POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE STANDARDS AND ANCHORS

COURSE: English Language Arts	GRADE: 5
STRAND: Foundational Skills	TIME FRAME: Year-long

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

ESSENTIAL CONTENT

Phonics and Word Recognition
- o CC.1.1.5.D - Know and apply grade-level phonics and word analysis skills in decoding words.
  - Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.

Fluency
- o CC.1.1.5.E - Read with accuracy and fluency to support comprehension.
  - Read on-level text with purpose and understanding.
  - Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.
  - Use context to confirm or self- correct word recognition and understanding, rereading as necessary.

COURSE STANDARDS AND ANCHORS	
COURSE: English Language Arts	**GRADE: 5**
STRAND: Reading Informational Text	**TIME FRAME: Year-long**

PA CORE STANDARD

1.2 Reading Informational Text
Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT

Key Ideas and Details
- **Main Idea:**
  - CC.1.2.5.A - Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
- **Text Analysis:**
  - CC.1.2.5.B - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
  - CC.1.2.5.C - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

Craft and Structure
- **Point of View**
  - CC.1.2.5.D - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **Text Structure**
  - CC.1.2.5.E - Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).
- **Vocabulary**
  - CC.1.2.5.F - Determine the meaning of words and phrases as they are used in grade- level text, including interpretation of figurative language.

Integration of Knowledge and Ideas
- **Diverse Media**
  - CC.1.2.5.G - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **Evaluating Arguments**
  - CC.1.2.5.H - Determine how an author supports particular points in a text through reasons and evidence.
- **Analysis Across Texts**
  - CC.1.2.5.I - Integrate information from several texts on the same topic to demonstrate understanding of that topic.

Vocabulary Acquisition and Use
  - CC.1.2.5.J - Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
  - CC.1.2.5.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

Range of Reading
  - CC.1.2.5.L - Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Key Ideas and Details: E05.B-K.1
- E05.B-K.1.1 – Demonstrate understanding of key ideas and details in informational texts.
    - E05.B-K.1.1.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
    - E05.B-K.1.1.2 – Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
    - E05.B-K.1.1.3 – Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure: E05.B-C.2
- E05.B-C.2.1 - Demonstrate understanding of craft and structure in informational texts.
    - E05.B-C.2.1.1 - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
    - E05.B-C.2.1.2 - Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.

Integration of Knowledge and Ideas: E05.B-C.3
- E05.B-C.3.1 – Demonstrate understanding of connections within, between, and/or among informational texts.
    - E05.B-C.3.1.1 – Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
    - E05.B-C.3.1.2 – Integrate information from several texts on the same topic in order to demonstrate subject knowledge.
    - E05.B-C.3.1.3 – Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.

Vocabulary Acquisition and Use – E05.B-V.4
- E05.B-V.4.1 – Demonstrate understanding of vocabulary and figurative language in informational texts.
    - E05.B-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
        - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
        - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
        - Determine the meaning of general academic and domain-specific words and phrases used in a text.
    - E05.B-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
        - Interpret figurative language (simile, metaphor, and personification) in context.
        - Recognize and explain the meaning of common idioms, adages, and proverbs.
        - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

COURSE: English Language Arts	GRADE: 5
STRAND: Reading Literature	TIME FRAME: Year-long

PA CORE STANDARD

1.3 Reading Literature
Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

ESSENTIAL CONTENT

Key Ideas and Details
- **Theme**
  - CC.1.3.5.A - Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- **Text Analysis**
  - CC.1.3.5.B - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
- **Literary Elements**
  - CC.1.3.5.C - Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

Craft and Structure
- **Point of View**
  - CC.1.3.5.D - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **Text Structure**
  - CC.1.3.5.E - Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- **Vocabulary**
  - CC.1.3.5.F - Determine the meaning of words and phrases as they are used in grade- level text, including interpretation of figurative language.

Integration of Knowledge and Ideas
- **Sources of Information**
  - CC.1.3.5.G - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- **Text Analysis**
  - CC.1.3.5.H - Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

Vocabulary Acquisition and Use
- **Strategies**
  - CC.1.3.5.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.
  - CC.1.3.5.J - Acquire and use accurately grade- appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Range of Reading
- CC.1.3.5.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Key Ideas and Details: E05.A-K.1
- E05.A-K.1.1 – Demonstrate understanding of key ideas and details in literature.
  - E05.A-K.1.1.1 – Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.
  - E05.A-K.1.1.2 – Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
  - E05.A-K.1.1.3 – Compare and contrast two or more characters, settings, or events in a story, drama, or poem, drawing on specific details in the text (e.g., how characters interact).

Craft and Structure: E05.A-C.2
- E05.A-C.2.1 – Demonstrate understanding of craft and structure in literature.
  - E05.A-C.2.1.1 – Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.

Integration of Knowledge and Ideas: E05.A-C.3
- E05.A-C.3.1 – Demonstrate understanding of connections within, between, and/or among texts.
  - E05.A-C.3.1.1 – Compare and contrast stories in the same genre on their approaches to similar themes and topics.
    - "Stories" means narration of events told through the text types of story, drama, or poems.

