# POCONO MOUNTAIN SCHOOL DISTRICT
## READING – GRADE 5
### SCOPE AND SEQUENCE
#### THEME 1: Look Inside
##### STORY: The Hot and Cold Summer
**TIMEFRAME:** Based upon the Harcourt Five Day Plan

<table>
<thead>
<tr>
<th>PA STANDARDS</th>
<th>FOCUS POINT</th>
<th>CLASSROOM RESOURCES</th>
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</table>
| **1.1.5 Learning to Read Independently:** Students apply a wide range of strategies. | **Decoding/Phonics**  
- Syllable pattern: CVC | **Teaching Tools**  
- Teacher’s Edition – Volume 1  
- Student Anthology  
- Vocabulary word cards: authority, souvenir, incredible, vow, commotion, exhausted  
- Audio text 1  
- Intervention Kits  
- Intervention Stations  
- Transparencies: # 1, 2, 3, F, 4, 5, 6, 7, 8  
- Comprehension cards: # 1  
- Harcourt website [www.harcourtschool.com](http://www.harcourtschool.com)  
[www.eharcourt.com](http://www.eharcourt.com) |
| | **Spelling**  
- Words with short vowels |  |
| | **Vocabulary**  
- Story words: authority, souvenir, incredible, vow, commotion, exhausted |  |
| | **Word Study**  
- Word structure  
- Extending vocabulary  
- Word origins  
- Antonyms |  |
| | **Comprehension**  
- Prefixes, suffixes, roots  
- Predictions  
- To use word structure to determine and clarify meaning |  |
| | **Literary Analysis**  
- Hyperbole  
- Illusion  
- Point of view |  |
| | **Narrative Elements**  
- Plot, character and setting  
- Read and understand realistic fiction |  |
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- Point of view |  |
| | **Narrative Elements**  
- Plot, character and setting  
- Read and understand realistic fiction |  |

**Books for All Learners**  
- **Below-Level:** Lonely No More  
- **On – Level:** Goodbye Country, Hello City  
- **Advanced:** Let’s Talk About Parents  
- **ELL:** Mine

**Additional Resources**  
- Skill Practice Book  
- Spelling Practice Book  
- Language Handbook

**Library Books Collection**  
- *Black Stallion* by Walter Farley
### PA STANDARDS

**1.3.5 Reading, Analyzing and Interpreting Literature:** Students read and respond to works of literature.

- **A.** Read, understand, and respond to works from various *genres* of literature.
- **B.** Identify and analyze the characteristics of different *genres* such as poetry, drama and fiction.
- **C.** Compare the use of *literary elements* within and among texts including characters, setting, plot, *theme* and *point of view*.

**1.4.5 Types of Writing:** Students write for different purposes and audiences.

- **A.** Write poems, multi-paragraph stories, and plays.
  - Include detailed descriptions of people, places and things
  - Include *literary elements* and *devices*.

### FOCUS POINT

**Fluency**
- Use dialogue from the text to act out the story

**Genre**
- Realistic fiction

**Narrative Elements**
- Plot, character and setting
- Read and understand realistic fiction

**Writing Process**
- **Voice:** Narrative paragraph

### CLASSROOM RESOURCES

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- **Science:** Exploring native species, Mimosa trees, Create a menu
- **Social Studies:** Exploring countries, Becoming a principal
- **Writing:** Write text for a flyer
- **Music:** Opera
- **Art:** Draw a bird’s –eye view

**Related Poetry**
- *The New Kid* by Mike Makley
### PA STANDARDS

1.5.5 **Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content.

- **A.** Write with a clear **focus**, identifying topic, task and audience.
- **B.** Develop content appropriate for the topic.
  - Gather, organize and select the most effective information appropriate for the topic, task and audience.
  - Write paragraphs that have a topic sentence and supporting details.
- **C.** Organize writing in a logical order.
  - Use appropriate transitions within sentences and between paragraphs.
  - Include an identifiable introduction, body, and conclusion.
- **D.** Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.
  - Include specific details that convey meaning and set a **tone**.
- **E.** Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.
- **F.** Use grade appropriate **conventions of language** when writing and editing.
  - Spell common, frequently used words correctly.
  - Use capital letters correctly.
  - Punctuate correctly.
  - Use correct grammar and sentence formation.

### FOCUS POINT

#### Writing Process
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

#### Grammar
- Declarative and Interrogative sentence
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<td><strong>1.6.5 Speaking and Listening:</strong> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</td>
<td>Speaking</td>
<td></td>
</tr>
<tr>
<td>A. Listen critically and respond to others in small and large group situations.</td>
<td>- Telephone dialogue – to ask questions that seek information and to provide answers</td>
<td></td>
</tr>
<tr>
<td>- Respond with grade level appropriate questions, ideas, information, or opinions.</td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.</td>
<td>- To determine important details</td>
<td></td>
</tr>
<tr>
<td><strong>1.8.5 Research:</strong> Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.</td>
<td>Inquiry Project</td>
<td></td>
</tr>
<tr>
<td>A. Explain an inquiry-based process in seeking knowledge.</td>
<td>- Brainstorm topics from the text and choose one for a project</td>
<td></td>
</tr>
<tr>
<td>B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.</td>
<td>Book Parts</td>
<td></td>
</tr>
<tr>
<td>C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.</td>
<td>- Identify nonfiction book parts and the information they provide</td>
<td></td>
</tr>
</tbody>
</table>
## PA Standards

**1.9.5 Information, Communication, and Literacy Technology:** Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

<table>
<thead>
<tr>
<th>Focus Point</th>
<th>Classroom Resources</th>
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<tbody>
<tr>
<td><strong>Online Search</strong></td>
<td>Use technology resources to research birds and mammals</td>
</tr>
</tbody>
</table>

### PA STANDARDS

A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.

B. Understand and evaluate media as a source of information and entertainment.

### TIMEFRAME: Based upon the Harcourt Five Day Plan

**STORY: The Hot and Cold Summer**
**cp: 1.1.5 Learning to Read Independently**: Students apply a wide range of strategies.

- **A.** Identify the author’s purpose and type, using grade level text.
- **B.** Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
- **C.** Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
- **D.** Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
- **E.** Demonstrate an appropriate rate of silent reading based upon grade level texts.

### Decoding/Phonics
- Syllables: CVCe and CVVC

### Spelling
- Words with long a, e, and i

### Vocabulary
- Story words: tread, moss, sternly, compose, exaggerate, quiver

### Word Study
- Prefixes, suffixes, and roots
- Homophones
- Homographs

### Identify and use Narrative Elements
- Character, plot, setting
- Identify the main problem or conflict of the plot and explain how it is resolved

### Comprehension
- Create mental images

### Literary Analysis
- Onomatopoeia
- Similes

### Fluency
- Reread and dramatize scenes from text

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**Teaching Tools**
- Teacher’s Edition – Volume 1
- Student Anthology
- Vocabulary word cards: tread, moss, sternly, compose, exaggerate, quiver
- Audio text 1
- Intervention Kits
- Intervention Stations
- Transparencies:
  - # 11, 12, 13, E, 14, 15, 16, 17, 18
- Comprehension cards: # 2
- Harcourt website
  - www.harcourtschool.com
  - www.eharcour.com

### Books for All Learners
- **Below-Level**: Fire From Ice
- **On – Level**: Lewis Arrow and the Bull’s Eye
- **Advanced**: Having a Great Time (Really!) at Camp Resolve
- **ELL**: The Test

### Additional Resources
- Skill Practice Book
- Spelling Practice Book
- Language Handbook

### Library Books Collection
- Sees Behind Trees by Michael Dorris
### PA Standards

**1.3.5 Reading, Analyzing and Interpreting Literature:** Students read and respond to works of literature.

- **A.** Read, understand, and respond to works from various genres of literature.
- **B.** Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
- **C.** Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.

**1.4.5 Types of Writing:** Students write for different purposes and audiences.

- **B.** Write poems, multi-paragraph stories, and plays.
  - Include detailed descriptions of people, places and things
  - Include literary elements and devices.

### FOcus Point

**Genre**
- Historical Fiction

**Narrative Elements**
- Plot, character, setting
- Read and understand historical fiction

**Writing Process**
- Voice: Descriptive Paragraph
- Write sentences (poetry)

### Classroom Resources

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- **Science:** Record observations, Photosynthesis, Air currents
- **Social Studies:** Dwelling descriptions, Names
1.5.5 **Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content.

A. Write with a clear **focus**, identifying topic, task and audience.

B. Develop content appropriate for the topic.
   - Gather, organize and select the most effective information appropriate for the topic, task and audience.
   - Write paragraphs that have a topic sentence and supporting details.

C. Organize writing in a logical order.
   - Use appropriate transitions within sentences and between paragraphs.
   - Include an identifiable introduction, body, and conclusion.

D. Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.
   - Include specific details that convey meaning and set a **tone**.

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

F. Use grade appropriate **conventions of language** when writing and editing.
   - Spell common, frequently used words correctly.
   - Use capital letters correctly.
   - Punctuate correctly.
   - Use correct grammar and sentence formation.

**Writing Process**
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

**Grammar**
- Imperative and exclamatory sentences
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<td><strong>1.6.5 Speaking and Listening:</strong> Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</td>
<td>Speaking</td>
<td>To use expressive words to convey meaning</td>
</tr>
</tbody>
</table>
| A. Listen critically and respond to others in small and large group situations.  
  - Respond with grade level appropriate questions, ideas, information, or opinions. | Listening | To identify effective use of words |
| B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations. | Inquiry Project | To select a focus for an inquiry project |
| **1.8.5 Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions. |              |                     |
| A. Explain an inquiry-based process in seeking knowledge. |              |                     |
| B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies. |              |                     |
| C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources. |              |                     |
### PA STANDARDS

**1.9.5 Information, Communication, and Literacy Technology:** Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.

B. Understand and evaluate media as a source of information and entertainment.

### FOCUS POINT

**Information Search**
- To use technology resources to research nearsightedness

### CLASSROOM RESOURCES
### POCONO MOUNTAIN SCHOOL DISTRICT
### READING – GRADE 5
### SCOPE AND SEQUENCE
### THEME 1: Look Inside
### STORY: Yang the Third and Her Impossible Family

**TIMEFRAME:** Based upon the Harcourt Five Day Plan

#### PA STANDARDS

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<td>B. Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.</td>
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<td>C. Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.</td>
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<td>D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.</td>
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<td>E. Demonstrate an appropriate rate of silent reading based upon grade level texts.</td>
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<tr>
<th><strong>Decoding/Phonics</strong></th>
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<tr>
<td>• Syllable pattern: vv</td>
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<table>
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<tr>
<th><strong>Spelling</strong></th>
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<tbody>
<tr>
<td>• Words with long o and long u</td>
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<thead>
<tr>
<th><strong>Vocabulary</strong></th>
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<tbody>
<tr>
<td>• Story words: accompanist, accompaniment, audition, grimaced, simultaneously, sonata</td>
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<table>
<thead>
<tr>
<th><strong>Word Study</strong></th>
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<tbody>
<tr>
<td>• Word origins</td>
</tr>
<tr>
<td>• Analogies</td>
</tr>
<tr>
<td>• Prefix, suffix, roots</td>
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<thead>
<tr>
<th><strong>Comprehension</strong></th>
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</thead>
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<tr>
<td>• Self-questioning</td>
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<tr>
<th><strong>Literary Analysis</strong></th>
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<tr>
<td>• Character as narrator</td>
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<tr>
<td>• Mood</td>
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<table>
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<tr>
<th><strong>Narrative Elements</strong></th>
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</thead>
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<tr>
<td>• Plot, setting, character</td>
</tr>
<tr>
<td>• Read and understand realistic fiction</td>
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<table>
<thead>
<tr>
<th><strong>Fluency</strong></th>
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<tbody>
<tr>
<td>• Readers Theatre</td>
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#### CLASSROOM RESOURCES

- **Teaching Tools**
  - Teacher’s Edition – Volume 1
  - Student Anthology
  - Vocabulary word cards: accompanist, accompaniment, audition, grimaced, simultaneously, sonata
  - Audio text 1
  - Intervention Kits
  - Intervention Stations
  - Transparencies: # 21, 22, 23, D, 24, 25, 26, 27
  - Comprehension cards: # 3
  - Harcourt website
    - www.harcourtschool.com
    - www.eharcour.com

- **Books for All Learners**
  - **Below-Level:** Kwan’s Big Performance
  - **On – Level:** Strings Around the World
  - **Advanced:** Lani’s Concert
  - **ELL:** Are We Having Fun Yet?

- **Additional Resources**
  - Skill Practice Book
  - Spelling Practice Book
  - Language Handbook
### PA STANDARDS

#### 1.3.5 Reading, Analyzing and Interpreting Literature:

Students read and respond to works of literature.

- **A.** Read, understand, and respond to works from various genres of literature.
- **B.** Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
- **C.** Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.

#### 1.4.5 Types of Writing:

Students write for different purposes and audiences.

- **A.** Write poems, multi-paragraph stories, and plays.
  - Include detailed descriptions of people, places and things
  - Include literary elements and devices.

### FOCUS POINT

#### Genre

- Realistic Fiction

#### Narrative Elements

- Plot, setting, character
- Read and understand realistic fiction

#### Writing Process

- Expressive Writing: Realistic Story

### CLASSROOM RESOURCES

#### Assessment

- End of selection test

#### CD-ROM

- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

#### Cross Curricular Integration

- **Social Studies:** Native Americans in the Seattle area. Create a timeline.
- **Writing:** Write an advice column for each character.
- **Music:** Classical composers, Brahms and Chamber music, Sound and pitch. Diagram a musical instrument.

#### Related Poetry

- **Music Lesson**

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**STORY: Yang the Third and Her Impossible Family**

**TIMEFRAME:** Based upon the Harcourt Five Day Plan
### PA Standards

1.5.5 Quality of Writing: Students write clear and focused text to convey a well-defined perspective and appropriate content.

| A. Write with a clear **focus**, identifying topic, task and audience. |
| B. Develop content appropriate for the topic. |
| C. Organize writing in a logical order. |
| D. Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**. |
| E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary. |
| F. Use grade appropriate **conventions of language** when writing and editing. |

**Grammar**

- Complete and Simple Predicates

### Focus Point

**Writer's Process**

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)
### PA STANDARDS

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

- A. Listen critically and respond to others in small and large group situations.
  - Respond with grade level appropriate questions, ideas, information, or opinions.
- B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

**1.8.5 Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

- A. Explain an inquiry-based process in seeking knowledge.
- B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
- C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

### TIMEFRAME:
Based upon the Harcourt Five Day Plan

### STORY: Yang the Third and Her Impossible Family

#### FOCUS POINT

- **Speaking**
  - Prepare and present a realistic story
- **Listening**
  - Identify details in an oral presentation
- **Inquiry Project**
  - Brainstorm topics from the text and choose one for a project}

### CLASSROOM RESOURCES
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- Use technology resources to learn more about a musical form |  

**Online Search**  
- Use technology resources to learn more about a musical form |
# POCONO MOUNTAIN SCHOOL DISTRICT
## READING – GRADE 5
### SCOPE AND SEQUENCE
#### THEME 1: Look Inside
#### STORY: Dear Mrs. Parks

**TIMEFRAME:** Based upon the Harcourt Five Day Plan

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  - Vowels before - r | **Teaching Tools**  
  - Teacher’s Edition – Volume 1  
  - Student Anthology  
  - Vocabulary word cards: correspondence, ridiculed, potential, dignity, inspire, counsel, mentor |
| A. Identify the author’s purpose and type, using grade level text. | **Spelling**  
  - Vowels before r | **Audio text**  
  - Intervention Kits  
  - Intervention Stations  
  - Transparencies: #30, 31, 32, F, 33, 34, 35, 36,  
  - Comprehension cards: #4  
  - Harcourt website  
  - www.harcourtschool.com  
  - www.eharcourt.com |
| B. Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading. | **Vocabulary**  
  - Story words: correspondence, ridiculed, potential, dignity, inspire, counsel, mentor |  
| C. Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary. | **Word Study**  
  - Word origins  
  - Decoding familiar patterns |  
| D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations. | **Narrative Elements**  
  - Read and understand letters  
  - Evaluating and making judgments about fiction and nonfiction  
  - To analyze the organizational structure of text |  
| E. Demonstrate an appropriate rate of silent reading based upon grade level texts. | **Comprehension**  
  - Make judgments | Books for All Learners  
  - Below-Level: Dear Grandma  
  - On – Level: Making a Difference  
  - Advanced: The Story of Rosa Parks  
  - ELL: What You Can Learn, What You Can Do |
| | **Literary Analysis**  
  - Point of View | Additional Resources  
  - Skill Practice Book  
  - Spelling Practice Book  
  - Language Handbook |
| | **Fluency**  
  - Role-Play the young people writing to Mrs. Parks | Library Books Collection  
  - Sees Behind Trees by Michael Dorris |
| | | Assessment  
  - End of selection test |
# PA Standards

### 1.3.5 Reading, Analyzing and Interpreting Literature

Students read and respond to works of literature.

