

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

- 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

- 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.

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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.

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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.

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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.

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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

- CC.1.4.5.A - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
- **Focus**
 - CC.1.4.5.B - Identify and introduce the topic clearly.
- **Content**
 - 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**
 - 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**
 - 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**
 - CC.1.4.5.F - Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Opinion/Argumentative

- CC.1.4.5.G - Write opinion pieces on topics or texts.
- **Focus**
 - CC.1.4.5.H - Introduce the topic and state an opinion on the topic
- **Content**
 - CC.1.4.5.I - Provide reasons that are supported by facts and details; draw from credible sources.
- **Organization**
 - 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**
 - 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**
 - CC.1.4.5.L - Demonstrate a grade- appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Narrative

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

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

- **Organization**
 - 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**
 - 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**
 - 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

- 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**
 - 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

- 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

- 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

- 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

- 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.
 - 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.
 - E05.C.1.1.2 – Provide logically ordered reasons that are supported by facts and details.
 - E05.C.1.1.3 – Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).
 - E05.C.1.1.4 – Establish and maintain a formal style.
 - 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.
 - 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.
 - E05.C.1.2.2 – Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - E05.C.1.2.3 – Link ideas within and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - E05.C.1.2.4 – Use precise language and domain-specific vocabulary to inform about or explain the topic.

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- E05.C.1.2.5 -Establish and maintain a formal style.
- 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.
 - 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.
 - 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.
 - E05.C.1.3.3 – Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - E05.C.1.3.4 – Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - E05.C.1.3.5 - Provide a conclusion that follows from the narrated experiences or events.

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

PA CORE STANDARD
1.5 Speaking and Listening <i>Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i>

ESSENTIAL CONTENT
<p>Comprehension and Collaboration</p> <ul style="list-style-type: none"> • Collaborative Discussion <ul style="list-style-type: none"> ○ <u>CC.1.5.5.A</u> - 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 <ul style="list-style-type: none"> ○ <u>CC.1.5.5.B</u> - Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. • Evaluating Information <ul style="list-style-type: none"> ○ <u>CC.1.5.5.C</u> - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Purpose, Audience, and Task <ul style="list-style-type: none"> ○ <u>CC.1.5.5.D</u> - 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 <ul style="list-style-type: none"> ○ <u>CC.1.5.5.E</u> - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> • Multimedia <ul style="list-style-type: none"> ○ <u>CC.1.5.5.F</u> - Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes. <p>Conventions of Standard English</p> <ul style="list-style-type: none"> ○ <u>CC.1.5.5.G</u> - Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.

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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

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- 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

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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

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- 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

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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

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- 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!

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

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

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- 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 gained 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

POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM

- 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

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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

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Formative

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

Diagnostic

- RGR – AS ADMINISTERED AND EVALUATED BY READING SPECIALISTS
- PAST – 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

Grades 4–5 ELP Standards

Grades 4-5: Standards 1 and 2

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.1	<p>An ELL can . . .</p> <p>construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing.</p>	<p>use a very limited set of strategies to:</p> <ul style="list-style-type: none"> • identify a few key words and phrases <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an emerging set of strategies to:</p> <ul style="list-style-type: none"> • identify the main topic • retell a few key details <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use a developing set of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • retell a few key details • retell familiar stories <p>from read-alouds, simple written texts, and oral presentations.</p>	<p>use an increasing range of strategies to:</p> <ul style="list-style-type: none"> • determine the main idea or theme, and • explain how some key details support the main idea or theme • summarize part of a text <p>from read-alouds, written texts, and oral presentations.</p>	<p>use a wide range of strategies to:</p> <ul style="list-style-type: none"> • determine two or more main ideas or themes • explain how key details support the main ideas or themes • summarize a text <p>from read-alouds, written texts, and oral presentations.</p>
4-5.2	<p>An ELL can . . .</p> <p>participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions.</p>	<ul style="list-style-type: none"> • participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and some wh-questions <p>about familiar topics.</p>	<ul style="list-style-type: none"> • participate in short conversations • participate in short written exchanges • actively listen to others • respond to simple questions and wh-questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> • participate in short conversations and discussions • participate in short written exchanges • respond to others' comments • add some comments of his or her own • ask and answer questions <p>about familiar topics and texts.</p>	<ul style="list-style-type: none"> • participate in conversations and discussions • participate in written exchanges • build on the ideas of others • express his or her own ideas • ask and answer relevant questions • add relevant information and evidence <p>about a variety of topics and texts.</p>	<ul style="list-style-type: none"> • participate in extended conversations and discussions • participate in extended written exchanges • build on the ideas of others • express his or her own ideas clearly • pose and respond to relevant questions • add relevant and detailed information using evidence • summarize the key ideas expressed <p>about a variety of topics and texts.</p>