Vocabulary Acquisition and Use – E05.A-V.4
- E05.A-V.4.1 – Demonstrate understanding of vocabulary and figurative language in literature.
  - E05.A-V.4.1.1 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
    - Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
    - Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph, photosynthesis*).
  - E05.A-V.4.1.2 – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
    - Interpret figurative language (e.g., simile, metaphor, personification) in context.
    - Recognize and explain the meaning of common idioms, adages, and proverbs.
    - Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

COURSE: English Language Arts	GRADE(S): 5
STRAND: Writing	TIME FRAME: Year-Long

PA CORE STANDARD

1.4 Writing
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

ESSENTIAL CONTENT

Informative/Explanatory
- o   CC.1.4.5.A - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- **Focus**
  - o   CC.1.4.5.B - Identify and introduce the topic clearly.
- **Content**
  - o   CC.1.4.5.C - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
- **Organization**
  - o   CC.1.4.5.D - Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- **Style**
  - o   CC.1.4.5.E - Write with an awareness of style.
    - Use precise language and domain-specific vocabulary to inform about or explain the topic.
    - Use sentences of varying length.
- **Conventions of Language**
  - o   CC.1.4.5.F - Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Opinion/Argumentative
- o   CC.1.4.5G - Write opinion pieces on topics or texts.
- **Focus**
  - o   CC.1.4.5.H - Introduce the topic and state an opinion on the topic
- **Content**
  - o   CC.1.4.5.I - Provide reasons that are supported by facts and details; draw from credible sources.
- **Organization**
  - o   CC.1.4.5.J - Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.
- **Style**
  - o   CC.1.4.5.K - Write with an awareness of style.
    - Use sentences of varying length.
    - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **Conventions of Language**
  - o   CC.1.4.5.L - Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Narrative
- o   CC.1.4.5.M - Write narratives to develop real or imagined experiences or events.
- **Focus**
  - o   CC.1.4.5.N - Orient the reader by establishing a situation and introducing a narrator and/or characters.
- **Content**
  - o   CC.1.4.5.O - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events

or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.

- **Organization**
  - o CC.1.4.5.P - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
- **Style**
  - o CC.1.4.5.Q - Write with an awareness of style.
    - Use sentences of varying length.
    - Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- **Conventions of Language**
  - o CC.1.4.5.R - Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Response to Literature
  - o CC.1.4.5.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.

Production & Distribution of Writing
- **Writing Process**
  - o CC.1.4.5.T - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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

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

Credibility, Reliability, and Validity of Sources
  - o CC.1.4.5.W - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

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

ASSESSMENT ANCHORS & ELIGIBLE CONTENT

Text Types and Purposes: E05.C.1
- E05.C.1.1 – Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
  - o E05.C.1.1.1 – Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
  - o E05.C.1.1.2 – Provide logically ordered reasons that are supported by facts and details.
  - o E05.C.1.1.3 – Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
  - o E05.C.1.1.4 – Establish and maintain a formal style.
  - o E05.C.1.1.5 - Provide a concluding section related to the opinion presented.
- E05.C.1.2 – Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
  - o E05.C.1.2.1 – Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.
  - o E05.C.1.2.2 – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
  - o E05.C.1.2.3 – Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
  - o E05.C.1.2.4 – Use precise language and domain-specific vocabulary to inform about or explain the topic.

- o E05.C.1.2.5 **-**Establish and maintain a formal style.
- o E05.C.1.2.6 **-** Provide a concluding section related to the information or explanation presented.
  - ▪ E05.C.1.3 **-** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
    - o E05.C.1.3.1 – Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.
    - o E05.C.1.3.2 – Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.
    - o E05.C.1.3.3 – Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
    - o E05.C.1.3.4 – Use concrete words and phrases and sensory details to convey experiences and events precisely.
    - o E05.C.1.3.5 - Provide a conclusion that follows from the narrated experiences or events.

COURSES: English Language Arts	GRADE(S): 5
STRAND: Speaking & Listening	TIME FRAME: Year Long

PA CORE STANDARD

1.5 Speaking and Listening
Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

ESSENTIAL CONTENT

Comprehension and Collaboration
- **Collaborative Discussion**
  - CC.1.5.5.A - Engage effectively in a range of collaborative discussions on grade- level topics and texts, building on others' ideas and expressing their own clearly.
- **Critical Listening**
  - CC.1.5.5.B - Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **Evaluating Information**
  - CC.1.5.5.C - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas
- **Purpose, Audience, and Task**
  - CC.1.5.5.D - Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
- **Context**
  - CC.1.5.5.E - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Integration of Knowledge and Ideas
- **Multimedia**
  - CC.1.5.5.F - Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

CONTENT UNITS	
COURSE: English Language Arts	**GRADE: 5**

UNIT 1: Eureka! I've Got It

THEME: Where can an idea begin?

ESSENTIAL QUESTIONS:
- How do we get the things we need?
- What can lead us to rethink an idea?
- How can experiencing nature change the way you think about it?
- How does technology lead to creative ideas?
- What are the positive and negative effects of new technology?