- **A.** Read, understand, and respond to works from various genres of literature.
- **B.** Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
- **C.** Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.

### 1.4.5 Types of Writing

Students write for different purposes and audiences.

- **A.** Write poems, multi-paragraph stories, and plays.
  - Include detailed descriptions of people, places and things
  - Include literary elements and devices

---

### Focus Point

**Genre**
- Letters

**Narrative Elements**
- Evaluating and making judgments
- Read and understand letters
- Point of view

**Writing Process**
- Expressive Writing: Personal narrative
- Write an anecdotal

---

### Classroom Resources

**Library Books Collection**
- Sees Behind Trees by Michael Dorris

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- **Science:** Illustrating women’s contributions in science, Design an experiment
- **Social Studies:** Bill of Rights
- **Math:** Area, time period
### PA STANDARDS

**1.5.5 Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content.

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<tr>
<th>A.</th>
<th>Write with a clear <strong>focus</strong>, identifying topic, task and audience.</th>
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<tr>
<td>B. Develop content appropriate for the topic.</td>
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</tr>
<tr>
<td>• Gather, organize and select the most effective information appropriate for the topic, task and audience.</td>
<td></td>
</tr>
<tr>
<td>• Write paragraphs that have a topic sentence and supporting details.</td>
<td></td>
</tr>
<tr>
<td>C. Organize writing in a logical order.</td>
<td></td>
</tr>
<tr>
<td>• Use appropriate transitions within sentences and between paragraphs.</td>
<td></td>
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<tr>
<td>• Include an identifiable introduction, body, and conclusion</td>
<td></td>
</tr>
<tr>
<td>D. Write with an understanding of <strong>style</strong>, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create <strong>voice</strong>.</td>
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<tr>
<td>• Include specific details that convey meaning and set a <strong>tone</strong>.</td>
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<tr>
<td>E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.</td>
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<tr>
<td>F. Use grade appropriate <strong>conventions of language</strong> when writing and editing.</td>
<td></td>
</tr>
<tr>
<td>• Spell common, frequently used words correctly.</td>
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<tr>
<td>• Use capital letters correctly.</td>
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<tr>
<td>• Punctuate correctly.</td>
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<tr>
<td>• Use correct grammar and sentence formation.</td>
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</tr>
</tbody>
</table>

### FOCUS POINT

**Writing Process**
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

**Grammar**
- Complete and Simple Predicates
### PA STANDARDS

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

- **A.** Listen critically and respond to others in small and large group situations.
  - Respond with grade level appropriate questions, ideas, information, or opinions.

- **B.** Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

**1.8.5 Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

- **A.** Explain an inquiry-based process in seeking knowledge.

- **B.** Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.

- **C.** Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

---

### TIMEFRAME

Based upon the Harcourt Five Day Plan

---

### FOCUS POINT

**Speaking**

- Giving a speech
- Use facts, details, and personal feelings to engage listeners

**Listening**

- Understand a speaker’s personal experience and feelings

**Inquiry Project**

- Brainstorm topics from the text and choose one for a project

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### CLASSROOM RESOURCES
# PA STANDARDS

**1.9.5 Information, Communication, and Literacy Technology:** Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

- **A.** Use media and technology resources for problem solving, self-directed learning and expanded learning activities.
- **B.** Understand and evaluate media as a source of information and entertainment.

## FOCUS POINT

**Online Search**
- Use technology resources to research a person in the civil rights movement

## CLASSROOM RESOURCES
POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 5
SCOPE AND SEQUENCE
THEME 1: Look Inside
STORY: Elena
TIMEFRAME: Based upon the Harcourt Five Day Plan

<table>
<thead>
<tr>
<th>PA STANDARDS</th>
<th>FOCUS POINT</th>
<th>CLASSROOM RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1.5 Learning to Read Independently</strong>: Students apply a wide range of strategies.</td>
<td><strong>Decoding/Phonics</strong>&lt;br&gt;• Syllable pattern: VCV and VCCV&lt;br&gt;<strong>Spelling</strong>&lt;br&gt;• Words with /s/, /z/, and /sh/</td>
<td><strong>Teaching Tools</strong>&lt;br&gt;• Teacher’s Edition – Volume 1&lt;br&gt;• Student Anthology&lt;br&gt;• Vocabulary word cards: ravine, plunged, condolences, revolution, determination, mocking&lt;br&gt;• Audio text 1&lt;br&gt;• Intervention Kits&lt;br&gt;• Intervention Stations&lt;br&gt;• Transparencies: # 39, 40, 41, D, 42, 43, 44, 45&lt;br&gt;• Comprehension cards: # 5&lt;br&gt;• Harcourt website <a href="http://www.harcourtschool.com">www.harcourtschool.com</a>&lt;br&gt;www.eharcourt.com</td>
</tr>
<tr>
<td>A. Identify the author’s purpose and type, using grade level text.</td>
<td><strong>Vocabulary</strong>&lt;br&gt;• Story words: ravine, plunged, condolences, revolution, determination, mocking</td>
<td><strong>Books for All Learners</strong>&lt;br&gt;• Below-Level: Estrella, Shining Brightly&lt;br&gt;• On – Level: Downstream Crossing&lt;br&gt;• Advanced: Vaquero, the Cowboy&lt;br&gt;• ELL: Homework</td>
</tr>
<tr>
<td>B. Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.</td>
<td><strong>Word Study</strong>&lt;br&gt;• Suffixes&lt;br&gt;• Antonyms</td>
<td><strong>Additional Resources</strong>&lt;br&gt;• Skill Practice Book&lt;br&gt;• Spelling Practice Book&lt;br&gt;• Language Handbook</td>
</tr>
<tr>
<td>C. Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.</td>
<td><strong>Comprehension</strong>&lt;br&gt;• Read ahead to clarify vocabulary and new concepts</td>
<td></td>
</tr>
<tr>
<td>D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.</td>
<td><strong>Narrative Elements</strong>&lt;br&gt;• Plot, character, setting and theme</td>
<td></td>
</tr>
<tr>
<td>E. Demonstrate an appropriate rate of silent reading based upon grade level texts.</td>
<td><strong>Literary Analysis</strong>&lt;br&gt;• Point of view</td>
<td></td>
</tr>
</tbody>
</table>

Decoding/Phonics<br>• Syllable pattern: VCV and VCCV

Spelling<br>• Words with /s/, /z/, and /sh/

Vocabulary<br>• Story words: ravine, plunged, condolences, revolution, determination, mocking

Word Study<br>• Suffixes<br>• Antonyms

Comprehension<br>• Read ahead to clarify vocabulary and new concepts

Narrative Elements<br>• Plot, character, setting and theme

Literary Analysis<br>• Point of view
## PA Standards

**1.3.5 Reading, Analyzing and Interpreting Literature:** Students read and respond to works of literature.

A. Read, understand, and respond to works from various **genres** of literature.

B. Identify and analyze the characteristics of different **genres** such as poetry, drama and fiction.

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

**1.4.5 Types of Writing:** Students write for different purposes and audiences.

C. Write poems, multi-paragraph stories, and plays.
   - Include detailed descriptions of people, places and things
   - Include **literary elements** and devices.

## Focus Point

### Genre
- Historical Fiction

### Narrative Elements
- Plot, setting, character, theme

### Writing Process
- Expressive Writing: Personal narrative

## Classroom Resources

### Library Books Collection
- The Black Stallion by Walter Farley

### Assessment
- End of selection test

### CD-ROM
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

### Cross Curricular Integration
- **Science:** Processes that shape the Earth, Periodic table
- **Social Studies:** Research California’s history, States and capitals, Immigration
- **Math:** Graph
- **Writing:** Diary entry

### Related Poetry
- Mural on Second Avenue
### PA STANDARDS

1.5.5 Quality of Writing: Students write clear and focused text to convey a well-defined perspective and appropriate content.

<table>
<thead>
<tr>
<th>Focus Point</th>
<th>Classroom Resources</th>
</tr>
</thead>
</table>
| Writing Process | - Prewrite and draft  
- Revise and reflect  
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) |
| Grammar | - Compound Subjects and Predicate |
POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 5
SCOPE AND SEQUENCE
THEME 1: Look Inside
STORY: Elena
TIMEFRAME: Based upon the Harcourt Five Day Plan

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<th>PA STANDARDS</th>
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**1.6.5 Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

A. Listen critically and respond to others in small and large group situations.
   - Respond with grade level appropriate questions, ideas, information, or opinions.

B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

**1.8.5 Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

A. Explain an inquiry-based process in seeking knowledge.

B. Conduct inquiry and **research** in self-selected or assigned topics using a variety of teacher-guided media **sources** and strategies.

C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to **sources**.

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<th>CLASSROOM RESOURCES</th>
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**Speaking**
- Orally present a personal narrative

**Listening**
- Listen for sequence of events

**Inquiry Project**
- Brainstorm topics from the text and choose one for a project
<table>
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<th>PA STANDARDS</th>
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</table>
| 1.9.5 Information, Communication, and Literacy Technology: Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes. | Online Search  
- Use technology resources to learn more about the Mexican Revolution of 1910 | |

A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.

B. Understand and evaluate media as a source of information and entertainment.
POCONO MOUNTAIN SCHOOL DISTRICT  
READING – GRADE 5  
SCOPE AND SEQUENCE  
THEME 2: Team Work  
STORY: We’ll Never Forget You, Roberto Clemente  
TIMEFRAME: Based upon the Harcourt Five Day Plan

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</table>
| **1.1.5 Learning to Read Independently:** Students apply a wide range of strategies. | **Decoding/Phonics**  
- Letter patterns: /zhər/ and /chər/  
**Spelling**  
- Endings /zhər/ and /chər/  
**Vocabulary**  
- Story words: lineup, ace, error, artificial, control tower, dedicated  
**Word Study**  
- Compound words  
- Multiple meaning words  
**Comprehension**  
- Draw conclusions  
- Make judgments  
**Narrative Elements**  
- Text structure and format  
**Fluency**  
- Read story independently  
- Adjust reading rate  | **Teaching Tools**  
- Teacher’s Edition – Volume 2  
- Student anthology  
- Vocabulary word cards: lineup, ace, error, artificial, control tower, dedicated  
- Audio text 2  
- Intervention kits  
- Intervention Stations  
- Transparencies: # 48, 49, 50, 51, 52, 53, 54, G  
- Comprehension cards: # 6  
- Harcourt website  
  www.harcourtschool.com  
  www.eharcourt.com  
**Books for All Learners**  
- **Below-Level:** The 3,000th Hit  
- **On–Level:** The Helping Hands Baseball Team  
- **Advanced:** Baseball from Soaking to Satchel  
- **ELL:** The Fair  
**Additional Resources**  
- Skill Practice Book  
- Spelling Practice Book  
- Language Handbook  |
POCONO MOUNTAIN SCHOOL DISTRICT  
READING – GRADE 5  
SCOPE AND SEQUENCE  
THEME 2: Team Work  
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</table>
| 1.2.5 Reading, Analyzing and Interpreting Text: Students read, understand, and respond to informational text. | **Comprehension**  
- Draw conclusions  
- Make judgments  

**Genre**  
- Biography  

**Comprehension**  
- To read and understand a biography; to compare biography with nonfiction | **Library Books Collection**  
- Baseball in the Barrios by Henry Horenstein  

**Assessment**  
- End of selection test  

**CD-ROM**  
- Mission Comprehension  
- Media Literacy and Communication  
- Grammar Jingles  
- Writing Express  
- Reading and Language Skills  

**Cross Curricular Integration**  
- **Science**: Identifying earthquake zones  
- **Social Studies**: States and capitals, Baseball cities  
- **Math**: Baseball card stats, Problem solving, Create a game  
- **Writing**: Write a statement of opinion  

**Related Poetry**  
- Casey at the Bat by Ernest Lawrence Thayer  |

A. Evaluate text organization and content to determine the author’s purpose and effectiveness.  
C. Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.  
D. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.

1.3.5 Reading, Analyzing and Interpreting Literature: Students read and respond to works of literature.  
A. Read, understand, and respond to works from various genres of literature.  
B. Identify and analyze the characteristics of different genres such as poetry, drama and fiction.  
C. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.
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<tr>
<td><strong>1.4.5 Types of Writing:</strong> Students write for different purposes and audiences.</td>
<td><strong>Writing Process</strong>&lt;br&gt;• Effective paragraphs: paragraph of information</td>
<td><strong>Writing Process</strong>&lt;br&gt;• Prewrite and draft&lt;br&gt;• Revise and reflect&lt;br&gt;• Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)</td>
</tr>
<tr>
<td>B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).&lt;br&gt;• Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).</td>
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<td><strong>1.5.5 Quality of Writing:</strong> Students write clear and focused text to convey a well-defined perspective and appropriate content.</td>
<td></td>
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<tr>
<td>A. Write with a clear <strong>focus</strong>, identifying topic, task and audience.&lt;br&gt;B. Develop content appropriate for the topic.&lt;br&gt;• Gather, organize and select the most effective information appropriate for the topic, task and audience.&lt;br&gt;• Write paragraphs that have a topic sentence and supporting details.&lt;br&gt;C. Organize writing in a logical order.&lt;br&gt;• Use appropriate transitions within sentences and between paragraphs.&lt;br&gt;• Include an identifiable introduction, body, and conclusion</td>
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</tbody>
</table>
# POCONO MOUNTAIN SCHOOL DISTRICT
**READING – GRADE 5**
**SCOPE AND SEQUENCE**
**THEME 2: Team Work**

**STORY:** We’ll Never Forget You, Roberto Clemente

**TIMEFRAME:** Based upon the Harcourt Five Day Plan

<table>
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</table>
| **D.** Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.  
  - Include specific details that convey meaning and set a **tone**.  
| **E.** Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.  
| **F.** Use grade appropriate **conventions of language** when writing and editing.  
  - Spell common, frequently used words correctly.  
  - Use capital letters correctly.  
  - Punctuate correctly.  
  - Use correct grammar and sentence formation.  | **Grammar**  
  - Simple and compound sentences  | **Grammar**  
  - Simple and compound sentences |

**Listening**  
- Identify important facts and details

**Speaking**  
- Present information to the audience

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

**A.** Listen critically and respond to others in small and large group situations.  
  - Respond with grade level appropriate questions, ideas, information, or opinions.  
**B.** Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.
### Theme 2: Team Work

**Story:** We’ll Never Forget You, Roberto Clemente

**Timeframe:** Based upon the Harcourt Five Day Plan

### PA Standards

**1.8.5 Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

- D. Explain an inquiry-based process in seeking knowledge.
- E. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
- F. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

**1.9.5 Information, Communication, and Literacy Technology:** Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

- A. Use media and technology resources for problem solving, self-directed learning, and extended learning activities.
- B. Understand and evaluate media as a source of information and entertainment.

