas to increase reading vocabulary.	<ul style="list-style-type: none"> Identify and interpret a synonym or antonym or a word. Identify the meaning of content-specific words used in text. 	

Unit: Word Work Skills	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Define syllabication as breaking down multi-syllabic words into individual syllables. Identify the syllables in a multi-syllabic word. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify syllable types; open, closed, r controlled, vowel team, vowel-consonant-e, and vowel-consonant-le. 	
1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Define synonym as words having similar meanings. Define antonym as words having opposite meanings. 	
1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Make and define words with the prefixes: un, dis, non, mis, re, pre, in, con, com, ex. Make and define words with the suffixes: ly, ful, less, ness, ble, ments, er, or, ist, ion, ed, mg. 	
1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Define context clues as words or sentences that surround a word and help a reader determine the meaning of a word. 	

Unit: Word Work Skills	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify the meaning of content-specific words used in text. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Define contractions as a shortened form of a word or groups of words with the omitted letters replaced with an apostrophe. Create compound words. 	
1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Form a contraction with two smaller words. Separate a contraction into its two original words. 	
1.1B Use knowledge of phonics the dictionary, or context clues to decode and understand new words during reading.	<ul style="list-style-type: none"> Identify the correct homophone using context clues. Define homophone. 	
1.1C Use meaning and knowledge of words across content areas to increase reading vocabulary.	<ul style="list-style-type: none"> Identify and interpret a synonym or antonym or a word. Identify the meaning of content-specific words used in text. 	

Unit: Writing	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.4A Write poems, multi-paragraph stories, and plays.	<ul style="list-style-type: none"> • Write a five paragraph essay that includes an introductory paragraph, three paragraphs within the body of the essay, and one concluding paragraph. • Use transition words. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.4C Write persuasive pieces.	<ul style="list-style-type: none"> • Write persuasive pieces. 	
1.5A Write with a clear focus, identifying topic, task, and audience.	<ul style="list-style-type: none"> • Maintain a focus when writing multi-paragraph essays. 	
1.5D Write with an understanding of style, using a variety of sentence structures and descriptive word choices to create voice. Include specific details that convey meaning and set a tone.	<ul style="list-style-type: none"> • Revise word choices using vivid words and figurative language. • Revise sentence construction and variety. • Revise sequence of sentences and paragraphs. 	

Unit: Grammar	Subject Area: Reading	Grade: 5
PA Academic Standards	Performance Indicators	Assessments
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> • Apply capitalization rules to the editing process. • Identify and use parts of speech: prepositions and adverbs. 	Teacher-made tests and quizzes Curriculum-based assessments Narrative writings Informational writings Persuasive writings Oral reading fluency Comprehension Portfolios Demonstrations Research projects Oral presentations DIBELS DRA 4-SIGHT PSSA
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> • Use colon and commas for appositives. • Punctuate paragraphs and dialogues correctly. 	
1.5F Use grade appropriate conventions of language when writing and editing.	<ul style="list-style-type: none"> • Use sentence variety; simple, compound, long, short and style. • Use word pairs correctly. • Use verb tense correctly and consistently. 	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)