UNIT OBJECTIVES:
- Cite relevant evidence from text
- Describe character, setting, plot, sequence, problem and solution, text structure, cause and effect
- Reread
- Drawing evidence from literature
- Writing a narrative
- Conduct short research on money and loans
- Conduct short research on great inventions
- Conduct research on national parks
- Conduct short research on the history of a groundbreaking invention
- Prewrite an autobiographical sketch
- Draft and revise an autobiographical sketch
- Engage in collaborative discussions about meeting needs
- Engage in collaborative discussion about trial and error
- Engage in collaborative discussions and inventions
- Paraphrase portions of "Finding a Way" and presentations on meeting needs
- Paraphrase portions of "Shelter in a Storm" and presentations on trial and error
- Present information on trial and error
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Acquire and use academic vocabulary
- Use context clues to understand the meaning of a word
- Compare different proposals for solutions based on how well they help
- Identify subjects and predicates
- Demonstrate understanding of idioms
- Ask and answer questions
- Draw evidence from informational text
- Write an informative text
- Proofread /edit and publish an autobiographical sketch
- Engage in collaborative discussions about seeing things for yourself
- Paraphrase portions of "Capturing the Natural World" and presentations on seeing things for yourself
- Present information on seeing things for yourself
- Paraphrase portions of "A Pioneer of Photography" and presentations on inventions
- Present information on inventions
- Produce compound sentences by joining two simple sentences with a comma and conjunction
- Demonstrate understanding of homographs

- Investigate a solution to determine how well it performs under likely conditions
- Produce a complex sentences by using a subordinating conjunction
- Use Greek roots as clues to the meaning of a word
- Identify author's point of view
- Write an opinion
- Conduct short research on inventions and technology
- Draw and revise a personal narrative
- Engage in collaborative discussion about new technology
- Paraphrase portions of "Electronic Books: A New Way to Rea" and presentations on new technology
- Present information on new technology
- Research a problem before beginning a design and solution
- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons
- Use Greek and Latin prefixes as clues to the meaning of a word

TERMINOLOGY:
- Character
- Setting
- Plot
- Sequence
- Problem and Solution
- Text Structure
- Cause and Effect
- Author's Point of View
- Realistic Fiction
- Narrative Nonfiction
- Biography
- Persuasive Article
- Context Clues
- Idioms
- Intonation
- Homographs
- Greek Roots
- Greek and Latin Prefixes
- Reread
- Expression and accuracy
- Phrasing
- Ask and Answer Questions
- Cite
- Analysis
- Point/counterpoint
- Emphasis
- Decipher

SUGGESTED EXEMPLAR TEXTS:
- The Secret Garden
- See Saw Girl
- Lady Liberty
- About Time: A First Look at Time and Clocks

CONTENT UNITS

COURSE: English Language Arts	GRADE: 5

UNIT 2: Taking the Next Step

THEME: What does it take to put a plan into action?

ESSENTIAL QUESTIONS:
- What do good problem solvers do?
- What can you do to get the information you need?
- How do we investigate questions about nature?
- When has a plan helped you accomplish a task
- What motivates you to accomplish a goal?

UNIT OBJECTIVES:
- Cite relevant evidence from text
- Describe text structure problem and solution, character, setting, plot, compare and contrast, sequence
- Draw evidence from informational text
- Write an informative text
- Conduct extended research on solar energy
- Prewrite an invitation with directions
- Engage in collaborative discussions about researching compromises
- Paraphrase portions of "The Mayflower Compact" and presentations on reaching compromises
- Present information on reaching compromises
- Identify the major groups responsible for the founding of the 13 original colonies
- Explain the function of nouns
- Acquire and use academic vocabulary
- Use context clues to understand the meaning of a word
- Make predictions
- Draw evidence from literature
- Write a narrative text
- Draft and revise an invitation with directions
- Engage in collaborative discussions about seeking answers
- Paraphrase portions of "Jack and the King's Rainbow Fish" and presentations on seeking answers
- Present information on seeking answers
- Analyze human impacts on Earth's systems
- Form and use singular and plural nouns
- Demonstrate understanding of similes and metaphors
- Proofread /Edit and publish an invitation
- Engage in collaborative discussions about discussions
- Paraphrase portions of "Thomas Moran, Landscape Painter" and presentations on investigations
- Present information on investigations
- Describe how John James Audubon investigated questions about birds
- Form and use regular and irregular plural nouns
- Use Greek and Latin suffixes as clues to the meaning of the word
- Describe theme
- Draw evidence from literature
- Prewrite an explanatory essay

- Engage in collaborative discussions about making a plan of action
- Paraphrase portions of "Lost Lake and the Golden Cup" and presentations on making a plan of action
- Present information on making a plan
- Form and use possessive nouns
- Demonstrate understanding of personification
- Identify literary elements: repetition and rhyme
- Draw evidence from poetry
- Draft and revise an explanatory essay
- Engage in collaborative discussions about making things happen
- Paraphrase portions of "How to Make a Friend" and presentations on making things happen
- Present information on making things happen
- Explain the function of prepositional phrases
- Demonstrate understanding of homographs