### Focus Point

- **Inquiry Project**
  - Select a focus for an inquiry project

### Classroom Resources

- **Information Search**
  - Use technology resources to research the origins of baseball
### PA STANDARDS

**1.1.5 Learning to Read Independently:** Students apply a wide range of strategies.

| A. | Identify the author’s purpose and type, using grade level text. |
| B. | Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading. |
| C. | Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary. |
| D. | Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations. |
| E. | Demonstrate an appropriate rate of silent reading based upon grade level texts. |

### FOCUS POINT

| Decoding/Phonics | Word structure: root word + inflection |
| Spelling | Words ending in –ed and -ing |
| Vocabulary | Story words: entrusted, plodded, assured, bountiful, destiny, diligence |
| Word Study | Synonyms and antonyms |
| Descriptive words |
| Comprehension | Summarize and paraphrase |
| Use context to confirm meaning |
| Create mental images |
| Make and confirm predictions |
| Literary Analysis | Figurative language |
| Folk Tales |
| Fluency | Read the story independently |
| Reread for fluency |

### CLASSROOM RESOURCES

**Teaching Tools**
- Teacher’s Edition – Volume 2
- Student Anthology
- Vocabulary word cards: entrusted, plodded, assured, bountiful, destiny, diligence
- Audio text 2
- Intervention Kits
- Intervention Stations
- Transparencies: # 57, 58, 59, 60, 61, 62, 63, 64, A
- Comprehension cards: # 7
- Harcourt website [www.harcourtschool.com](http://www.harcourtschool.com) [www.eharcour.com](http://www.eharcour.com)

**Books for All Learners**
- **Below-Level:** Colorful Characters in American Tall Tales
- **On – Level:** The Red and Blue Hat
- **Advanced:** Why Geese Fly in Teams
- **ELL:** Together We Can Do It

**Additional Resources**
- Skill Practice Book
- Spelling Practice Book
- Language Handbook
# Theme 2: Team Work

**Story:** Folk Tales from Asia

**Timeframe:** Based upon the Harcourt Five Day Plan

## PA Standards

### 1.2.5 Reading, Analyzing and Interpreting Text:

- **FOCUS POINT**

  **Comprehension**
  - Summarize the main points of a story
  - Draw conclusions
  - Cause and effect

### 1.3.5 Reading, Analyzing and Interpreting Literature:

- **FOCUS POINT**

  **Genre**
  - Folk Tale

  **Comprehension**
  - Read and understand Folk Tales

  **Literary Devices**
  - Figurative Language:
    - Hyperbole, Simile, Metaphor, and Personification

## Classroom Resources

<table>
<thead>
<tr>
<th>Library Books Collection</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Tarantula in My Purse and 172 other Wild Pets by Jean Craighead George</td>
<td>End of selection test</td>
</tr>
</tbody>
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<th>CD-ROM</th>
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<tr>
<td>Mission Comprehension</td>
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<td>Reading and Language Skills</td>
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</table>

**Cross Curricular Integration**

- **Science:** Study the moon, Sun and Earth, Our Solar System
- **Social Studies:** Research Native American Folk Tales, Rice
### PA STANDARDS

**1.4.5 Types of Writing:** Students write for different purposes and audiences.

B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
   - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

**1.5.5 Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content.

A. Write with a clear **focus**, identifying topic, task and audience.
B. Develop content appropriate for the topic.
   - Gather, organize and select the most effective information appropriate for the topic, task and audience.
   - Write paragraphs that have a topic sentence and supporting details.
C. Organize writing in a logical order.
   - Use appropriate transitions within sentences and between paragraphs.
   - Include an identifiable introduction, body, and conclusion.
D. Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.
   - Include specific details that convey meaning and set a **tone**.
E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

### FOCUS POINT

**Writing Process**
- Effective Paragraphs: How-to Paragraph

### CLASSROOM RESOURCES

**Writing Process**
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)
F. Use grade appropriate conventions of language when writing and editing.
   - Spell common, frequently used words correctly.
   - Use capital letters correctly.
   - Punctuate correctly.
   - Use correct grammar and sentence formation.

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

A. Listen critically and respond to others in small and large group situations.
   - Respond with grade level appropriate questions, ideas, information, or opinions.

B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.
POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 5
SCOPE AND SEQUENCE
THEME 2: Team Work
STORY: Folk Tales from Asia
TIMEFRAME: Based upon the Harcourt Five Day Plan

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<tr>
<td><strong>1.8.5 Research:</strong> Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.</td>
<td><strong>Inquiry Project</strong>&lt;br&gt;• Select a focus for an inquiry project</td>
<td></td>
</tr>
<tr>
<td>A. Explain an inquiry-based process in seeking knowledge.</td>
<td></td>
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<tr>
<td>B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.</td>
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<tr>
<td>C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.</td>
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<tr>
<td><strong>1.9.5 Information, Communication, and Literacy Technology:</strong> Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.</td>
<td><strong>Information Search</strong>&lt;br&gt;• Research folk tales from a country of your choice</td>
<td></td>
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<tr>
<td>A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.</td>
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<td>B. Understand and evaluate media as a source of information and entertainment.</td>
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### PA STANDARDS

1.1.5 **Learning to Read Independently:** Students apply a wide range of strategies.

A. Identify the author’s purpose and type, using grade level text.
B. Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
C. Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
E. Demonstrate an appropriate rate of silent reading based upon grade level texts.

### FOCUS POINT

- **Decoding/Phonics**
  - Syllables: Unaccented syllables (schwa)

- **Spelling**
  - Unstressed endings /ən/ and /ər/

- **Vocabulary**
  - Story words: headquarters, positions, handlers, tangle, pace

- **Word Study**
  - Homographs
  - Multiple meaning words

- **Comprehension**
  - Draw conclusions
  - Summarize and paraphrase

- **Literary Analysis**
  - Idioms

- **Fluency**
  - Read story independently
  - Adjust reading rate

### CLASSROOM RESOURCES

**Teaching Tools**
- Teacher’s Edition – Volume 2
- Student anthology
- Vocabulary word cards: headquarters, positions, handlers, tangle, pace
- Audio text 2
- Intervention kits
- Intervention Stations
- Transparencies: # 67, 68, 69, 70, 71, 72, 73, 74, G
- Comprehension cards: # 8
- Harcourt website [www.harcourtschool.com](http://www.harcourtschool.com) [www.eharcour.com](http://www.eharcour.com)

**Books for All Learners**
- **Below-Level:** Adventure in Alaska
- **On – Level:** Traveling Around Alaska
- **Advanced:** The Legend of Artic Ice
- **ELL:** Race the Wind

**Additional Resources**
- Skill Practice Book
- Spelling Practice Book
- Language Handbook
### PA STANDARDS

#### 1.2.5 Reading, Analyzing and Interpreting Text:
Students read, understand, and respond to informational text.

- **A.** Evaluate text organization and content to determine the author’s purpose and effectiveness.
- **B.** Differentiate fact from opinion across multiple texts.
- **C.** Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.
- **D.** Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
- **E.** Read, understand, and respond to essential content of text and documents in all academic areas.

#### 1.3.5 Reading, Analyzing and Interpreting Literature:
Students read and respond to works of literature.

- **E.** Read, understand, and respond to works from various genres of literature.
- **F.** Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
- **G.** Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.

### FOCUS POINT

**Comprehension**
- Draw conclusions
- Determine main points of a passage and restate the passage in a different way

**Genre**
- Nonfiction

### CLASSROOM RESOURCES

**Library Books Collection**
- The Tarantula in My Purse and 172 Other Wild Pets by Jean Craighead George

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- **Science:** Cold weather clothing, the structure of water, Compare temperature scales
- **Social Studies:** Globes and maps, Draw a landmark
- **Art:** Make a collage
**PA STANDARDS**

<table>
<thead>
<tr>
<th>1.4.5 Types of Writing:</th>
<th>Students write for different purposes and audiences.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).</td>
<td>Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).</td>
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<th>1.5.5 Quality of Writing:</th>
<th>Students write clear and focused text to convey a well-defined perspective and appropriate content.</th>
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<tr>
<td>A. Write with a clear focus, identifying topic, task and audience.</td>
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<tr>
<td>B. Develop content appropriate for the topic.</td>
<td>Gather, organize and select the most effective information appropriate for the topic, task and audience. Write paragraphs that have a topic sentence and supporting details.</td>
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<tr>
<td>C. Organize writing in a logical order.</td>
<td>Use appropriate transitions within sentences and between paragraphs. Include an identifiable introduction, body, and conclusion.</td>
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<td>D. Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create voice.</td>
<td>Include specific details that convey meaning and set a tone.</td>
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</tbody>
</table>

**FOCUS POINT**

| Writing Process | Expository Writing: Summary |

**CLASSROOM RESOURCES**

| Writing Process | Prewrite and draft, Revise and reflect, Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) |
**E.** Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

**F.** Use grade appropriate *conventions of language* when writing and editing.
- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

### 1.6.5 Speaking and Listening:

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

**A.** Listen critically and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information, or opinions.

**B.** Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.
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<tr>
<th>PA STANDARDS</th>
<th>CLASSROOM RESOURCES</th>
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<tbody>
<tr>
<td><strong>1.8.5 Research:</strong> Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.</td>
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</tr>
<tr>
<td>A. Explain an inquiry-based process in seeking knowledge.</td>
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<tr>
<td>B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.</td>
<td>Inquiry Project</td>
</tr>
<tr>
<td>C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.</td>
<td></td>
</tr>
<tr>
<td><strong>1.9.5 Information, Communication, and Literacy Technology:</strong> Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.</td>
<td>Information Search</td>
</tr>
<tr>
<td>A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.</td>
<td></td>
</tr>
<tr>
<td>B. Understand and evaluate media as a source of information and entertainment.</td>
<td></td>
</tr>
</tbody>
</table>

**FOCUS POINT**

- Inquiry Project
  - Choose a focus for an inquiry project

- Information Search
  - Use technology resources to research Alaska’s major geographical features
### PA STANDARDS

1.1.5 Learning to Read Independently: Students apply a wide range of strategies.

- **A.** Identify the author’s purpose and type, using grade level text.
- **B.** Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
- **C.** Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
- **D.** Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
- **E.** Demonstrate an appropriate rate of silent reading based upon grade level texts.

### FOCUS POINT

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<tr>
<th>Decoding/Phonics</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Syllable: Consonant -le</td>
<td>• Unstressed ending /əl/</td>
</tr>
</tbody>
</table>

**Vocabulary**

- Story words: resembled, retired, snort, harness, disengage, bulk, pointedly

**Word Study**

- Analogies
- Antonyms

**Comprehension**

- Summarize and paraphrase
- Read to clarify

**Fluency**

- Read the story independently
- Reread for fluency

### CLASSROOM RESOURCES

**Teaching Tools**

- Teacher’s Edition – Volume 2
- Student Anthology
- Vocabulary word cards: resembled, retired, snort, harness, disengage, bulk, pointedly
- Audio text 2
- Intervention Kits
- Intervention Stations
- Transparencies: # 77, 78, 79, 80A, 80B, 81, 82, 83, E
- Comprehension cards: # 9
- Harcourt website [www.harcourtschool.com](http://www.harcourtschool.com) [www.eharcour.com](http://www.eharcour.com)

**Books for All Learners**

- **Below-Level:** Friends in Need
- **On – Level:** Animal Helpers
- **Advanced:** Klondy and the Wolf Dog
- **ELL:** Good Dog

**Additional Resources**

- Skill Practice Book
- Spelling Practice Book
- Language Handbook
POCONO MOUNTAIN SCHOOL DISTRICT  
READING – GRADE 5 
SCOPE AND SEQUENCE  
THEME 2: Team Work  
STORY: Woodsong  
TIMEFRAME: Based upon the Harcourt Five Day Plan

### PA STANDARDS

**1.2.5 Reading, Analyzing and Interpreting Text:** Students read, understand, and respond to informational text.

- **A.** Evaluate text organization and content to determine the author’s purpose and effectiveness.
- **B.** Differentiate fact from opinion across multiple texts.
- **C.** Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.
- **D.** Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
- **E.** Read, understand, and respond to essential content of text and documents in all academic areas.

**1.3.5 Reading, Analyzing and Interpreting Literature:** Students read and respond to works of literature.

- **A.** Read, understand, and respond to works from various genres of literature.
- **B.** Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
- **C.** Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.
- **D.** Describe how the author uses literary devices to convey meaning (e.g., personification, simile, alliteration, symbolism, metaphor).

### FOCUS POINT

**Comprehension**
- Summarize and paraphrase
- Read and understand a personal narrative; compare a personal narrative with nonfiction

**Genre**
- Personal narrative

**Comprehension**
- Read and understand a personal narrative; compare a personal narrative with nonfiction

**Literary Devices**
- Figurative Language

### CLASSROOM RESOURCES

**Library Books Collection**
- *The Tarantula in My Purse and 172 Other Wild Pets* by Jean Craighead George

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- **Science:** Matter, A dogs anatomy, Minnesota weather, Snowstorms
- **Social Studies:** Presentation about Minnesota
- **Writing:** Write an animal story
# POCONO MOUNTAIN SCHOOL DISTRICT
## READING – GRADE 5
### SCOPE AND SEQUENCE
#### THEME 2: Team Work
##### STORY: Woodsong

**TIMEFRAME:** Based upon the Harcourt Five Day Plan

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<th>PA STANDARDS</th>
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**1.4.5 Types of Writing:** Students write for different purposes and audiences.

- **B.** Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
  - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

**1.5.5 Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content.

- **A.** Write with a clear **focus,** identifying topic, task and audience.
- **B.** Develop content appropriate for the topic.
  - Gather, organize and select the most effective information appropriate for the topic, task and audience.
  - Write paragraphs that have a topic sentence and supporting details.
- **C.** Organize writing in a logical order.
  - Use appropriate transitions within sentences and between paragraphs.
  - Include an identifiable introduction, body, and conclusion.
- **D.** Write with an understanding of **style,** using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice.**
  - Include specific details that convey meaning and set a **tone.**
- **E.** Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

---

**Writing Process**
- Expository Writing: How-to Essay

**Writing Process**
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)
POCONO MOUNTAIN SCHOOL DISTRICT  
READING – GRADE 5  
SCOPE AND SEQUENCE  
THEME 2: Team Work  
STORY: Woodsong  
TIMEFRAME: Based upon the Harcourt Five Day Plan

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| F. Use grade appropriate conventions of language when writing and editing.  
  • Spell common, frequently used words correctly.  
  • Use capital letters correctly.  
  • Punctuate correctly.  
  • Use correct grammar and sentence formation. |

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

A. Listen critically and respond to others in small and large group situations.  
• Respond with grade level appropriate questions, ideas, information, or opinions.
B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

Grammar  
• Common and proper nouns  
• Abbreviations

Speaking  
• Select a focus and organizational structure for an oral presentation

Listening  
• Interpret a speaker’s verbal and nonverbal messages

Classroom Resources
### PA STANDARDS

**1.8.5 Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

A. Explain an inquiry-based process in seeking knowledge.
B. Conduct inquiry and **research** in self-selected or assigned topics using a variety of teacher-guided media **sources** and strategies.
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**1.9.5 Information, Communication, and Literacy Technology:** Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.
B. Understand and evaluate media as a source of information and entertainment.

### TIMEFRAME:
Based upon the Harcourt Five Day Plan

### FOCUS POINT

**Inquiry Project**
- Select a focus for an inquiry project

### CLASSROOM RESOURCES

**Information Search**
- Use technology resources to research the Iditarod race
# PA STANDARDS

**1.1.5 Learning to Read Independently:** Students apply a wide range of strategies.

- **A.** Identify the author’s purpose and type, using grade level text.
- **B.** Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
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- **D.** Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
- **E.** Demonstrate an appropriate rate of silent reading based upon grade level texts.

# FOCUS POINT

**Decoding/Phonics**
- Letter patterns: Word endings

**Spelling**
- Plurals

**Vocabulary**
- Story words:
  - overcome, forlorn, pitched, vainer, gorged, abalone, lair

**Word Study**
- Synonyms
- Analogies

**Comprehension**
- Summarize
- Make inferences

**Narrative Elements**
- Recognize and understand plot, character, setting and theme in a work of fiction

**Literary Analysis**
- Figurative Language

**Fluency**
- Read story independently
- Adjust reading rate
- Character response – students assume roles to answer questions while reading actual passages that clarify and support their responses

# CLASSROOM RESOURCES

**Teaching Tools**
- Teacher’s Edition – Volume 2
- Student Anthology
- Vocabulary word cards: overcome, forlorn, pitched, vainer, gorged, abalone, lair
- Audio text 2
- Intervention Kits
- Intervention Stations
- Transparencies: #86, 87, 88, 89, 90, 91, 92, 93, D
- Comprehension cards: #10
- Harcourt website: [www.harcourtschool.com](http://www.harcourtschool.com), [www.eharcour.com](http://www.eharcour.com)

**Books for All Learners**
- **Below-Level:** Shipwreck
- **On – Level:** Rescue at Fox Creek
- **Advanced:** Discovery at Oyster Cove
- **ELL:** Wave Riders

**Additional Resources**
- Skill Practice Book
- Spelling Practice Book
- Language Handbook
### PA STANDARDS

1.2.5 Reading, Analyzing and Interpreting Text:
Students read, understand, and respond to informational text.

- **A.** Evaluate text organization and content to determine the author’s purpose and effectiveness.
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- **D.** Describe how the author uses literary devices to convey meaning (e.g., personification, simile, alliteration, symbolism, metaphor).

### FOCUS POINT

**Comprehension**
- To read and understand classic fiction; to compare classic fiction with poetry

**Genre**
- Historical fiction

**Narrative Elements**
- Recognize and understand the elements of plot, character, setting, and theme in a work of fiction.