Grades 4-5: Standards 3, 4, and 5

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.3	<p>An ELL can . . .</p> <p>speak and write about grade-appropriate complex literary and informational texts and topics.</p>	<ul style="list-style-type: none"> communicate simple information <p>about familiar texts, topics, events, or objects in the environment.</p>	<ul style="list-style-type: none"> deliver short oral presentations compose written texts <p>about familiar texts, topics, and experiences.</p>	<p>including a few details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about familiar texts, topics, and experiences.</p>	<p>including some details,</p> <ul style="list-style-type: none"> deliver short oral presentations compose written narratives or informational texts <p>about a variety of texts, topics, and experiences.</p>	<p>including details and examples to develop a topic,</p> <ul style="list-style-type: none"> deliver oral presentations compose written narrative or informational texts <p>about a variety of texts, topics, and experiences.</p>
4-5.4	<p>An ELL can . . .</p> <p>construct grade-appropriate oral and written claims and support them with reasoning and evidence.</p>	<ul style="list-style-type: none"> express an opinion about a familiar topic. 	<ul style="list-style-type: none"> construct a simple claim about a familiar topic give a reason to support the claim. 	<ul style="list-style-type: none"> construct a claim about familiar topics introduce the topic provide a few reasons or facts to support the claim. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide several reasons or facts to support the claim provide a concluding statement. 	<ul style="list-style-type: none"> construct a claim about a variety of topics introduce the topic provide logically ordered reasons or facts to support the claim provide a concluding statement.
4-5.5	<p>An ELL can . . .</p> <p>conduct research and evaluate and communicate findings to answer questions or solve problems.</p>	<ul style="list-style-type: none"> recall information from experience gather information from a few provided sources label some key information. 	<ul style="list-style-type: none"> recall information from experience gather information from provided sources record some information. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question identify key information in orderly notes. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources to answer a question record information in organized notes, with charts, tables, or other graphics, as appropriate provide a list of sources. 	<ul style="list-style-type: none"> recall information from experience gather information from print and digital sources summarize key ideas and information in detailed and orderly notes, with graphics as appropriate provide a list of sources.

Grades 4-5: Standards 6, 7, and 8

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.6	An ELL can . . . analyze and critique the arguments of others orally and in writing.	<ul style="list-style-type: none"> identify a point an author or speaker makes. 	<ul style="list-style-type: none"> identify a reason an author or speaker gives to support a main point agree or disagree with the author or speaker. 	<ul style="list-style-type: none"> tell how one or two reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> describe how reasons support the specific points an author or speaker makes or fails to make. 	<ul style="list-style-type: none"> explain how an author or speaker uses reasons and evidence to support or fail to support particular points (at grade 5) identify which reasons and evidence support which points.
4-5.7	An ELL can . . . adapt language choices to purpose, task, and audience when speaking and writing.	<ul style="list-style-type: none"> recognize the meaning of some words learned through conversations, reading, and being read to. 	with emerging control, <ul style="list-style-type: none"> adapt language choices to different social and academic contents use some words learned through conversations, reading, and being read to. 	with developing control, <ul style="list-style-type: none"> adapt language choices according to purpose, task, and audience use an increasing number of general academic and content-specific words, phrases, and expressions in conversation, discussions, and short written text.	with increasing ease, <ul style="list-style-type: none"> adapt language choices and style (includes register) according to purpose, task, and audience use a wider range of general academic and content-specific words and phrases in speech and writing.	<ul style="list-style-type: none"> adapt language choices and style according to purpose, task, and audience use a wide variety of general academic and content-specific words and phrases in speech and writing.
4-5.8	An ELL can . . . determine the meaning of words and phrases in oral presentations and literary and informational text.	relying heavily on context, visual aids, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> recognize the meaning of a few frequently occurring words, phrases, and formulaic expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, some visual aids, reference materials, and knowledge of morphology in his or her native language, <ul style="list-style-type: none"> determine the meaning of some frequently occurring words, phrases, and expressions in simple oral discourse, read-alouds, and written texts about familiar topics, experiences, or events.	using context, visual aids, reference materials, and a developing knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of frequently occurring words and phrases determine the meanings of some idiomatic expressions in texts about familiar topics, experiences, or events.	using context, reference materials, and an increasing knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words, phrases determine the meaning of a growing number of idiomatic expressions in texts about a variety of topics, experiences, or events.	using context, reference materials, and knowledge of English morphology, <ul style="list-style-type: none"> determine the meaning of general academic and content-specific words and phrases determine the meaning of figurative language (e.g., metaphors, similes, adages, and proverbs) in texts about a variety of topics, experiences, or events.