TERMINOLOGY:
- Text Structure
- Problem and Solution
- Expository Text
- Character
- Setting
- Plot
- Compare and contrast
- Fairy Tale
- Context Clues
- Simile
- Metaphor
- Greek and Latin Suffixes
- Sequence
- Biography
- Inflectional Endings
- Personification
- Making Predictions
- Theme
- Folktale
- Contractions
- Homographs
- Narrative and Free Verse
- Closed Syllables
- Rate and Accuracy
- Repetition
- Rhyme
- Reread
- Expression
- Outcome

SUGGESTED EXEMPLAR TEXTS:
- Why Don't You Get a Horse, Sam Adams?
- When Washington Crossed the Delaware: A Wintertime Story for Young Patriots
- Masterpiece
- Where the Mountain Meets the Moon

CONTENT UNITS

COURSE: English Language Arts	GRADE: 5

UNIT 3: Getting from Here to There

THEME: What kinds of experiences can lead to new discoveries?

ESSENTIAL QUESTIONS:
- What can learning about different cultures teach us?
- How can learning about nature be useful?
- Where can you find patterns in nature?
- What benefits come from people working as a group?
- How do we explain what happened in the past?

UNIT OBJECTIVES:
- Cite relevant evidence from text
- Describe theme
- Summarize
- Draw evidence from literature
- Conduct extended research on water conservation
- Prewrite a book review
- Engage in collaborative discussions about cultural exchanges
- Paraphrase portions of "Foods for Thought" and presentations on cultural exchanges
- Describe the role of water in Earth's surface processes
- Explain the function of action verbs
- Acquire and use academic vocabulary
- Use context clues to understand the meaning of a word
- Write an opinion
- Draft and revise a book review
- Engage in collaborative discussions about being resourceful
- Explain how the food for any kind of animal can be traced back to plants
- Use verb tense to convey various times, sequences, states, and conditions
- Describe main idea and key details
- Ask and answer questions
- Draw evidence from informational text
- Proofread/edit and publish a book review
- Engage in collaborative discussion about patterns
- Paraphrase portions of "Protective Patterns" and presentations on patterns
- Present information on patterns
- Describe the interaction between the hydrosphere and the atmosphere
- Explain the function of main and helping verbs
- Use Greek Roots as clues to the meaning of a word
- Prewrite an opinion essay
- Engage in collaborative discussions about teamwork
- Paraphrase portions of "Teamwork in Space" and presentations on teamwork
- Present information on teamwork
- Explain the function of linking verbs
- Use Latin Roots as clues to the meaning of a word
- Identify the author's point of view

- Write an informative text
- Draft and revise an opinion essay
- Engage in collaborative discussions about what happened in the past
- Paraphrase portions of "Stonehenge" Puzzle from the Past" and presentations on what happened in the past
- Present information on what happened in the past
- Describe the geography and climate in the environments of American Indians
- Form and use regular and irregular verbs

TERMINOLOGY:
- Theme
- Summarize
- Intonation
- Context Clues
- Realistic Fiction
- Fantasy
- Expression
- Phrasing
- Greek Roots
- Ask and Answer Questions
- Main Idea
- Key Details
- Expository Text
- Narrative Text
- Informative Text
- Opinion
- Rate
- Accuracy
- Latin Roots
- Author's Point of View
- Persuasive Article
- Complex
- Fragments

SUGGESTED EXEMPLAR TEXTS:
- Tuck Everlasting
- Frindle
- So You Want to Be an Inventor?
- All Stations! Distress! The Day the Titanic Sank!

CONTENT UNITS
COURSE: English Language Arts **GRADE: 5**

UNIT 4: It's Up to You

THEME: How do we decide what's important?

ESSENTIAL QUESTIONS:

- What kinds of stories do we tell? Why do we tell them?
- What can you discover when you give things a second look?
- What can people do to bring about a positive change?
- Why are natural resources valuable?
- How do you express that something is important to you?

UNIT OBJECTIVES:
- Cite relevant evidence from text
- Identify point of view
- Identify author's point of view
- Describe theme
- Identify literary elements: stanza and meter
- Summarize
- Visualize
- Draw evidence from literature
- Write a narrative text
- Conduct extended research on Lewis and Clark
- Demonstrate knowledge of the Lewis and Clark Expedition
- Prewrite a fictional narrative
- Draft and revise a fictional narrative
- Proofread/edit and publish fictional narrative
- Engage in collaborative discussions about sharing stories
- Paraphrase portions of "The Legend of John Henry" and presentations on sharing stories
- Present information on sharing folktales and fables
- Engage in collaborative discussions about discoveries
- Paraphrase portions of "The Mystery Play" and presentations on discoveries
- Present information on discoveries
- Carry out research on a problem before designing a solution
- Draw evidence from informational text
- Write an informative text
- Write an opinion
- Draw evidence from poetry
- Pre Write poetry
- Draft and revise poetry
- Engage in collaborative discussions about taking action
- Paraphrase portions of "Fighting for Change" and presentations on taking action
- Present information on taking action
- Discuss the American creed that asks citizens to respect the law
- Engage in collaborative discussions about natural resources
- Paraphrase portions of "Minerals" and presentations on natural resources
- Present information on natural resources