**Figurative Language**
- Hyperbole, metaphor, simile, and personification
- Recognize and understand the special meaning of figurative language in context

### CLASSROOM RESOURCES

**Library Books Collection**
- *The Tarantula in My Purse and 172 Other Wild Pets* by Jean Craighead George

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- Science: Wind, waves and Beaufort Scale, Paint a mural
- Social Studies: Mapping a route, The Chumash People, Create a brochure
- Writing: Planning for survival
- Art: Paint a mural
### PA STANDARDS

#### 1.4.5 Types of Writing: Students write for different purposes and audiences.

- Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
  - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

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  - Include an identifiable introduction, body, and conclusion.
- Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.
  - Include specific details that convey meaning and set a **tone**.
- Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

### FOCUS POINT

- **Writing Process**
  - Expository Writing: Essay that explains

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<tr>
<td>Prewrite and draft</td>
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<td>Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)</td>
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### CLASSROOM RESOURCES

<p>| Timeframe: Based upon the Harcourt Five Day Plan |</p>
<table>
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<tr>
<th>STORY: Island of the Blue Dolphins</th>
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### PA STANDARDS

**F.** Use grade appropriate conventions of language when writing and editing.
- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

### 1.6.5 Speaking and Listening:

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

**A.** Listen critically and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information, or opinions.

**B.** Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

### FOCUS POINT

**Grammar**
- Singular and plural nouns

**Speaking**
- Present a speech that makes important ideas and concepts clear

**Listening**
- Identify the topic and important facts and details of a speech

### CLASSROOM RESOURCES
POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 5
SCOPE AND SEQUENCE
THEME 2:
STORY: Island of the Blue Dolphins
TIMEFRAME: Based upon the Harcourt Five Day Plan

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- Select a focus for an inquiry project | |
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B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.  
C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources. |  |
| **1.9.5 Information, Communication, and Literacy Technology:** Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes. | Information Search  
- Use technology resources to research the islands of the Pacific Ocean | |
| A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.  
B. Understand and evaluate media as a source of information and entertainment. |  |
**Classroom Resources**

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<th>PA Standards</th>
<th>FOCUS POINT</th>
<th>Classroom Resources</th>
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<tbody>
<tr>
<td><strong>1.1.5 Learning to Read Independently:</strong> Students apply a wide range of strategies.</td>
<td><strong>Decoding/Phonics</strong></td>
<td><strong>Teaching Tools</strong></td>
</tr>
<tr>
<td>A. Identify the author’s purpose and type, using grade level text.</td>
<td>- Letter patterns: Words with kn, wr, and gn</td>
<td>- Teacher’s Edition – Volume 3</td>
</tr>
<tr>
<td>B. Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.</td>
<td><strong>Spelling</strong></td>
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<td>C. Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.</td>
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<td>- Vocabulary word cards: eons, scurried pondered, multitude, peninsula, plenitude</td>
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<td>- Audio text 3</td>
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<tr>
<td>E. Demonstrate an appropriate rate of silent reading based upon grade level texts.</td>
<td>- Story words: eons, scurried pondered, multitude, peninsula, plenitude</td>
<td>- Intervention Kits</td>
</tr>
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<td><strong>Word Study</strong></td>
<td><strong>Comprehension</strong></td>
<td>- Intervention Stations</td>
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<td>- Synonyms</td>
<td>- Create mental images</td>
<td>- Transparencies: # 96, 97, 98, E, 99, 100A,B, 101, 102, 103</td>
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<tr>
<td>- Analogies</td>
<td>- Summarize and paraphrase</td>
<td>- Comprehension cards: # 11</td>
</tr>
<tr>
<td>- Use prefixes, suffixes, and roots to determine word meaning</td>
<td>- Use text structure and format</td>
<td>- Harcourt website <a href="http://www.harcourtschool.com">www.harcourtschool.com</a> <a href="http://www.eharcourt.com">www.eharcourt.com</a></td>
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<tr>
<td><strong>Literary Analysis</strong></td>
<td><strong>Fluency</strong></td>
<td><strong>Books for All Learners</strong></td>
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<tr>
<td>- Literary forms</td>
<td>- Adjust reading rate</td>
<td>- Below-Level: Exploring the Everglades</td>
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<tr>
<td>- A story within a story</td>
<td>- Read aloud as if performing a play</td>
<td>- On – Level: Alligators and the Everglades</td>
</tr>
<tr>
<td><strong>Additional Resources</strong></td>
<td></td>
<td>- Advanced: Marjory Stoneman Douglas Champion of the Everglades</td>
</tr>
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<td>- Skill Practice Book</td>
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<td>- ELL: Dear Grandma</td>
</tr>
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<td>- Spelling Practice Book</td>
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# POCONO MOUNTAIN SCHOOL DISTRICT
## READING – GRADE 5
### SCOPE AND SEQUENCE
#### THEME 3: A Changing Planet
##### STORY: Everglades
**TIMEFRAME:** Based upon the Harcourt Five Day Plan

### PA STANDARDS

1.2.5 **Reading, Analyzing and Interpreting Text:**
Students read, understand, and respond to informational text.

- A. Evaluate text organization and content to determine the author’s purpose and effectiveness.
- B. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
- C. Read, understand, and respond to essential content of text and documents in all academic areas.

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- D. Describe how the author uses literary devices to convey meaning (e.g., personification, simile, alliteration, symbolism, metaphor).

### FOCUS POINT

**Comprehension**
- Text structure
- Compare texts

**Genre**
- Informational text

**Narrative Elements**
- Text structure
- Literary forms
- Interpreting figurative language

### CLASSROOM RESOURCES

**Library Books Collection**
- Stone Wall Secrets by Kristine and Robert Thorson

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- **Science:** Ferns, Cyclones, Plant and animal cells, Stained glass, Make a diagram of the Everglades life forms
- **Social Studies:** Discover the Seminole Nation, Florida, Conquistadors, Make a poster of the Everglades
- **Math:** Word problems

**Related Poetry**
- The Manatee and the Narwhal
- “Some Rivers” by Frank Asch
- “Safe at Last” by Frank Asch
### PA STANDARDS

**1.4.5 Types of Writing:** Students write for different purposes and audiences.

- C. Write persuasive pieces.
  - Include a clearly stated position or opinion.
  - Include supporting details, citing sources when needed.

**1.5.5 Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content.

- A. Write with a clear **focus**, identifying topic, task and audience.
- B. Develop content appropriate for the topic.
  - Gather, organize and select the most effective information appropriate for the topic, task and audience.
  - Write paragraphs that have a topic sentence and supporting details.
- C. Organize writing in a logical order.
  - Use appropriate transitions within sentences and between paragraphs.
  - Include and identifiable introduction, body, and conclusion.
- D. Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.
  - Include specific details that convey meaning and set a **tone**.
- E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

### TIMEFRAME:
Based upon the Harcourt Five Day Plan

### FOCUS POINT

**Writing Process**
- Development: Review purpose of persuasion

**Writing Process**
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

### CLASSROOM RESOURCES
### PA STANDARDS

**F. Use grade appropriate conventions of language** when writing and editing.
- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

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

#### A. Listen critically and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information, or opinions.

#### B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

### FOCUS POINT

**Grammar**
- Possessive nouns

### CLASSROOM RESOURCES

**Speaking**
- Speak for the purpose of sharing an idea

**Listening**
- Identify the opinion being expressed in a review
### PA STANDARDS

**1.8.5 Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

A. Explain an inquiry-based process in seeking knowledge.
B. Conduct inquiry and **research** in self-selected or assigned topics using a variety of teacher-guided media **sources** and strategies.
C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to **sources**.

**1.9.5 Information, Communication, and Literacy Technology:** Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.
B. Understand and evaluate media as a source of information and entertainment.

### TIMEFRAME:
Based upon the Harcourt Five Day Plan

### FOCUS POINT

- **Inquiry Project**
  - Select a focus for an inquiry project

### CLASSROOM RESOURCES

- **Information Search**
  - Use technology resources to map out routes of early explorers
# POCONO MOUNTAIN SCHOOL DISTRICT
## READING – GRADE 5
### SCOPE AND SEQUENCE
#### THEME 3: A Changing Planet
##### STORY: Summer of Fire
**TIMEFRAME:** Based upon the Harcourt Five Day Plan

### PA STANDARDS

<table>
<thead>
<tr>
<th><strong>1.1.5 Learning to Read Independently:</strong> Students apply a wide range of strategies.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOCUS POINT</strong></td>
</tr>
<tr>
<td><strong>Decoding/ Phonics</strong></td>
</tr>
<tr>
<td>- Word structure: compound words</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
</tr>
<tr>
<td>- Compound words</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
</tr>
<tr>
<td>- Story words: dwindled, tinder, policy, geyser, veered, canopy, embers</td>
</tr>
<tr>
<td><strong>Word Study</strong></td>
</tr>
<tr>
<td>- Multiple meaning words</td>
</tr>
<tr>
<td>- Synonyms</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
</tr>
<tr>
<td>- Use of graphic aids</td>
</tr>
<tr>
<td>- Use text structure and format</td>
</tr>
<tr>
<td><strong>Literary Analysis</strong></td>
</tr>
<tr>
<td>- Sensory language</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
</tr>
<tr>
<td>- Reread selections as a science broadcast</td>
</tr>
</tbody>
</table>

### CLASSROOM RESOURCES
#### Teaching Tools
- Teacher’s Edition – Volume 3
- Student Anthology
- Vocabulary word cards: dwindled, tinder, policy, geyser, veered, canopy, embers
- Audio text 3
- Intervention Kits
- Intervention Stations
- Transparencies: # 106, 107, 108, G, 109, 110, 111, 112, 113
- Comprehension cards: # 12
- Harcourt website: [www.harcourtschool.com](http://www.harcourtschool.com) [www.eharcour.com](http://www.eharcour.com)

#### Books for All Learners
- **Below-Level:** Heroes in the Flames
- **On – Level:** Prairie Fire
- **Advanced:** Yellowstone Geology at Work
- **ELL:** Ring of Fire

#### Additional Resources
- Skill Practice Book
- Spelling Practice Book
- Language Handbook

#### Library Books Collection
- Maria’s Comet by Deborah Hopkinson
### PA STANDARDS

**1.2.5 Reading, Analyzing and Interpreting Text:** Students read, understand, and respond to informational text.

A. Evaluate text organization and content to determine the author’s purpose and effectiveness.
B. Differentiate fact from opinion across multiple texts.
C. Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.
D. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
E. Read, understand, and respond to essential content of text and documents in all academic areas.

**1.3.5 Reading, Analyzing and Interpreting Literature:** Students read and respond to works of literature.

A. Read, understand, and respond to works from various genres of literature.
B. Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
C. Describe how the author uses literary devices to convey meaning (e.g., personification, simile, alliteration, symbolism, metaphor).

### FOCUS POINT

**Comprehension**
- Use text structure and format

**Genre**
- Nonfiction

**Literary Devices**
- Vivid language

### CLASSROOM RESOURCES

**Library Books Collection**
- Maria’s Comet by Deborah Hopkinson

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- **Science:** Observe and predict weather, Old Faithful, Make a model or diagram of geysers
- **Social Studies:** Use a map to estimate distance,
- **Writing:** Write a summary report about forest fires, Write interview questions
# POCONO MOUNTAIN SCHOOL DISTRICT
## READING – GRADE 5
### SCOPE AND SEQUENCE
#### THEME 3: A Changing Planet
#### STORY: Summer of Fire
**TIMEFRAME:** Based upon the Harcourt Five Day Plan

## PA STANDARDS
### 1.4.5 Types of Writing: Students write for different purposes and audiences.
- C. Write persuasive pieces.
  - Include a clearly stated position or opinion.
  - Include supporting details, citing sources when needed.

### 1.5.5 Quality of Writing: Students write clear and focused text to convey a well-defined perspective and appropriate content.
- A. Write with a clear **focus**, identifying topic, task and audience.
- B. Develop content appropriate for the topic.
  - Gather, organize and select the most effective information appropriate for the topic, task and audience.
  - Write paragraphs that have a topic sentence and supporting details.
- C. Organize writing in a logical order.
  - Use appropriate transitions within sentences and between paragraphs.
  - Include an identifiable introduction, body, and conclusion.
- D. Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.
  - Include specific details that convey meaning and set a **tone**.
- E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

## FOCUS POINT
### Writing Process
- Development: Persuasive paragraph

## CLASSROOM RESOURCES
## Theme 3: A Changing Planet

**Story:** Summer of Fire

**Timeframe:** Based upon the Harcourt Five Day Plan

### PA Standards

<table>
<thead>
<tr>
<th>F.</th>
<th>Use grade appropriate <strong>conventions of language</strong> when writing and editing.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Spell common, frequently used words correctly.</td>
</tr>
<tr>
<td></td>
<td>• Use capital letters correctly.</td>
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<tr>
<td></td>
<td>• Punctuate correctly.</td>
</tr>
<tr>
<td></td>
<td>• Use correct grammar and sentence formation.</td>
</tr>
</tbody>
</table>

### Focus Point

<table>
<thead>
<tr>
<th>Grammar</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Pronouns and antecedents</td>
</tr>
</tbody>
</table>

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

#### A. Listen critically and respond to others in small and large group situations.

- Respond with grade level appropriate questions, ideas, information, or opinions.

#### B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

<table>
<thead>
<tr>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Clarify and support an oral presentation with evidence and examples</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify important facts and details in a speech</td>
</tr>
</tbody>
</table>
## PA STANDARDS

### 1.8.5 Research:
Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

- **A.** Explain an inquiry-based process in seeking knowledge.
- **B.** Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
- **C.** Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

### 1.9.5 Information, Communication, and Literacy Technology:
Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

- **A.** Use media and technology resources for problem solving, self-directed learning, and extended learning activities.
- **B.** Understand and evaluate media as a source of information and entertainment.

## FOCUS POINT

### Inquiry Project
- Select a focus for an inquiry project

## CLASSROOM RESOURCES

### Information Search
- Use technology resources to gather facts about a national park
THEME 3: A Changing Planet
STORY: Oceans

TIMEFRAME: Based upon the Harcourt Five Day Plan

### PA STANDARDS

1.1.5 Learning to Read Independently: Students apply a wide range of strategies.

- **A.** Identify the author’s purpose and type, using grade level text.
- **B.** Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
- **C.** Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
- **D.** Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
- **E.** Demonstrate an appropriate rate of silent reading based upon grade level texts.

### FOCUS POINT

<table>
<thead>
<tr>
<th>Decoding/Phonics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter patterns: **ight and **aight</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Troublesome words and phrases</td>
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</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Story words: <strong>gravitational, bulge, inlet, generated, energy, shallow</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Word Study</th>
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<tbody>
<tr>
<td>Antonyms</td>
</tr>
<tr>
<td>Reference sources</td>
</tr>
<tr>
<td>Multiple-meaning words</td>
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</table>

<table>
<thead>
<tr>
<th>Comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text structure: Main idea and details</td>
</tr>
<tr>
<td>Sequence</td>
</tr>
<tr>
<td>Comparing nonfiction texts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rereading</td>
</tr>
<tr>
<td>Adjust reading rate</td>
</tr>
<tr>
<td>Use text as a narration for a documentary film</td>
</tr>
</tbody>
</table>

### CLASSROOM RESOURCES

- **Teaching Tools**
  - Teacher’s Edition – Volume 3
  - Student anthology
  - Vocabulary word cards: **gravitational, bulge, inlet, generated, energy, shallow**
  - Audio text 3
  - Intervention kits
  - Intervention Stations
  - Transparencies: # 116, 117, 118, 119, 120, 121, 122, F
  - Comprehension cards: # 13
  - Harcourt website [www.harcourtschool.com](http://www.harcourtschool.com) [www.eharcourt.com](http://www.eharcourt.com)

- **Books for All Learners**
  - **Below-Level:** Energy From Water
  - **On – Level:** Into the Deep: Dr. Sylvia Earle
  - **Advanced:** Living with Hurricanes
  - **ELL:** Sea Gifts

- **Additional Resources**
  - Skill Practice Book
  - Spelling Practice Book
  - Language Handbook
### PA STANDARDS

**1.2.5 Reading, Analyzing and Interpreting Text:** Students read, understand, and respond to informational text.

- **A.** Evaluate text organization and content to determine the author’s purpose and effectiveness.
- **B.** Differentiate fact from opinion across multiple texts.
- **C.** Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.
- **D.** Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
- **E.** Read, understand, and respond to essential content of text and documents in all academic areas.

**1.3.5 Reading, Analyzing and Interpreting Literature:** Students read and respond to works of literature.

- **A.** Read, understand, and respond to works from various genres of literature.
- **B.** Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
- **C.** Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.