Grades 4-5: Standards 9 and 10

ELP Standard		By the end of each English language proficiency level, an ELL can . . .				
		Level 1	Level 2	Level 3	Level 4	Level 5
4-5.9	<p>An ELL can . . .</p> <p>create clear and coherent grade-appropriate speech and text.</p>	<p>with support (including context and visual aids), and using non-verbal communication,</p> <ul style="list-style-type: none"> • communicate simple information about an event or topic • use a narrow range of vocabulary and syntactically simple sentences <p>with limited control.</p>	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> • communicate simple information about a topic • recount a simple sequence of events in order • use frequently occurring linking words (e.g., <i>and, then</i>) <p>with emerging control.</p>	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> • introduce an informational topic • present one or two facts about the topic • recount a short sequence of events in order • use an increasing range of temporal and other linking words (e.g., <i>next, because, and, also</i>) • provide a concluding statement <p>with developing control.</p>	<ul style="list-style-type: none"> • introduce an informational topic • develop the topic with facts and details • recount a more detailed sequence of events, with a beginning, middle, and end • use transitional words and phrases to connect events, ideas, and opinions (e.g., <i>after a while, for example, in order to, as a result</i>) • provide a conclusion <p>with increasingly independent control.</p>	<ul style="list-style-type: none"> • introduce an informational topic • develop the topic with facts and details • recount a more detailed sequence of events, with a beginning, middle, and end • use a variety of linking words and phrases to connect ideas, information, or events • provide a concluding statement or section.
4-5.10	<p>An ELL can . . .</p> <p>make accurate use of standard English to communicate in grade-appropriate speech and writing.</p>	<p>with support (including context and visual aids),</p> <ul style="list-style-type: none"> • recognize and use a small number of frequently occurring nouns, noun phrases, and verbs • understand and respond to simple questions. 	<p>with support (including visual aids and modeled sentences),</p> <ul style="list-style-type: none"> • recognize and use some frequently occurring nouns, pronouns, verbs, prepositions, adjectives, adverbs, and conjunctions • produce simple sentences in response to prompts. 	<p>with support (including modeled sentences),</p> <ul style="list-style-type: none"> • use some relative pronouns (e.g., <i>who, whom, which, that</i>), • use some relative adverbs (e.g., <i>where, when, why</i>), • use some prepositional phrases • produce and expand simple and compound sentences. 	<ul style="list-style-type: none"> • use relative pronouns (e.g., <i>who, whom, which, that</i>), • use relative adverbs (e.g., <i>where, when, why</i>), • use prepositional phrases • use subordinating conjunctions • produce and expand simple, compound, and a few complex sentences. 	<ul style="list-style-type: none"> • use relative pronouns (e.g., <i>who, whom, which, that</i>), • use relative adverbs (e.g., <i>where, when, why</i>) • use prepositional phrases • use subordinating conjunctions • use the progressive and perfect verb tenses • produce and expand simple, compound, and complex sentences.