- Investigate the qualities of a healthy ecosystem
- Engage in collaborative discussions about expressing yourself
- Paraphrase portions of "I'm a Swimmer" and presentations on expressing yourself
- Present information on expressing yourself
- Correctly use homophones
- Form and use possessive pronouns
- Use context clues to understand the meaning of a word
- Ensure pronoun-verb agreement
- Use prefixes and suffixes as clues to the meaning of a word
- Use different kinds of pronouns
- Demonstrate understanding of adages and proverbs
- Identify pronouns and their antecedents
- Acquire and use academic vocabulary
- Demonstrate understanding of synonyms and antonyms

TERMINOLOGY:
- Synonyms and Antonyms
- Adages
- Proverbs
- Prefixes
- Suffixes
- Context Clues
- Simile
- Metaphor
- Visualize
- Summarize
- Stanza
- Meter
- Point of View
- Theme
- Tall Tale
- Mystery
- Biography
- Expository Text
- Lyric
- Free Verse
- Homographs
- Author's Point of View
- Expression
- Phrasing
- Accuracy
- Rate
- Alliteration
- Affect
- Interpret
- Precise
- Exaggeration

SUGGESTED EXEMPLAR TEXTS:
- We Are the Ship: The Story of the Negro League Baseball
- Roberto Clemente: Pride of the Pittsburgh Pirates
- The Mouse and the Motorcycle
- Granny Torelli Makes Soup

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

CONTENT UNITS

COURSE: English Language Arts	GRADE: 5

UNIT 5: What's Next?

THEME: In what ways can things change?

ESSENTIAL QUESTIONS:
- What experiences can change the way you see yourself and the world around you?
- How do shared experiences help people adapt to changes?
- What changes in the environment affect living things?
- How can scientific knowledge change over time?
- How do natural events and human activities affect the environment**?**

UNIT OBJECTIVES:
- Cite relevant evidence from text
- Identify character, setting, plot, compare and contrast
- Make predictions
- Draw evidence from literature
- Write an opinion text
- Conduct short research on new perspectives gamed through experience
- Prewrite an informational text
- Engage in collaborative discussions about new perspectives
- Paraphrase portions of "A Change of Heart" and presentations on new perspectives
- Present information on new perspectives
- Explain the difference between independent and dependent clauses
- Acquire and use academic vocabulary
- Use context clues to understand the meaning of a word
- Make predictions
- Draw evidence from literature
- Write a narrative text
- Draw evidence from literature
- Write a narrative text
- Conduct short research on photographs from the Great Depression
- Draft and revise an informational article
- Engage in collaborative discussions about working together
- Paraphrase portions of "Starting Over" and presentations on working together
- Present information on better together
- Produce complex sentences
- Demonstrate understanding of idioms
- Ask and Answer Questions
- Draw evidence from informational text
- Write an informative text
- Conduct short research on nature reserves or wildlife sanctuaries
- Proofread/edit and publish an informational article
- Engage in collaborative discussions about our changing Earth
- Paraphrase portions of "Changing Climate, Changing Lives" and presentations on our changing Earth
- Present information on our changing Earth
- Discover that matter cycles between air, soil, plants, animals, and microbes as they live and die

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- Explain the function of adjectives
- Conduct short research on medicine advances
- Prewrite a research report
- Engage in collaborative discussions about scientific advances
- Paraphrase portions of "The Sun: Our Star" and presentations on scientific advances
- Present information on scientific advances
- Explain why research on a problem should be done before looking for a solution
- Form and use comparative and superlative adjectives
- Use Greek roots as clues to the meaning of the word
- Identify author's point of view
- Write an opinion
- Conduct short research on invasive species
- Draft and revise a research report
- Engage in collaborative discussions about scientific viewpoints
- Paraphrase portions of "Dams: Harnessing the Power of Water" and presentations on scientific viewpoints
- Present information on scientific viewpoints
- Learn that newly introduced species can damage the balance of an ecosystem
- Form and use comparative and superlative adjectives

TERMINOLOGY:
- Context clues
- Make predictions
- Character
- Setting
- Plot
- Compare and contrast
- Realistic fiction
- Suffixes
- Expression and phrasing
- Idioms
- Historical Fiction
- Homophones
- Text Structure
- Expository Text
- Prefixes
- Rate
- Greek Roots
- Accuracy
- Root Words
- Author's Point of View
- Persuasive Article
- Ask and Answer Questions
- Evaluate
- Assume
- Transition

SUGGESTED EXEMPLAR TEXTS:
- Bud, Not Buddy
- Alice's Adventure in Wonderland
- Volcano
- Arctic Lights, Arctic Nights

APPLICABLE TO ALL UNITS

INSTRUCTIONAL STRATEGIES & TOOLS:
- Anticipation guides
- Access and Conquer-Graphic Strategy
- Baseline information for text
- Class discussion
- Close Reading
  (A close reading is a careful and purposeful reading. Close reading is one of the shifts in the CC that demands student focus on what the author has to say, the author's purpose, the text structure and the meaning of the author's chosen words.)
- Cooperative Learning
- Differentiated instruction
- Guided questioning
- Integrated technology and 21st century skills
- K/W/L's
- Marginal note questions
- Mnemonic devices
- Modeling
- Online resources
- Read/Evaluate/Write
- Read it, write it, link it
- Rituals as learning tools
- Think aloud
- Think/pair/share
- Thinking Maps