### CLASSROOM RESOURCES

**Library Books Collection**
- Maria’s Comet by Deborah Hopkinson

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jungles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- **Science:** Track weather patterns, sea level, wave heights, wave motion, Sunlight, Create graphic aids about tsunamis
- **Social Studies:**
- **Math:** Calculate Tsunami travel time, Study Tide tables

### FOCUS POINT

**Narrative Elements**
- Compare nonfiction texts

**Genre**
- Expository Nonfiction

**Narrative Elements**
- Compare texts
**PA STANDARDS**

1.4.5 Types of Writing: Students write for different purposes and audiences.

- Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
  - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

1.5.5 Quality of Writing: Students write clear and focused text to convey a well-defined perspective and appropriate content.

- Write with a clear **focus**, identifying topic, task and audience.
- Develop content appropriate for the topic.
  - Gather, organize and select the most effective information appropriate for the topic, task and audience.
  - Write paragraphs that have a topic sentence and supporting details.
- Organize writing in a logical order.
  - Use appropriate transitions within sentences and between paragraphs.
  - Include and identifiable introduction, body, and conclusion.
- Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.
  - Include specific details that convey meaning and set a **tone**.
- Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

**FOCUS POINT**

**Writing Process**

- Persuasive writing: Letter

**CLASSROOM RESOURCES**

**Writing Process**

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)
PA STANDARDS | FOCUS POINT | CLASSROOM RESOURCES
--- | --- | ---
F. Use grade appropriate **conventions of language** when writing and editing.  
  - Spell common, frequently used words correctly.  
  - Use capital letters correctly.  
  - Punctuate correctly.  
  - Use correct grammar and sentence formation.

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

A. Listen critically and respond to others in small and large group situations.  
  - Respond with grade level appropriate questions, ideas, information, or opinions.

B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

---

**Grammar**  
- Subject and object pronouns

**Speaking**  
- Use facts and arguments to persuade listeners

**Listening**  
- Understand a speaker’s opinion and the reasons for it
### PA STANDARDS

**1.8.5 Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

- **A.** Explain an inquiry-based process in seeking knowledge.
- **B.** Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
- **C.** Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

**1.9.5 Information, Communication, and Literacy Technology:** Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

- **A.** Use media and technology resources for problem solving, self-directed learning and extended learning activities.
- **B.** Understand and evaluate media as a source of information and entertainment.

### FOCUS POINT

**Inquiry Project**
- Select a focus for an inquiry project

### CLASSROOM RESOURCES

**Information Search**
- Use technology resources to research the sources of water people use
### PA STANDARDS

**1.1.5 Learning to Read Independently:** Students apply a wide range of strategies.

- **A.** Identify the author’s purpose and type, using grade level text.
- **B.** Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
- **C.** Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
- **D.** Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
- **E.** Demonstrate an appropriate rate of silent reading based upon grade level texts.

### FOCUS POINT

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<thead>
<tr>
<th>Decoding/Phonics</th>
<th>Spelling</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word structure: Root word + suffix</td>
<td>Words with – ant and –ent</td>
<td>Story words: sensors, reef, lagoon, atoll, barren, meander</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Study</th>
<th>Comprehension</th>
<th>Narrative elements</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analogies</td>
<td>Main idea and details</td>
<td>Read and understand a photo essay</td>
<td>Rereading</td>
</tr>
<tr>
<td>Synonyms</td>
<td>Graphic aids</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Synthesize</td>
<td></td>
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</tr>
</tbody>
</table>

### CLASSROOM RESOURCES

#### Teaching Tools
- Teacher’s Edition – Volume 3
- Student Anthology
- Vocabulary word cards: sensors, reef, lagoon, atoll, barren, meander
- Audio text 3
- Intervention Kits
- Intervention Stations
- Transparencies: # 126, 127, G, 128, 129A, B, 130, 131, 132
- Comprehension cards: # 14
- Harcourt website: [www.harcourtschool.com](http://www.harcourtschool.com), [www.eharcour.com](http://www.eharcour.com)

#### Books for All Learners
- **Below-Level:** The Great Barrier Reef
- **On – Level:** Secrets Under the Sand and Seas
- **Advanced:** Volcanoes
- **ELL:** Kids Care

#### Additional Resources
- Skill Practice Book
- Spelling Practice Book
- Language Handbook
### PA STANDARDS

**1.2.5 Reading, Analyzing and Interpreting Text:** Students read, understand, and respond to informational text.

- **A.** Evaluate text organization and content to determine the author’s purpose and effectiveness.
- **B.** Differentiate fact from opinion across multiple texts.
- **C.** Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.
- **D.** Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
- **E.** Read, understand, and respond to essential content of text and documents in all academic areas.

**1.3.5 Reading, Analyzing and Interpreting Literature:** Students read and respond to works of literature.

- **A.** Read, understand, and respond to works from various genres of literature.
- **B.** Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
- **C.** Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.
- **D.** Describe how the author uses literary devices to convey meaning (e.g., personification, simile, alliteration, symbolism, metaphor).

### CLASSROOM RESOURCES

**Library Books Collection**
- Maria’s Comet by Deborah Hopinson

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- **Science:** Distances in our solar system, Apollo 8, Deserts and forests, Coral reef, Atmosphere, Science words (Greek and Latin roots)
- **Social Studies:** Colonizing a planet, Create a pamphlet
- **Math:** Moon samples
- **Writing:** Write a fictional narrative
- **Art:** Create visual aids for a presentation
- **Health:** Living in space

**Related Poetry**
- Earth Songs by Myra Cohn Livingston

### TIMEFRAME:
Based upon the Harcourt Five Day Plan

### THEME 3: A Changing Planet

**STORY: Seeing Earth from Space**
PA STANDARDS  |  FOCUS POINT  |  CLASSROOM RESOURCES
---|---|---
1.4.5 Types of Writing: Students write for different purposes and audiences.
C. Write persuasive pieces.
   - Include a clearly stated position or opinion.
   - Include supporting details, citing sources when needed.
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A. Write with a clear focus, identifying topic, task and audience.
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   - Gather, organize and select the most effective information appropriate for the topic, task and audience.
   - Write paragraphs that have a topic sentence and supporting details.
C. Organize writing in a logical order.
   - Use appropriate transitions within sentences and between paragraphs.
   - Include an identifiable introduction, body, and conclusion.
D. Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create voice.
   - Include specific details that convey meaning and set a tone.
E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

Writing Process
- Persuasive Writing: Essay

Writing Process
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)
### PA STANDARDS

**F. Use grade appropriate conventions of language** when writing and editing.
- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

### FOCUS POINT

**Grammar**
- Possessive pronouns

### CLASSROOM RESOURCES

1. **1.6.5 Speaking and Listening:** *Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.*

**A. Listen critically and respond to others in small and large group situations.**
- Respond with grade level appropriate questions, ideas, information, or opinions.

**B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.**
- Use examples and details to enhance meaning
- Distinguish facts from opinions
THEME 3: A Changing Planet
STORY: Seeing Earth from Space

TIMEFRAME: Based upon the Harcourt Five Day Plan

1.8.5 Research: Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

A. Explain an inquiry-based process in seeking knowledge.
B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

1.9.5 Information, Communication, and Literacy Technology: Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.
B. Understand and evaluate media as a source of information and entertainment.

FOCUS POINT

Inquiry Project
- Select a focus for an inquiry project

Information Search
- Use technology resources to research a planet
<table>
<thead>
<tr>
<th>PA STANDARDS</th>
<th>FOCUS POINT</th>
<th>CLASSROOM RESOURCES</th>
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| **1.1.5 Learning to Read Independently:** Students apply a wide range of strategies. | **Decoding/Phonics**  
- Letter Patterns: -tion and -ness | **Teaching Tools**  
- Teacher’s Edition – Volume 3  
- Student anthology  
- Vocabulary word cards: translation, publicity, features, piercing, advanced  
- Audio text 3  
- Intervention Kits  
- Intervention Stations  
- Transparencies: # 135, 136, 137, E, 138, 139, 140, 141  
- Comprehension cards: # 15  
- Harcourt website  
  www.harcourtschool.com  
  www.eharcour.com |
| A. Identify the author’s purpose and type, using grade level text.  
B. Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.  
C. Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.  
D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.  
E. Demonstrate an appropriate rate of silent reading based upon grade level texts. | **Spelling**  
- Suffixes –tion and –ness | **Books for All Learners**  
- **Below-Level:** Apollo to the Moon  
- **On – Level:** Derrick and the Mind-Bender  
- **Advanced:** The Encounter  
- **ELL:** Walk on the Moon |
| **Decoding/Phonics**  
- Letter Patterns: -tion and -ness | **Comprehension**  
- Main idea and details  
- Sequence | **Additional Resources**  
- Skill Practice Book  
- Spelling Practice Book  
- Language Handbook |
| **Spelling**  
- Suffixes –tion and –ness | **Vocabulary**  
- Story words: translation, publicity, features, piercing, advanced | **Word Study**  
- Multiple meaning words  
- Analogies |
| **Word Study**  
- Multiple meaning words  
- Analogies | | **Literary Analysis**  
- Media messages  
- Science fiction |
| **Comprehension**  
- Main idea and details  
- Sequence | | **Fluency**  
- Rereading  
- Dramatize selection as a play |
| **Vocabulary**  
- Story words: translation, publicity, features, piercing, advanced | | **Books for All Learners**  
- **Below-Level:** Apollo to the Moon  
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| **Decoding/Phonics**  
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- Skill Practice Book  
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### PA STANDARDS

#### 1.2.5 Reading, Analyzing and Interpreting Text:

*Students read, understand, and respond to informational text.*

- **A.** Evaluate text organization and content to determine the author’s purpose and effectiveness.
- **B.** Differentiate fact from opinion across multiple texts.
- **C.** Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.
- **D.** Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
- **E.** Read, understand, and respond to essential content of text and documents in all academic areas.

#### 1.3.5 Reading, Analyzing and Interpreting Literature:

*Students read and respond to works of literature.*

- **A.** Read, understand, and respond to works from various genres of literature.
- **B.** Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
- **C.** Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.

### FOCUS POINT

**Genre**
- Mystery

### CLASSROOM RESOURCES

**Library Books Collection**
- Maria’s Comet by Deborah Hopinson

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- **Science:** Build a model of the solar system, Lunar exploration, Lunar surface
- **Social Studies:** Make a time line for space travel
- **Writing:** Write a research report

**Related Poetry**
- We’re Fearless Flying Hotdogs
# POCONO MOUNTAIN SCHOOL DISTRICT
## READING – GRADE 5
### SCOPE AND SEQUENCE
#### THEME 3: A Changing Planet

**STORY:** The Case of the Flying Saucer People

**TIMEFRAME:** Based upon the Harcourt Five Day Plan

### PA STANDARDS

<table>
<thead>
<tr>
<th>1.4.5 Types of Writing:</th>
<th>FOCUS POINT</th>
<th>CLASSROOM RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students write for different purposes and audiences.</td>
<td>Writing Process</td>
<td>Writing Process</td>
</tr>
<tr>
<td>C. Write persuasive pieces.</td>
<td>• Persuasive Writing: Essay</td>
<td>• Prewrite and draft</td>
</tr>
<tr>
<td>• Include a clearly stated position or opinion.</td>
<td></td>
<td>• Revise and reflect</td>
</tr>
<tr>
<td>• Include supporting details, citing sources when needed.</td>
<td></td>
<td>• Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)</td>
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</tbody>
</table>

### Quality of Writing:

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<th>1.5.5 Quality of Writing:</th>
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<td></td>
</tr>
<tr>
<td>A. Write with a clear <strong>focus</strong>, identifying topic, task and audience.</td>
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<td>B. Develop content appropriate for the topic.</td>
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<td>• Gather, organize and select the most effective information appropriate for the topic, task and audience.</td>
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<td>• Write paragraphs that have a topic sentence and supporting details.</td>
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<td>C. Organize writing in a logical order.</td>
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<td>• Use appropriate transitions within sentences and between paragraphs.</td>
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<td>• Include an identifiable introduction, body, and conclusion.</td>
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<tr>
<td>D. Write with an understanding of <strong>style</strong>, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create <strong>voice</strong>.</td>
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<td>• Include specific details that convey meaning and set a <strong>tone</strong>.</td>
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<td>E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary</td>
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</table>
### PA STANDARDS

**F.** Use grade appropriate **conventions of language** when writing and editing.
- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

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

**A.** Listen critically and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information, or opinions.

**B.** Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

### FOCUS POINT

**Grammar**
- Case

**Speaking**
- Use facts and details to help listeners focus

**Listening**
- Evaluate expressed points of view

### CLASSROOM RESOURCES
### PA STANDARDS

#### 1.8.5 Research:
Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

- A. Explain an inquiry-based process in seeking knowledge.
- B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
- C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

#### 1.9.5 Information, Communication, and Literacy Technology:
Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

- A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.
- B. Understand and evaluate media as a source of information and entertainment.

### FOCUS POINT

**Inquiry Project**
- Select a focus for an inquiry project

### CLASSROOM RESOURCES

**Information Search**
- Use technology resources to research other planets in the solar system
**POCONO MOUNTAIN SCHOOL DISTRICT**
**READING – GRADE 5**
**SCOPE AND SEQUENCE**
**THEME 4: Express Yourself**
**STORY: Hattie’s Birthday Box**
**TIMEFRAME:** Based upon the Harcourt Five Day Plan

### PA STANDARDS

**1.1.5 Learning to Read Independently:** Students apply a wide range of strategies.

- Identify the author’s purpose and type, using grade level text.
- Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
- Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
- Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
- Demonstrate an appropriate rate of silent reading based upon grade level texts.

**1.3.5 Reading, Analyzing and Interpreting Literature:** Students read and respond to works of literature.

- Read, understand, and respond to works from various genres of literature.
- Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
- Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.

### FOCUS POINT

**Decoding/Phonics**
- Word structure: root word + suffix

**Spelling**
- Suffixes –able and –less

**Vocabulary**
- Story words: rations, homestead, brooder, concocted, perch, undeniable, despair

**Word Study**
- Figurative Language: Similes
- Homographs

**Comprehension**
- Use context to determine or clarify word meaning
- Self-questioning
- Summarize
- Make inferences

**Literary Analysis**
- Specific details

**Fluency**
- Use text to read as if it were a voice over script for a movie

**Genre**
- Realistic Fiction

### CLASSROOM RESOURCES

**Teaching Tools**
- Teacher’s Edition – Volume 4
- Student anthology
- Vocabulary word cards: rations, homestead, brooder, concocted, perch, undeniable, despair
- Audio text 4
- Intervention kits
- Intervention Stations
- Transparencies: #145, 146, 147, D, 148, 149, 150, 151
- Comprehension cards: # 16
- Harcourt website www.harcourtschool.com
  www.eharcour.com

**Books for All Learners**
- Below-Level: Taming the Land
- On-Level: At Play on the Plains and Prairie Barnraisings, Birthdays, and Other Celebrations
- Advanced: The Ice Storm Birthday
- ELL: Time for a Play

**Additional Resources**
- Skill Practice Book
- Spelling Practice Book
- Language Handbook
## Theme 4: Express Yourself

### Story: Hattie's Birthday Box

#### Timeframe
Based upon the Harcourt Five Day Plan

### PA Standards

<table>
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<tr>
<th>1.4.5 Types of Writing</th>
<th>Focus Point</th>
<th>Classroom Resources</th>
</tr>
</thead>
</table>
| Students write for different purposes and audiences. | **Writing Process**
| B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions). | **Paragraph that compares**
|   - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs). | Library Books Collection
| 1.5.5 Quality of Writing | | • The Young Artist by Thomas Locker |
| Students write clear and focused text to convey a well-defined perspective and appropriate content. | **Writing Process**
| A. Write with a clear focus, identifying topic, task and audience. | **Paragraph that compares**
| B. Use grade appropriate conventions of language when writing and editing. | **Effective Sentences**
|   - Spell common, frequently used words correctly. | **Prewrite and draft**
|   - Use capital letters correctly. | **Revise and reflect**
|   - Punctuate correctly. | **Traits of good writing** (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) |
|   - Use correct grammar and sentence formation. | **Grammar**
| 1.6.5 Speaking and Listening | | **Reflexive pronouns** |
| Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. | **Speaking**
| A. Listen critically and respond to others in small and large group situations. | **Make a comparison in a speech**
|   - Respond with grade level appropriate questions, ideas, information, or opinions. | **Listening**
| B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations. | **Identify details of comparison in a speech**

### Assessment
- End of selection test

### CD-ROM
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jungles
- Writing Express
- Reading and Language Skills

### Cross Curricular Integration
- **Science**: Comparing life spans
- **Social Studies**: Researching Nebraska, The Prairie, Use a map, The Greek Pantheon, Create a diorama
- **Writing**: Write a journal entry of travel details
- **Art**: Create an illustrated report about carving
### PA STANDARDS

**1.8.5 Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

- A. Explain an inquiry-based process in seeking knowledge.
- B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
- C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

**1.9.5 Information, Communication, and Literacy Technology:** Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

- A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.
- B. Understand and evaluate media as a source of information and entertainment.