TEACHER CREATED MATERIALS:
- Double entry journals
- Graphic organizers
- Outlining
- Vocabulary journals
- Skill and drill worksheets to introduce individual reading skills
- Charts
- Diagrams
- Excerpts
- Historical fiction
- Interviews
- Open ended questions
- Writing starters
- Discussion questions
- Picture starters

ASSESSMENTS:

Summative
- DIBELS Benchmark assessment
- PSSA
- Portfolio
- Rubric
- ACCESS

Formative
- DIBELS Progress Monitoring
- Collaborative learning
- Graphic organizers
- Journals/logs
- KWL
- Teacher Observation

Diagnostic
- <u>RGR</u> – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- <u>PAST </u>– AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- Reading Wonders Diagnostic & Placement Test

REMEDIATION:
- Colored highlighters for focus
- Explicit modeling followed by systematic guided practice of each skill
- Focus modality approach (i.e. VAKT – visual auditory kinesthetic and tactile)
- Individual conferences
- One-on-one instruction
- Re-teaching challenging concepts to gain mastery
- SAS Portal
- Teachertube.com
  (As needed, establish baseline via video clips)
- Word analysis mini lessons
- Reading Wonders: Approaching Level and English Language Learner Level

ENRICHMENT:
- In-depth discussion and extended activities
- Individualized enriched vertical assignments and projects
- Extending skills to the next level of complexity
- Reading Wonders: Beyond Level

ELL Differentiation: Math & ELA Overlay: http://pdesas.org/Page/Viewer/ViewPage/15
                           ELL Differentiation Tool: http://ell.eslportalpa.info/differentiation-tool/

UTILIZATION OF SPECIALIZED STAFF AS NEEDED:
- ESL Teachers
- Guidance Counselors
- Librarian/Media Specialist
- Reading Specialists
- Instructional Support Teachers
- Related Arts Teachers
- Special Education Teachers

ADDITIONAL RESOURCES:
- McGraw Hill: Reading Wonders
- McGraw Hill: Wonder Works
- McGraw Hill: English Language Development (ELD) Kit
- Study Island
- PSSA Coach Books
- Benchmark Universe

English Language Development Standard 1: English language learners communicate in English for
SOCIAL AND INSTRUCTIONAL purposes within the school setting.
Grade Level: 4-5

16.1.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	**16.1.4-5.1L** Identify materials needed to complete tasks (e.g., Take out a number 2 pencil.) using realia, oral directions, and peer support.	**16.1.4-5.2L** Select materials needed to complete tasks using phrases and short sentences with a partner (e.g., You need your activity sheet and math book.)	**16.1.4-5.3L** Match materials needed to complete tasks with their uses using realia, oral directions, and/or peer support.	**16.1.4-5.4L** Sequence use of materials or resources needed to complete tasks using realia, oral directions, and/or peer support.	**16.1.4-5.5L** Evaluate use of materials or resources needed to complete tasks based on oral discourse (e.g., I may need to change my answer. Which kind of writing tool would be best?)	Not Applicable
	Reading	**16.1.4-5.1R** Match words or short phrases [e.g., library, play sports] to pictures associated with school community.	**16.1.4-5.2R** Classify phrases and short sentences associated with school community (e.g., Where we eat lunch) using graphic organizers.	**16.1.4-5.3R** Use context clues to determine meaning of words associated with school community in illustrated texts.	**16.1.4-5.4R** Analyze information about school community using a variety of printed materials during shared reading.	**16.1.4-5.5R** Draw conclusions about school community using a variety of printed materials during shared reading.	Not Applicable
PRODUCTIVE	**Speaking**	**16.1.4-5.1S** Produce one-word responses to WH-questions about self with oral and picture prompts.	**16.1.4-5.2S** Produce phrases or short sentences in response to open-ended questions about self with oral and picture prompts.	**16.1.4-5.3S** Answer open-ended questions about self using complete sentences with a partner.	**16.1.4-5.4S** Ask for and provide clarification of personal information during conversation in a small group.	**16.1.4-5.5S** Provide extended discourse with justification in regard to personal information or opinions.	Not Applicable

As approved by the State Board of Education on July 13, 2017

16.1.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	Writing	**16.1.4-5.1W** Label pictures showing socially and culturally appropriate behaviors in school using a picture dictionary.	**16.1.4-5.2W** Describe illustrations of socially and culturally appropriate behaviors in school with sentence starters.	**16.1.4-5.3W** Produce a written solution to correct an inappropriate behavior in school with a small group.	**16.1.4-5.4W** Summarize a variety of solutions to correct an inappropriate behavior in school in a small group.	**16.1.4-5.5W** Create multimedia brochures contrasting appropriate American school behaviors with those of other countries with a partner.	Not Applicable

English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts.**
Grade Level: 4-5

16.2.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	**16.2.4-5.1L** Point to illustrated words from repeated informational text (e.g., video, media, lecture) with a partner.	**16.2.4-5.2L** Sort pictures from repeated informational text (e.g. video, media, lecture) with teacher modeling.	**16.2.4-5.3L** Categorize oral information using pictures from informational text (e.g., video, media, lecture) with a graphic organizer.	**16.2.4-5.4L** Compare peers' ideas about informational text (e.g., video, media, lecture) using a graphic organizer in a small group discussion.	**16.2.4-5.5L** Draw conclusions from informational text (e.g., video, media, lecture) during group discussion.	CC 1.5.4.A CC.1.5.5.A CC 1.5.4.C CC.1.5.5.C
	Reading	**16.2.4-5.1R** Point to words associated with fact or opinion using a picture dictionary or one-to-one translator.	**16.2.4-5.2R** Identify language indicative of fact or opinion using phrases and sentences from fictional graded reader using a word bank.	**16.2.4-5.3R** Use context clues to identify fact and opinion from a chapter in fictional text using a graphic organizer.	**16.2.4-5.4R** Classify evidence of fact and opinion using examples in fictional text using a graphic organizer.	**16.2.4-5.5R** Draw conclusions about facts and opinions from fictional text using a rubric.	CC.1.2.4.B CC.1.2.5.B CC.1.2.4.E CC.1.2.5.E CC.1.2.4.H CC.1.2.5.H CC.1.2.4.K CC.1.2.5.K
PRODUCTIVE	**Speaking**	**16.2.4-5.1S** Answer simple WH-questions about an informational text illustrations (e.g., What animal is carrying the books?) with teacher prompting. My Librarian is a Camel by Margaret Ruurs	**16.2.4-5.2S** Identify the main idea and a supporting detail from an illustrated informational text using sentence frames (e.g., In Kenya, librarians use _____) with a partner.	**16.2.4-5.3S** Restate the main idea and details from an illustrated informational text with a partner.	**16.2.4-5.4S** Discuss opinions about informational text using supporting details and sentence frames in a small group. (e.g., In my opinion; I believe).	**16.2.4-5.5S** Express and defend opinions with details from informational text using class notes in a class debate.	CC.1.5.4.A CC.1.5.5.A CC.1.5.4.D CC.1.5.5.D

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16.2.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
	Writing	16.2.4-5.1W Respond to illustrated events from an informational text using word or phrases with an illustrated word bank.	16.2.4-5.2W Produce short sentences about illustrated events from an informational text using sentence frames.	16.2.4-5.3W Compare and contrast details from an informational graded reader using a Venn Diagram.	16.2.4-5.4W Summarize details from a grade-level informational text using notes.	16.2.4-5.5W Write a persuasive essay using details from a grade-level informational text with a guided model.	CC.1.4.4.D CC.1.4.5.D CC.1.4.4.J CC.1.4.5.J CC.1.4.4.P CC.1.4.5.P CC.1.4.5.Q CC.1.4.5.Q

English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics.**
Grade Level: 4-5

16.3.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	Listening	16.3.4-5.1L Point to the multiplication problem from short descriptions (e.g., times 10) by the teacher with visual support.	16.3.4-5.2L Sort the factors in a multiplication task following two-step oral directions with a partner.	16.3.4-5.3L Find the product of multiplication problems following multi-step oral directions with manipulatives in a small group.	16.3.4-5.4L Solve a multiplication problem from oral directions using realia (e.g., buying four apples using grocery ad).	16.3.4-5.5L Solve multiplication problems based on oral discourse with a partner.	CC.2.1.4.C.2 CC.2.1.5.C.2
	Reading	16.3.4-5.1R Match labeled parts of a division equation with its definition using visuals.	16.3.4-5.2R Identify parts of a division equation from a simple word problem using sentence stems with a model.	16.3.4-5.3R Sequence steps in solving a division word problem using sentence strips with a partner.	16.3.4-5.4R Interpret data (e.g., using charts, graphs, etc.) to determine division quotients in a small group.	16.3.4-5.5R Identify ways of using division in everyday life from multiple sources (e.g., approved search engines, textbooks, etc).	CC.2.1.4.C1 CC.2.1.5.C1 CC.2.1.4.C2 CC.2.1.5.C2 CC.2.3.5.A.1
PRODUCTIVE	Speaking	16.3.4-5.1S Name parts of a fraction with teacher modeling.	16.3.4-5.2S Restate and use phrases to describe fractions using manipulatives with a partner.	16.3.4-5.3S Retell a story involving fractions in a triad.	16.3.4-5.4S Explain the concept of fractions using a graphic organizer in a small group.	16.3.4-5.5S Explain with examples ways fractions are used to solve problems in daily life.	CC.2.1.4.C.1 CC.2.1.5.C.1 CC.2.1.4.C.2 CC.2.1.5.C.2 CC.2.4.4.A.4 CC.2.4.5.A.4

16.3.4-5	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
Writing	**16.3.4-5.1W** Give examples of patterns in nature with an illustrated word bank.	**16.3.4-5.2W** Give examples of patterns in nature using general content words (e.g., shape, size, color).	**16.3.4-5.3W** Give examples of patterns in nature using sentence stems (e.g., I see that__; I noticed that__).	**16.3.4-5.4W** Give examples of patterns in nature using a paragraph frame.	**16.3.4-5.5W** Give examples of patterns in nature using complex sentence frames (e.g., I noticed that ____ is similar to ____).	CC.2.2.4.A.4 CC.2.2.5.A.4