### FOCUS POINT

**Inquiry Project**
- Select a focus for an inquiry project

### CLASSROOM RESOURCES

**Information Search**
- Use technology resources to research Nebraska
**Theme 4: Express Yourself**

**Story:** William Shakespeare and the Globe

**Timeframe:** Based upon the Harcourt Five Day Plan

### PA Standards

#### 1.1.5 Learning to Read Independently:

*Students apply a wide range of strategies.*

- **A.** Identify the author’s purpose and type, using grade level text.
- **B.** Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
- **C.** Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
- **D.** Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
- **E.** Demonstrate an appropriate rate of silent reading based upon grade level texts.

### Focus Point

#### Decoding/Phonics

- Letter Patterns: -augh and -ough

#### Spelling

- Suffixes -eer, -ist, -ian, -or, and -er

#### Vocabulary

- Story words: congested, patron, dismantle, adornment, critical, shareholder, lavish

#### Word Study

- Prefixes
- Informal language: Slang
- Theater terms
- Classify/Categorize
- Word relationships

#### Comprehension

- Sequence
- Fact and opinion
- Inference

#### Literary Analysis

- Define different genres
- Word coiner

#### Fluency

- Adjust reading rate
- Readers Theatre

### Classroom Resources

#### Teaching Tools

- Teacher’s Edition – Volume 4
- Student anthology
- Vocabulary word cards: congested, patron, dismantle, adornment, critical, shareholder, lavish
- Audio text 4
- Intervention kits
- Intervention Stations
- Transparencies: # 154, 155, 156, F, 157, 158, 159
- Comprehension cards: # 17
- Harcourt website
  - www.harcourtschool.com
  - www.eharcourt.com

#### Books for All Learners

- **Below-Level:** Is All the World Really a Stage?
- **On-Level:** Quiet, Backstage!
- **Advanced:** Early Days of American Theater
- **ELL:** City Builders

#### Additional Resources

- Skill Practice Book
- Spelling Practice Book
- Language Handbook
### PA STANDARDS

**1.2.5 Reading, Analyzing and Interpreting Text:**
Students read, understand, and respond to informational text.

A. Evaluate text organization and content to determine the author’s purpose and effectiveness.
B. Differentiate fact from opinion across multiple texts.
C. Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration **(bias)** where present.
D. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
E. Read, understand, and respond to essential content of text and documents in all academic areas.

**1.3.5 Reading, Analyzing and Interpreting Literature:**
Students read and respond to works of literature.

A. Read, understand, and respond to works from various **genres** of literature.
B. Identify and analyze the characteristics of different **genres** such as poetry, drama and fiction.
C. Compare the use of **literary elements** within and among texts including characters, setting, plot, **theme** and **point of view**.
D. Describe how the author uses **literary devices** to convey meaning (e.g., personification, simile, alliteration, symbolism, metaphor).

### FOCUS POINT

**Comprehension**
- Sequence
- Fact and opinion
- Inference

**Genre**
- Biography

### CLASSROOM RESOURCES

- **Library Books Collection**
  - The Young Artist by Thomas Locker

- **Assessment**
  - End of selection test

- **CD-ROM**
  - Mission Comprehension
  - Media Literacy and Communication
  - Grammar Jingles
  - Writing Express
  - Reading and Language Skills

**Cross Curricular Integration**
- **Science:** Create a diagram of an invention
- **Social Studies:** Queen Elizabeth I, Research the different reasons for exploring, Write a biography of someone who lived during the Renaissance
- **Art:** Draw a proverb
PA STANDARDS | FOCUS POINT | CLASSROOM RESOURCES
---|---|---
**1.4.5 Types of Writing:** Students write for different purposes and audiences.

B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
   - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

**1.5.5 Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content.

A. Write with a clear **focus**, identifying topic, task and audience.
B. Develop content appropriate for the topic.
   - Gather, organize and select the most effective information appropriate for the topic, task and audience.
   - Write paragraphs that have a topic sentence and supporting details.
C. Organize writing in a logical order.
   - Use appropriate transitions within sentences and between paragraphs.
   - Include an identifiable introduction, body, and conclusion.
D. Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.
   - Include specific details that convey meaning and set a **tone**.
E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

---

**Writing Process**
- Effective Sentences: News Story

---

**Writing Process**
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)
**PA Standards**

F. Use grade appropriate conventions of language when writing and editing.
   - Spell common, frequently used words correctly.
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A. Listen critically and respond to others in small and large group situations.
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B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

**Focus Point**

Grammar
- Adjectives and articles

**Classroom Resources**

- Speaking
  - Use facts and details to help listeners focus

- Listening
  - Identify important facts and details
**PA STANDARDS**

1.8.5 **Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

   A. Explain an inquiry-based process in seeking knowledge.
   B. Conduct inquiry and **research** in self-selected or assigned topics using a variety of teacher-guided media **sources** and strategies.
   C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to **sources**.

1.9.5 **Information, Communication, and Literacy Technology:** Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

   A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.
   B. Understand and evaluate media as a source of information and entertainment.

**FOCUS POINT**

- Inquiry Project
  - Select a focus for an inquiry project

**CLASSROOM RESOURCES**

- Information Search
  - Use technology resources to develop understanding of the Elizabethan world
### PA STANDARDS

**FOCUS POINT**

<table>
<thead>
<tr>
<th>Decoding/Phonics</th>
<th>Spelling</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Word structure: Prefix + root word</td>
<td>• Prefixes non-, in-, and un-</td>
<td>• Story words: <em>encouraged</em>, <em>illustrating</em>, <em>series</em>, <em>charcoal</em>, <em>pastels</em></td>
</tr>
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<tr>
<th>Word Study</th>
<th>Comprehension</th>
<th>Literary Analysis</th>
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<tbody>
<tr>
<td>• Informal language: Slang</td>
<td>• Fact and opinion</td>
<td>• Chronological order</td>
</tr>
<tr>
<td>• Antonyms</td>
<td>• Synthesize</td>
<td></td>
</tr>
<tr>
<td>• Classify/Categorize</td>
<td>• Use text structure and format</td>
<td></td>
</tr>
<tr>
<td>• Word relationships</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Partner reading</td>
<td></td>
</tr>
</tbody>
</table>

### CLASSROOM RESOURCES

**Teaching Tools**
- Teacher’s Edition – Volume 4
- Student Anthology
- Vocabulary word cards: *encouraged*, *illustrating*, *series*, *charcoal*, *pastels*
- Audio text 4
- Intervention Kits
- Intervention Stations
- Comprehension cards: # 18
- Harcourt website [www.harcourtschool.com](http://www.harcourtschool.com) [www.eharcout.com](http://www.eharcout.com)

**Books for All Learners**
- **Below-Level**: A Story by Dorie
- **On – Level**: My Life in a Picture Book
- **Advanced**: If You Were an Illustrator
- **ELL**: You Are an Artist

**Additional Resources**
- Skill Practice Book
- Spelling Practice Book
- Language Handbook
### PA STANDARDS

#### 1.2.5 Reading, Analyzing and Interpreting Text:

Students read, understand, and respond to informational text.

- A. Evaluate text organization and content to determine the author’s purpose and effectiveness.
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- D. Describe how the author uses **literary devices** to convey meaning (e.g., personification, simile, alliteration, symbolism, metaphor).

### FOCUS POINT

#### Genre

- Autobiography

### CLASSROOM RESOURCES

#### Assessment

- End of selection test

#### CD-ROM

- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

#### Cross Curricular Integration

- **Social Studies:** Research inventions, Make a time Line
- **Writing:** Write an advertisement
- **Art:** Research art and artists, Create book pages about artists, Sketchbook

#### Related Poetry

- *The Artist* by Ashley Bryan
### PA STANDARDS

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<td>- Expository Writing: Comparison and contrast essay</td>
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POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 5
SCOPE AND SEQUENCE
THEME 4: Express Yourself
STORY: The World of William Joyce Scrapbook
TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS  |  FOCUS POINT  |  CLASSROOM RESOURCES
--- | --- | ---
F. Use grade appropriate conventions of language when writing and editing.
  • Spell common, frequently used words correctly.
  • Use capital letters correctly.
  • Punctuate correctly.
  • Use correct grammar and sentence formation.

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

A. Listen critically and respond to others in small and large group situations.
  • Respond with grade level appropriate questions, ideas, information, or opinions.

B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

Grammar
  • Proper adjectives

Speaking
  • Clarify and support spoken ideas with facts and details

Listening
  • Distinguish between facts and opinions
### PA STANDARDS

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<thead>
<tr>
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<tr>
<td>1.8.5 Research: Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.</td>
<td>Inquiry Project - Select a focus for an inquiry project</td>
<td>Information Search - Use technology to research an art form</td>
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**A.** Explain an inquiry-based process in seeking knowledge.

**B.** Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.

**C.** Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

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**A.** Use media and technology resources for problem solving, self-directed learning and extended learning activities.

**B.** Understand and evaluate media as a source of information and entertainment.
POCONO MOUNTAIN SCHOOL DISTRICT  
READING – GRADE 5  
SCOPE AND SEQUENCE  
THEME 4: Express Yourself  
STORY: Satchmo’s Blues  
TIMEFRAME: Based upon the Harcourt Five Day Plan

### PA STANDARDS

1.1.5 Learning to Read Independently: Students apply a wide range of strategies.

A. Identify the author’s purpose and type, using grade level text.
B. Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
C. Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
E. Demonstrate an appropriate rate of silent reading based upon grade level texts.

### FOCUS POINT

**Decoding/Phonics**
- Letter patterns: /s/c and /j/ g

**Spelling**
- Prefixes re- and inter-

**Vocabulary**
- Story words: errands, produce, pawnshop, gravelly, numerous, international

**Word Study**
- Exact words/Shades of meaning
- Homographs

**Comprehension**
- Fact and opinion
- Read ahead

**Literary Analysis**
- Internal conflict
- Figurative language

**Fluency**
- Readers’ Theater

### CLASSROOM RESOURCES

**Teaching Tools**
- Teacher’s Edition – Volume 4
- Student Anthology
- Vocabulary word cards: errands, produce, pawnshop, gravelly, numerous, international
- Audio text 4
- Intervention Kits
- Intervention Stations
- Transparencies: # 173, 174, 175, 176, 177, 178, 179, A, B, F
- Comprehension cards: # 19
- Harcourt website [www.harcourtschool.com](http://www.harcourtschool.com)  
[www.eharcour.com](http://www.eharcour.com)

**Books for All Learners**
- **Below-Level:** Always in Style
- **On – Level:** Grandpa’s Camera
- **Advanced:** Jazz
- **ELL:** Money, Money, Money

**Additional Resources**
- Skill Practice Book
- Spelling Practice Book
- Language Handbook

*Reading Gr 5 rev 8/2011 cs 89*
### PA STANDARDS

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<th>1.2.5 Reading, Analyzing and Interpreting Text: Students read, understand, and respond to informational text.</th>
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<tr>
<td>A. Evaluate text organization and content to determine the author’s purpose and effectiveness.</td>
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<td>B. Differentiate fact from opinion across multiple texts.</td>
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<tr>
<td>C. Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.</td>
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<td>D. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.</td>
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<td>E. Read, understand, and respond to essential content of text and documents in all academic areas.</td>
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<th>1.3.5 Reading, Analyzing and Interpreting Literature: Students read and respond to works of literature.</th>
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<tr>
<td>A. Read, understand, and respond to works from various genres of literature.</td>
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<tr>
<td>B. Identify and analyze the characteristics of different genres such as poetry, drama and fiction.</td>
</tr>
<tr>
<td>C. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.</td>
</tr>
<tr>
<td>D. Describe how the author uses literary devices to convey meaning (e.g., personification, simile, alliteration, symbolism, metaphor).</td>
</tr>
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### CLASSROOM RESOURCES

- **Library Books Collection**
  - *The Young Artist* by Thomas Locker

- **Assessment**
  - End of selection test

- **CD-ROM**
  - Mission Comprehension
  - Media Literacy and Communication
  - Grammar Jingles
  - Writing Express
  - Reading and Language Skills

- **Cross Curricular Integration**
  - **Science:** Sound waves, Create a diagram or cross-section of a musical instrument
  - **Social Studies:** Bourbon Street and the French Quarter, Create a poster about jazz
  - **Writing:** Music to write poetry by, Write a conversation
  - **Music:** New Orleans jazz, Instrument sampling

- **Related Poetry**
  - *Lewis Has a Trumpet* by Karla Kuskin
**POCONO MOUNTAIN SCHOOL DISTRICT**
**READING – GRADE 5**
**SCOPE AND SEQUENCE**
**THEME 4: Express Yourself**
**STORY: Satchmo’s Blues**

**TIMEFRAME:** Based upon the Harcourt Five Day Plan

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<tr>
<td><strong>1.4.5 Types of Writing:</strong> Students write for different purposes and audiences.</td>
<td><strong>Writing Process</strong>&lt;br&gt;<strong>- Effective Sentences: Response to literature</strong></td>
<td></td>
</tr>
<tr>
<td>A. Write poems, multi-paragraph stories, and plays.</td>
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<tr>
<td>• Include detailed descriptions of people, places and things</td>
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<tr>
<td>• Include literary elements and devices.</td>
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<td>B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).</td>
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<td>• Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).</td>
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<td><strong>1.5.5 Quality of Writing:</strong> Students write clear and focused text to convey a well-defined perspective and appropriate content.</td>
<td><strong>Writing Process</strong>&lt;br&gt;<strong>- Prewrite and draft</strong>&lt;br&gt;<strong>- Revise and reflect</strong>&lt;br&gt;<strong>- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)</strong></td>
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<tr>
<td>A. Write with a clear focus, identifying topic, task and audience.</td>
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<tr>
<td>B. Develop content appropriate for the topic.</td>
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<tr>
<td>• Gather, organize and select the most effective information appropriate for the topic, task and audience.</td>
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<td>• Write paragraphs that have a topic sentence and supporting details.</td>
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<td>C. Organize writing in a logical order.</td>
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<tr>
<td>• Use appropriate transitions within sentences and between paragraphs.</td>
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<td>• Include an identifiable introduction, body, and conclusion.</td>
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### PA Standards

| D. | Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.  
  - Include specific details that convey meaning and set a **tone**. |
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<td>E.</td>
<td>Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.</td>
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| F. | Use grade appropriate **conventions of language** when writing and editing.  
  - Spell common, frequently used words correctly.  
  - Use capital letters correctly.  
  - Punctuate correctly.  
  - Use correct grammar and sentence formation. |

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

| A. | Listen critically and respond to others in small and large group situations.  
  - Respond with grade level appropriate questions, ideas, information, or opinions. |
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<td>B.</td>
<td>Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.</td>
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### Focus Point

- Comparing with adjectives

### Classroom Resources

- **Grammar**
  - Comparing with adjectives

- **Speaking**
  - Present a personal response to a literature selection

- **Listening**
  - Listen to a speaker’s personal response to the literature
**PA STANDARDS**

<table>
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<th>Standard</th>
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| 1.8.5 | **Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.  
A. Explain an inquiry-based process in seeking knowledge.  
B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.  
C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources. |
| 1.9.5 | **Information, Communication, and Literacy Technology:** Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.  
A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.  
B. Understand and evaluate media as a source of information and entertainment. |

**FOCUS POINT**

<table>
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<td>Inquiry Project</td>
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**CLASSROOM RESOURCES**

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<th>Resources</th>
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<tr>
<td>Information Search</td>
<td>- Use technology resources to research the history of jazz</td>
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POCONO MOUNTAIN SCHOOL DISTRICT  
READING – GRADE 5  
SCOPE AND SEQUENCE  
THEME 4: Express Yourself  

STORY: Evelyn Cisneros: Prima Ballerina  
TIMEFRAME: Based upon the Harcourt Five Day Plan  