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English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science.**
Grade Level: 4-5

16.4.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	**16.4.4-5.1L** Identify conservation measures using pictures and realia following oral descriptions.	**16.4.4-5.2L** Select and label the orally described conservation measures using realia with a partner.	**16.4.4-5.3L** Categorize conservation choices (e.g., past and present technology use) using real life examples.	**16.4.4-5.4L** Compare orally described conservation choices (e.g., past and present technology use) using real life examples.	**16.4.4-5.5L** Evaluate conservation measures from oral explanations of grade-level materials.	EE.4.5.4.A EE 4.5.4.C
	Reading	**16.4.4-5.1R** Match labels and symbols of weather patterns with teacher modeling.	**16.4.4-5.2R** Identify weather patterns from visually supported captions or short statements.	**16.4.4-5.3R** Sequence descriptive sentences and pictures to illustrate weather patterns.	**16.4.4-5.4R** Interpret texts to find solutions to weather pattern prediction problems with a small group.	**16.4.4-5.5R** Research the effects of weather patterns on the community using grade-level reading material.	ST 3.3.4.A5 ST 3.3.5.A5
PRODUCTIVE	**Speaking**	**16.4.4-5.1S** Name parts of geological forms with a small group.	**16.4.4-5.2S** Ask WH-questions about geological forms using pictures and realia with a partner.	**16.4.4-5.3S** Describe how geological forms are organized with a partner.	**16.4.4-5.4S** Explain features of geological forms using a graphic organizer.	**16.4.4-5.5S** Evaluate and explain characteristics of geological forms from grade-level material.	ST 3.3.4.A1 ST 3.3.5.A1 ST 3.3.4.A2 ST 3.3.5.A2 ST 3.3.4.A3 ST 3.3.5.A3 ST 3.3.4.A6 ST 3.3.5.A6
	Writing	**16.4.4-5.1W** Draw and label pictures of scientific phenomena based on observations (e.g., life cycles) in L1 or L2.	**16.4.4-5.2W** Record observations of scientific phenomena based on visuals/realia using a graphic organizer.	**16.4.4-5.3W** Describe and record observations of scientific phenomena on a tri-fold science board.	**16.4.4-5.4W** Produce journals based on scientific observations from classroom experiments.	**16.4.4-5.5W** Summarize explanations and observations in a scientific journal using grade-level materials.	ST 3.2.4.A.1 ST 3.2.5.A.1

English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies.**
Grade Level: 4-5

16.5.4-5		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Standards
RECEPTIVE	**Listening**	**16.5.4-5.1L** Point to tools and artifacts based on oral descriptions with visual support.	**16.5.4-5.1L** Point to pictures of tools and artifacts based on oral classifications with a partner.	**16.5.4-5.1L** Sequence use of tools and artifacts described orally using a timeline with a partner.	**16.5.4-5.1L** Identify the differences between tools and artifacts of different time periods using a guided model.	**16.5.4-5.1L** Draw conclusions about tools and artifacts through oral discourse after video on anthropological sites.	8.2.4.B 8.2.5.B 8.3.4.B 8.3.5.B 8.4.4.B 8.4.5.B
	Reading	**16.5.4-5.1R** Sequence migration stories from non-fiction texts using a graphic novel format with single words or phrases	**16.5.4-5.2R** Sequence migration stories from a non-fiction text using a graphic novel with sentence strips.	**16.5.4-5.3R** Sequence migration stories from a non-fiction text after a group reading.	**16.5.4-5.4R** Sequence migration stories from a non-fiction text with a partner.	**16.5.4-5.5R** Sequence migration stories from a non-fiction text.	8.3.4.D 8.3.5.D
PRODUCTIVE	**Speaking**	**16.5.4-5.1S** Present to peers the responsibilities of branches of government using iPad and visuals.	**16.5.4-5.2S** Define the responsibilities of the branches of government using sentence starters with a partner.	**16.5.4-5.3S** List the responsibilities of the branches of government in small groups.	**16.5.4-5.4S** Define the responsibilities of the branches of government in small groups.	**16.5.4-5.5S** Present to peers the responsibilities of the branches of government using notes.	5.3.4.A 5.3.5.A
	Writing	**16.5.4-5.1W** Label pictures of cross-cultural interaction with a partner.	**16.5.4-5.2W** Write short statements about cross cultural experiences in your community using a graphic organizer.	**16.5.4-5.3W** Compare and contrast cross-cultural experiences in your community with multiple sentences using a guided model.	**16.5.4-5.4W** Write a short paragraph summarizing information about cross-cultural experiences in your community using transition words with a word bank.	**16.5.4-5.5W** Write a persuasive essay about the importance of cross-cultural experiences using visually supported grade-level resources.	5.2.4.B 5.2.5.B 5.3.4.G 5.3.5.G 8.2.4.D 8.2.5.D 8.4.4.A 8.4.5.A

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