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| **1.1.5 Learning to Read Independently:** Students apply a wide range of strategies. | **Teaching Tools** | **Decoding/Phonics**  
- Open and closed syllables  
**Spelling**  
- Prefixes dis- and de-  
**Vocabulary**  
- Story words: migrant, timid, flexibility, devote, scholarship, thrived, apprentice |
| A. Identify the author’s purpose and type, using grade level text.  
B. Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.  
C. Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.  
D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.  
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- Open and closed syllables  
- Prefixes dis- and de-  
**Vocabulary**  
- Story words: migrant, timid, flexibility, devote, scholarship, thrived, apprentice  
**Word Study**  
- Classify/Categorize  
- Word origins  
- Word endings  
**Comprehension**  
- Text Structure: Main idea and details  
- Summarize  
**Literary Analysis**  
- Theme  
**Fluency**  
- Adjust reading rate  
- Create a documentary  
**Genre**  
- Biography |
| **1.3.5 Reading, Analyzing and Interpreting Literature:** Students read and respond to works of literature. | **Classroom Resources** | **Decoding/Phonics** | **Spelling**  
- Open and closed syllables  
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**Genre**  
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| A. Read, understand, and respond to works from various *genres* of literature.  
B. Identify and analyze the characteristics of different *genres* such as poetry, drama and fiction. | **Classroom Resources** | **Decoding/Phonics** | **Spelling**  
- Open and closed syllables  
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**Literary Analysis**  
- Theme  
**Fluency**  
- Adjust reading rate  
- Create a documentary  
**Genre**  
- Biography |
| **Books for All Learners**  
- **Below-Level:** Toes, Shoes and Tutus  
- **On – Level:** River of Dance  
- **Advanced:** Dancing No Matter What  
- **ELL:** I Want to Be Me  

**Additional Resources**  
- **Skill Practice Book**  
- **Spelling Practice Book**  
- **Language Handbook**  

Reading Gr 5 rev 8/2011 cs 94
**POCONO MOUNTAIN SCHOOL DISTRICT**  
**READING – GRADE 5**  
**SCOPE AND SEQUENCE**  
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| **1.4.5 Types of Writing:** Students write for different purposes and audiences. | **Writing Process**  
- Informative Writing: Comparison and contrast essay | **Library Books Collection**  
- The Young Artist by Thomas Locker |
| B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).  
  - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs). | | **Assessment**  
- End of selection test |
| **1.5.5 Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content. | **Writing Process**  
- Prewrite and draft  
- Revise and reflect  
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions) | **CD-ROM**  
- Mission Comprehension  
- Media Literacy and Communication  
- Grammar Jingles  
- Writing Express  
- Reading and Language Skills |
| A. Write with a clear **focus,** identifying topic, task and audience.  
B. Develop content appropriate for the topic.  
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  - Write paragraphs that have a topic sentence and supporting details.  
C. Organize writing in a logical order.  
  - Use appropriate transitions within sentences and between paragraphs.  
  - Include an identifiable introduction, body, and conclusion.  
E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary. | | **Cross Curricular Integration**  
- **Science:** Circulatory system  
- **Social Studies:** Research the role of a citizen in American democracy, Dramatizing social issues, Mexican Revolution  
- **Writing:** Write an informative paragraph  
- **Art:** Create a booklet about ballet |
| | | **Related Poetry**  
- Celebration by Alonzo Lopez  
- Eagle Flight by Alonzo Lopez |
### PA STANDARDS

**F.** Use grade appropriate conventions of language when writing and editing.  
- Spell common, frequently used words correctly.  
- Use capital letters correctly.  
- Punctuate correctly.  
- Use correct grammar and sentence formation.

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

**A.** Listen critically and respond to others in small and large group situations.  
- Respond with grade level appropriate questions, ideas, information, or opinions.

**B.** Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

### FOCUS POINT

**Grammar**  
- Main and helping verbs

### CLASSROOM RESOURCES
**Theme 4: Express Yourself**

**Story:** Evelyn Cisneros: Prima Ballerina

**Timeframe:** Based upon the Harcourt Five Day Plan

### PA Standards

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<td>C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.</td>
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<tr>
<td>B. Understand and evaluate media as a source of information and entertainment.</td>
<td>- Use technology resources to research migrant workers</td>
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### PA Standards

**1.1.5 Learning to Read Independently:** Students apply a wide range of strategies.

- **A.** Identify the author’s purpose and type, using grade level text.
- **B.** Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
- **C.** Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
- **D.** Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
- **E.** Demonstrate an appropriate rate of silent reading based upon grade level texts.

### Focus Point

**Decoding/Phonics**
- Syllable: Stress

**Spelling**
- Prefixes pre- and pro-

**Vocabulary**
- Story words: campaign, residence, obnoxious, endorse, graffiti

**Word Study**
- Multiple-meaning words
- Foreign words
- Analogies

**Comprehension**
- Text structure: Compare and contrast
- Use text to confirm meaning

**Literary Analysis**
- Characterization

**Narrative Elements**
- Read and understand a realistic fiction selection

**Fluency**
- Adjust reading rate
- Reread to clarify
- Script read-through

### Classroom Resources

- **Teaching Tools**
  - Teacher’s Edition – Volume 5
  - Student Anthology
  - Vocabulary word cards: campaign, residence, obnoxious, endorse, graffiti
  - Audio text 5
  - Intervention Kits
  - Intervention Stations
  - Transparencies: #191, 192, 193, B, 194, 195A, 195B, 196, 197, 198
  - Comprehension cards: # 21
  - Harcourt website
    - www.harcourtschool.com
    - www.eharcour.com

- **Books for All Learners**
  - **Below-Level:** The Best Candidate
  - **On – Level:** Advertising in Action
  - **Advanced:** Who’s Running for President
  - **ELL:** Holiday’s, Family and Fun

- **Additional Resources**
  - Skill Practice Book
  - Spelling Practice Book
  - Language Handbook
### PA STANDARDS

**1.2.5 Reading, Analyzing and Interpreting Text:** Students read, understand, and respond to informational text.

- A. Evaluate text organization and content to determine the author’s purpose and effectiveness.
- B. Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.
- C. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
- D. Read, understand, and respond to essential content of text and documents in all academic areas.

**1.3.5 Reading, Analyzing and Interpreting Literature:** Students read and respond to works of literature.

- A. Read, understand, and respond to works from various genres of literature.
- B. Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
- C. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.

### FOCUS POINT

**Genre**

Realistic Fiction

**Narrative Elements**

- Read and understand a nonfiction selection

### CLASSROOM RESOURCES

**Assessment**

- End of selection test

**CD-ROM**

- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**

- **Science:** Study climate resources, Corn, Create a display about photosynthesis
- **Social Studies:** Mapping migrations, Texas history, Treaty of Guadalupe Hidalgo, Freedom Fighters, Create a fact sheet of your town
- **Writing:** Write a thank-you note
# PA STANDARDS

### 1.4.5 Types of Writing: Students write for different purposes and audiences.

B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
   - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

### 1.5.5 Quality of Writing: Students write clear and focused text to convey a well-defined perspective and appropriate content.

A. Write with a clear **focus**, identifying topic, task and audience.
B. Develop content appropriate for the topic.
   - Gather, organize and select the most effective information appropriate for the topic, task and audience.
   - Write paragraphs that have a topic sentence and supporting details.
C. Organize writing in a logical order.
   - Use appropriate transitions within sentences and between paragraphs.
   - Include an identifiable introduction, body, and conclusion.
D. Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.
   - Include specific details that convey meaning and set a **tone**.
E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

### FOCUS POINT

**Writing Process**
- Organization: Research report

### CLASSROOM RESOURCES

**Writing Process**
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)
### PA STANDARDS

#### F. Use grade appropriate **conventions of language** when writing and editing.
- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

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

#### A. Listen critically and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information, or opinions.

#### B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

#### Grammar
- Action and linking verbs

#### Speaking
- Organize a speech, using a basic beginning, middle, and ending

#### Listening
- Evaluate the persuasive techniques used in a speech

### TIMEFRAME: Based upon the Harcourt Five Day Plan
PA STANDARDS | FOCUS POINT | CLASSROOM RESOURCES
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1.8.5 Research: Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.
A. Explain an inquiry-based process in seeking knowledge.
B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

Inquiry Project
- Select a focus for an inquiry project

1.9.5 Information, Communication, and Literacy Technology: Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.
A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.
B. Understand and evaluate media as a source of information and entertainment.

Information Search
- Use technology resources to research Mexico
<table>
<thead>
<tr>
<th>PA STANDARDS</th>
<th>FOCUS POINT</th>
<th>CLASSROOM RESOURCES</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1.5 Learning to Read Independently:</strong> Students apply a wide range of strategies.</td>
<td><strong>Decoding/Phonics</strong></td>
<td>Teaching Tools</td>
</tr>
<tr>
<td>A. Identify the author’s purpose and type, using grade level text.</td>
<td>• Syllable Pattern: VCCV</td>
<td>• Teacher’s Edition – Volume 5</td>
</tr>
<tr>
<td>B. Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.</td>
<td><strong>Spelling</strong></td>
<td>• Student anthology</td>
</tr>
<tr>
<td>C. Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.</td>
<td>• VCCV words</td>
<td>• Vocabulary word cards: polio, decipher, astonished, immobility, dismay, despised</td>
</tr>
<tr>
<td>D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.</td>
<td><strong>Vocabulary</strong></td>
<td>• Audio text 5</td>
</tr>
<tr>
<td>E. Demonstrate an appropriate rate of silent reading based upon grade level texts.</td>
<td>• Story words: polio, decipher, astonished, immobility, dismay, despised</td>
<td>• Intervention kits</td>
</tr>
<tr>
<td><strong>Word Study</strong></td>
<td><strong>Comprehension</strong></td>
<td>• Intervention Stations</td>
</tr>
<tr>
<td>• Determine meanings</td>
<td>• Author’s perspective and viewpoint</td>
<td>• Transparencies: # 201, 202, 203, 204, 205, 206, 207</td>
</tr>
<tr>
<td>• Homophones</td>
<td>• Self-Question</td>
<td>• Comprehension cards: # 22</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>• Text structure: compare and contrast</td>
<td>• Harcourt website <a href="http://www.harcourtschool.com">www.harcourtschool.com</a>  <a href="http://www.eharcout.com">www.eharcout.com</a></td>
</tr>
<tr>
<td>• Use selection to simulate a classroom speaker</td>
<td><strong>Literary Analysis</strong></td>
<td>Books for All Learners</td>
</tr>
<tr>
<td></td>
<td>• Mood and tone</td>
<td>• Below-Level: The New Girl</td>
</tr>
<tr>
<td></td>
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<td>• On – Level: From One Man’s Dream</td>
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<tr>
<td></td>
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<td>• Advanced: That Reminds Me of a Story</td>
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<td></td>
<td></td>
<td>• ELL: The Hamster from Room 24 is Missing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Additional Resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Skill Practice Book</td>
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<td>• Spelling Practice Book</td>
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<td>• Language Handbook</td>
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POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 5
SCOPE AND SEQUENCE
THEME 5: School Rules
STORY: Little by Little
TIMEFRAME: Based upon the Harcourt Five Day Plan

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| **1.2.5 Reading, Analyzing and Interpreting Text:** Students read, understand, and respond to informational text. | Comprehension  
- Author’s perspective and viewpoint  
- Self-Question  
- Text structure: compare and contrast | Library Books Collection  
- Beetles, Lightly Toasted by Phyllis Reynolds Naylor |
| A. Evaluate text organization and content to determine the author’s purpose and effectiveness.  
C. Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.  
D. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.  
E. Read, understand, and respond to essential content of text and documents in all academic areas. | | Assessment  
- End of selection test |
| | **1.3.5 Reading, Analyzing and Interpreting Literature:** Students read and respond to works of literature. | CD-ROM  
- Mission Comprehension  
- Media Literacy and Communication  
- Grammar Jingles  
- Writing Express  
- Reading and Language Skills |
| A. Read, understand, and respond to works from various genres of literature.  
B. Identify and analyze the characteristics of different genres such as poetry, drama and fiction.  
C. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view. | Genre  
- Autobiography  
Narrative Elements  
- Read and understand an autobiographical nonfiction  
- Use context to make predictions and draw conclusions  
- Compare and contrast the schools in Little by Little and Off and Running | Cross Curricular Integration  
- Science: Immunization, Create a report on advances in vision care  
- Math: Multiplication  
- Writing: Persuasive letter |
| Related Poetry  
- About Notebooks by Jean Little | |

Reading Gr 5 rev 8/2011 cs 104
### PA Standards

**1.4.5 Types of Writing:** Students write for different purposes and audiences.

- Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
  - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

**1.5.5 Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content.

- Write with a clear **focus**, identifying topic, task and audience.
- Develop content appropriate for the topic.
  - Gather, organize and select the most effective information appropriate for the topic, task and audience.
  - Write paragraphs that have a topic sentence and supporting details.
- Organize writing in a logical order.
  - Use appropriate transitions within sentences and between paragraphs.
  - Include an identifiable introduction, body, and conclusion.
- Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.
  - Include specific details that convey meaning and set a **tone**.
- Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

### Focus Point

**Writing Process**

- Organization: Research report

### Classroom Resources

**Writing Process**

- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)
POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 5
SCOPE AND SEQUENCE
THEME 5: School Rules
STORY: Little by Little
TIMEFRAME: Based upon the Harcourt Five Day Plan

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

- **A.** Listen critically and respond to others in small and large group situations.
  - Respond with grade level appropriate questions, ideas, information, or opinions.
- **B.** Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

**1.7.5 Characteristics and Functions of the English Language:** Students recognize formal and informal language and its use in speech, writing, and literature.

- **A.** Identify differences in formal and informal language used in speech, writing, and literature.

**Grammar**
- **Present tense**

**Speaking**
- Use facts and details to focus an oral report

**Listening**
- Identify main points in an oral report
### PA STANDARDS

#### 1.8.5 Research:
Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

- **A.** Explain an inquiry-based process in seeking knowledge.
- **B.** Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
- **C.** Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

#### 1.9.5 Information, Communication, and Literacy Technology:
Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

- **A.** Use media and technology resources for problem solving, self-directed learning and extended learning activities.
- **B.** Understand and evaluate media as a source of information and entertainment.

### FOCUS POINT

**Inquiry Project**
- Select a focus for an inquiry project

**Information Search**
- Learn about the computer technology that helps a person who is legally blind

### CLASSROOM RESOURCES

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**POCONO MOUNTAIN SCHOOL DISTRICT**
**READING – GRADE 5**
**SCOPE AND SEQUENCE**
**THEME 5: School Rules**
**STORY: Little by Little**

**TIMEFRAME:** Based upon the Harcourt Five Day Plan
### PA STANDARDS

1.1.5 Learning to Read Independently: Students apply a wide range of strategies.

- **A.** Identify the author’s purpose and type, using grade level text.
- **B.** Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
- **C.** Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
- **D.** Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
- **E.** Demonstrate an appropriate rate of silent reading based upon grade level texts.

### FOCUS POINT

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<thead>
<tr>
<th>Decoding/Phonics</th>
<th>Spelling</th>
<th>Vocabulary</th>
<th>Word Study</th>
<th>Comprehension</th>
<th>Literary Analysis</th>
<th>Fluency</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Word Structure: Root word + inflection</td>
<td>• Words with -ed and -ing</td>
<td>• Story words: insulated, muffle, partition, prowls, refinery, grade, submitted</td>
<td>• Analogies</td>
<td>• Text Structure: Compare and contrast</td>
<td>• First Person narrator</td>
<td>• Read selection as a famous author documentary</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Connotation/Denotation</td>
<td>• Text Structure: Sequence</td>
<td>• Imagery</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Make and confirm predictions</td>
<td>• Pictograph</td>
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<td></td>
<td></td>
<td>• Author’s purpose and perspective</td>
<td>• Characterization</td>
<td></td>
</tr>
</tbody>
</table>

### CLASSROOM RESOURCES

**Teaching Tools**
- Teacher’s Edition – Volume 5
- Student Anthology
- Vocabulary word cards: insulated, muffle, partition, prowls, refinery, grade, submitted
- Audio text 5
- Intervention Kits
- Intervention Stations
- Transparencies: #210, 211, 212, F, 213, 214
- Comprehension cards: #23
- Harcourt website: [www.harcourtschool.com](http://www.harcourtschool.com) [www.eharcour.com](http://www.eharcour.com)

**Books for All Learners**
- **Below-Level:** A Drummer’s Dream
- **On-Level:** Favorite American Children’s Authors
- **Advanced:** Meet Manuel
- **ELL:** The Potluck Picnic

**Additional Resources**
- Skill Practice Book
- Spelling Practice Book
- Language Handbook
# POCONO MOUNTAIN SCHOOL DISTRICT
# READING – GRADE 5
# SCOPE AND SEQUENCE
# THEME 5: School Rules
# STORY: Dear Mr. Henshaw
# TIMEFRAME: Based upon the Harcourt Five Day Plan

## PA STANDARDS

### 1.2.5 Reading, Analyzing and Interpreting Text:
Students read, understand and respond to informational text

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<td>D. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.</td>
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<td>E. Read, understand, and respond to essential content of text and documents in all academic areas.</td>
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### 1.3.5 Reading, Analyzing and Interpreting Literature:
Students read and respond to works of literature.

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<td>A. Read, understand, and respond to works from various genres of literature.</td>
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<td>C. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.</td>
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## CLASSROOM RESOURCES

### Library Books Collection
- Beetles, Lightly Toasted by Phyllis Reynolds Naylor

### Assessment
- End of selection test

### CD-ROM
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

### Cross Curricular Integration
- **Science:** Chart inventions, Investigation and experimentation, migration
- **Social Studies:** Road transportation, Create a poster about truck driving
- **Writing:** Write a how-to paragraph
- **Art:** Draw a blueprint for an invention
- **Health:** Food pyramid and nutritious lunch

### Genre
- Realistic Fiction
### PA STANDARDS

**1.4.5 Types of Writing:** Students write for different purposes and audiences.

- **B.** Write multi-paragraph informational piece (e.g., essays, descriptions, letters, reports, instructions).
  - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

**1.5.5 Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content.

- **A.** Write with a clear **focus**, identifying topic, task and audience.
- **B.** Develop content appropriate for the topic.
  - Gather, organize and select the most effective information appropriate for the topic, task and audience.
  - Write paragraphs that have a topic sentence and supporting details.
- **C.** Organize writing in a logical order.
  - Use appropriate transitions within sentences and between paragraphs.
  - Include an identifiable introduction, body, and conclusion.
- **D.** Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.
  - Include specific details that convey meaning and set a **tone**.
- **E.** Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

### FOCUS POINT

**Writing Process**
- Expository Writing: Research report

### CLASSROOM RESOURCES

**Writing Process**
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)
**POCONO MOUNTAIN SCHOOL DISTRICT**
**READING – GRADE 5**
**SCOPE AND SEQUENCE**
**THEME 5: School Rules**
**STORY: Dear Mr. Henshaw**

**TIMEFRAME:** Based upon the Harcourt Five Day Plan

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### FOCUS POINT

<table>
<thead>
<tr>
<th>Grammar</th>
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<tbody>
<tr>
<td>• Past and future tense</td>
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</table>

### CLASSROOM RESOURCES

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<td>A. Listen critically and respond to others in small and large group situations.</td>
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<tr>
<td>• Respond with grade level appropriate questions, ideas, information, or opinions.</td>
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<td>B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.</td>
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<table>
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<tr>
<th>Speaking</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participate in a group discussion</td>
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</table>

<table>
<thead>
<tr>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Respond to speakers by asking questions</td>
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Reading Gr 5 rev 8/2011 cs 111
### PA STANDARDS

**1.8.5 Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

- A. Explain an inquiry-based process in seeking knowledge.
- B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
- C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

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- A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.
- B. Understand and evaluate media as a source of information and entertainment.

### TIMEFRAME
Based upon the Harcourt Five Day Plan

### STORY: Dear Mr. Henshaw

#### TIMEFRAME

**FOCUS POINT**

- Inquiry Project
  - Select a focus for an inquiry project

**CLASSROOM RESOURCES**

**Information Search**
- Use the Internet to find information about writing contests and opportunities for students
### PA STANDARDS

**1.1.5 Learning to Read Independently:** Students apply a wide range of strategies.

- **A.** Identify the author’s purpose and type, using grade level text.
- **B.** Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
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- **E.** Demonstrate an appropriate rate of silent reading based upon grade level texts.

### FOCUS POINT

**Decoding/Phonics**
- Syllable Patterns: VCCV and VCCCV

**Spelling**
- VCCCV words

**Vocabulary**
- Story words: beaming, reputation, sidetrack, absorbed, aisle, oath

**Word Study**
- Classify/Categorize
- Homophones
- Synonyms

**Comprehension**
- Author’s purpose and perspective

**Literary Analysis**
- Point of view
- Characterization

**Fluency**
- Role-Playing the selection

### CLASSROOM RESOURCES

**Teaching Tools**
- Teacher’s Edition – Volume 5
- Student anthology
- Vocabulary flashcards: beaming, reputation, sidetrack, absorbed, aisle, oath
- Audio text 5
- Intervention kits
- Intervention Stations
- Transparencies: # 219, 220, 221, G,222, 223, 224, 225
- Comprehension cards: # 24
- Harcourt website
  - [www.harcourtschool.com](http://www.harcourtschool.com)
  - [www.eharcour.com](http://www.eharcour.com)

**Books for All Learners**
- **Below-Level:** The Graceful Bull and Other Surprises
- **On – Level:** Where Do Sideburns Come From?
- **Advanced:** Short for Estrellita
- **ELL:** Library, Library

**Additional Resources**
- Skill Practice Book
- Spelling Practice Book
- Language Handbook
### PA STANDARDS

#### 1.2.5 Reading, Analyzing and Interpreting Text:
Students read, understand, and respond to informational text:

- A. Evaluate text organization and content to determine the author’s purpose and effectiveness.
- C. Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.
- D. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
- E. Read, understand, and respond to essential content of text and documents in all academic areas.

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Students read and respond to works of literature:

- A. Read, understand, and respond to works from various genres of literature.
- B. Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
- C. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.

### FOCUS POINT

#### Genre
- Realistic Fiction

#### Narrative Elements
- Read and understand realistic fiction

### CLASSROOM RESOURCES

#### Library Books Collection
- Beetles, Lightly Toasted by Phyllis Reynolds Naylor

#### Assessment
- End of selection test

#### CD-ROM
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

#### Cross Curricular Integration
- Science: Periodic Table
- Social Studies: Writing systems
- Math: Calculate cost
- Writing: Write a narrative, Write an informational paragraph
- Art: Pen drawings
POCONO MOUNTAIN SCHOOL DISTRICT
READING – GRADE 5
SCOPE AND SEQUENCE
THEME 5: School Rules
STORY: Frindle
TIMEFRAME: Based upon the Harcourt Five Day Plan

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  - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs). |
| **1.5.5 Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content. |
| A. Write with a clear **focus**, identifying topic, task and audience. |
| B. Develop content appropriate for the topic. |
  - Gather, organize and select the most effective information appropriate for the topic, task and audience. |
  - Write paragraphs that have a topic sentence and supporting details. |
| C. Organize writing in a logical order. |
  - Use appropriate transitions within sentences and between paragraphs. |
  - Include an identifiable introduction, body, and conclusion. |
| D. Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**. |
  - Include specific details that convey meaning and set a **tone**. |
| E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary. |

**Writing Process**
- Expository Writing: Research report

**Writing Process**
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)
### PA STANDARDS

**F. Use grade appropriate conventions of language when writing and editing.**
- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

### CLASSROOM RESOURCES

**Grammar**
- Principal parts of verbs

### FOCUS POINT

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

**A. Listen critically and respond to others in small and large group situations.**
- Respond with grade level appropriate questions, ideas, information, or opinions.

**B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.**

**Speaking**
- Engage the audience with appropriate facial expressions and gestures

**Listening**
- Interpret a speaker’s nonverbal message
## PA STANDARDS

### 1.8.5 Research

- Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.
  - A. Explain an inquiry-based process in seeking knowledge.
  - B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
  - C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

### 1.9.5 Information, Communication, and Literacy Technology

- Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.
  - A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.
  - B. Understand and evaluate media as a source of information and entertainment.

## FOCUS POINT

### Inquiry Project

- Select a focus for an inquiry project

## CLASSROOM RESOURCES

### Information Search

- Use technology resources to determine different ways of using multiple-meaning words
### PA STANDARDS

**1.1.5 Learning to Read Independently:** Students apply a wide range of strategies.

<table>
<thead>
<tr>
<th>Focus Point</th>
<th>Classroom Resources</th>
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</thead>
<tbody>
<tr>
<td><strong>Decoding/Phonics</strong></td>
<td><strong>Teaching Tools</strong></td>
</tr>
<tr>
<td>- Syllable Pattern: VCV</td>
<td>- Teacher’s Edition – Volume 5</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>- Student Anthology</td>
</tr>
<tr>
<td>- VCV words</td>
<td>- Vocabulary flashcards: dispute, nonchalantly, loftily, sorrowfully, adjusted</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>- Audio text 5</td>
</tr>
<tr>
<td>- Story words: dispute, nonchalantly, loftily, sorrowfully, adjusted</td>
<td>- Intervention Kits</td>
</tr>
<tr>
<td><strong>Word Study</strong></td>
<td>- Intervention Stations</td>
</tr>
<tr>
<td>- Connotation</td>
<td>- Comprehension cards: #25</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>- Harcourt website</td>
</tr>
<tr>
<td>- Draw conclusions</td>
<td><a href="http://www.harcourtschool.com">www.harcourtschool.com</a></td>
</tr>
<tr>
<td>- Summarize</td>
<td><a href="http://www.eharcour.com">www.eharcour.com</a></td>
</tr>
<tr>
<td>- Make inferences</td>
<td></td>
</tr>
<tr>
<td><strong>Literary Analysis</strong></td>
<td><strong>Books for All Learners</strong></td>
</tr>
<tr>
<td>- Science fiction</td>
<td>- <strong>Below-Level:</strong> Fun with Robots</td>
</tr>
<tr>
<td><strong>Fluency</strong></td>
<td>- <strong>On – Level:</strong> School in the 50’s</td>
</tr>
<tr>
<td>- Reread selection as a radio play</td>
<td>- <strong>Advanced:</strong> Trapped in the Future</td>
</tr>
<tr>
<td></td>
<td>- <strong>ELL:</strong> School 2501</td>
</tr>
</tbody>
</table>

**Additional Resources**

- Skill Practice Book
- Spelling Practice Book
- Language Handbook

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**THEME 5: School Rules**

**STORY: The Fun They Had**

**TIMEFRAME:** Based upon the Harcourt Five Day Plan

**Classroom Resources**

- Teacher’s Edition – Volume 5
- Student Anthology
- Vocabulary flashcards: dispute, nonchalantly, loftily, sorrowfully, adjusted
- Audio text 5
- Intervention Kits
- Intervention Stations
- Comprehension cards: #25

**Books for All Learners**

- **Below-Level:** Fun with Robots
- **On – Level:** School in the 50’s
- **Advanced:** Trapped in the Future
- **ELL:** School 2501

---

**Books for All Learners**

- **Below-Level:** Fun with Robots
- **On – Level:** School in the 50’s
- **Advanced:** Trapped in the Future
- **ELL:** School 2501

---

**Additional Resources**

- Skill Practice Book
- Spelling Practice Book
- Language Handbook
### PA STANDARDS

1.3.5 Reading, Analyzing and Interpreting Literature: Students read and respond to works of literature.

- **A.** Read, understand, and respond to works from various genres of literature.
- **B.** Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
- **C.** Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.

1.4.5 Types of Writing: Students write for different purposes and audiences.

- **A.** Write poems, multi-paragraph stories, and plays.
  - Include detailed descriptions of people, places and things
  - Include literary elements and devices.

1.5.5 Quality of Writing: Students write clear and focused text to convey a well-defined perspective and appropriate content.

- **A.** Write with a clear focus, identifying topic, task and audience.
- **B.** Develop content appropriate for the topic.
  - Gather, organize and select the most effective information appropriate for the topic, task and audience.
  - Write paragraphs that have a topic sentence and supporting details.

### FOCUS POINT

- **Genre**
  - Science Fiction

- **Narrative Elements**
  - Plot, character setting

### CLASSROOM RESOURCES

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- **Science:** Punch cards
- **Social Studies:** Learning about the past, Create a web page
- **Math:** Design a math machine
- **Writing:** Write a story of your school day, Write a letter to the editor
# POCONO MOUNTAIN SCHOOL DISTRICT
## READING – GRADE 5
### SCOPE AND SEQUENCE
#### THEME 5: School Rules
##### STORY: The Fun They Had
**TIMEFRAME:** Based upon the Harcourt Five Day Plan

<table>
<thead>
<tr>
<th>PA STANDARDS</th>
<th>FOCUS POINT</th>
<th>CLASSROOM RESOURCES</th>
</tr>
</thead>
</table>
| C. Organize writing in a logical order.  
  - Use appropriate transitions within sentences and between paragraphs.  
  - Include an identifiable introduction, body, and conclusion.  
| D. Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create voice.  
  - Include specific details that convey meaning and set a tone.  
| E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.  
| F. Use grade appropriate conventions of language when writing and editing.  
  - Spell common, frequently used words correctly.  
  - Use capital letters correctly.  
  - Punctuate correctly.  
  - Use correct grammar and sentence formation.  

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

| A. Listen critically and respond to others in small and large group situations.  
  - Respond with grade level appropriate questions, ideas, information, or opinions.  
| B. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.  
| Grammar  
  - Regular and irregular verbs  
| Speaking  
  - Select a focus for an oral presentation  
| Listening  
  - Listen for information in a personal story |
### PA Standards

**1.8.5 Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

- A. Explain an inquiry-based process in seeking knowledge.
- B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
- C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

**1.9.5 Information, Communication, and Literacy Technology:** Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

- A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.
- B. Understand and evaluate media as a source of information and entertainment.

### Focus Point

- **Inquiry Project**
  - Select a focus for an inquiry project

### Classroom Resources

- **Information Search**
  - Use Internet resources to research learning tools of the future
### PA STANDARDS

1.1.5 Learning to Read Independently: Students apply a wide range of strategies.

A. Identify the author’s purpose and type, using grade level text.
B. Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
C. Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
E. Demonstrate an appropriate rate of silent reading based upon grade level texts.

### FOCUS POINT

#### Decoding/Phonics
- Syllable Pattern: VCV

#### Spelling
- VV words

#### Vocabulary
- Story words: vast, rigging, furl, beams, huddled, settlement, lurked

#### Word Study
- Connotation/Denotation
- Suffixes
- Analogies

#### Comprehension
- Create mental images
- Summarize
- Compare texts
- Reference sources

#### Literary Analysis
- Simile
- Characterization

#### Fluency
- Reread the selection as a documentary

### CLASSROOM RESOURCES

#### Teaching Tools
- Teacher’s Edition – Volume 6
- Student Anthology
- Vocabulary flashcards: vast, rigging, furl, beams, huddled, settlement, lurked
- Audio text 6
- Intervention Kits
- Intervention Stations
- Transparencies: #236, 237, 238, D, 239, 240, 241, 242, 243
- Comprehension cards: #26
- Harcourt website
  - [www.harcourtschool.com](http://www.harcourtschool.com)
  - [www.eharcour.com](http://www.eharcour.com)

#### Books for All Learners
- **Below-Level**: The Stowaway
- **On – Level**: Tisquantum and the Pilgrims
- **Advanced**: Mayflower Surprise
- **ELL**: Food for Fun

#### Additional Resources
- Skill Practice Book
- Spelling Practice Book
- Language Handbook
### PA STANDARDS

**1.3.5 Reading, Analyzing and Interpreting Literature:** Students read and respond to works of literature.

- A. Read, understand, and respond to works from various genres of literature.
- B. Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
- C. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.
- D. Describe how the author uses literary devices to convey meaning (e.g., personification, simile, alliteration, symbolism, metaphor).

**1.4.5 Types of Writing:** Students write for different purposes and audiences.

- A. Write poems, multi-paragraph stories, and plays.
  - Include detailed descriptions of people, places and things
  - Include literary elements and devices.

### FOCUS POINT

**Genre**
- Historical Fiction

**Literary Analysis**
- Simile
- Characterization

**Writing Process**
- Word choice: Rhymed poem

### CLASSROOM RESOURCES

**Library Books Collection**
- The Cat Who Escaped from Steerage by Evelyn Wilde Mayerson

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- **Science:** The salty sea, Why settlers came. Write a report about storms at sea
- **Social Studies:** Early settlers, Old World names, The Mayflower. Present a news broadcast about the Mayflower.
- **Writing:** Create a narrative composition, Write a paragraph to compare/contrast
**PA STANDARDS**

<table>
<thead>
<tr>
<th>1.5.5 Quality of Writing: Students write clear and focused text to convey a well-defined perspective and appropriate content.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A.</strong> Write with a clear <strong>focus</strong>, identifying topic, task and audience.</td>
</tr>
<tr>
<td><strong>B.</strong> Develop content appropriate for the topic.</td>
</tr>
<tr>
<td>• Gather, organize and select the most effective information appropriate for the topic, task and audience.</td>
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<tr>
<td>• Write paragraphs that have a topic sentence and supporting details.</td>
</tr>
<tr>
<td><strong>C.</strong> Organize writing in a logical order.</td>
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<tr>
<td>• Use appropriate transitions within sentences and between paragraphs.</td>
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<tr>
<td>• Include an identifiable introduction, body, and conclusion.</td>
</tr>
<tr>
<td><strong>D.</strong> Write with an understanding of <strong>style</strong>, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create <strong>voice</strong>.</td>
</tr>
<tr>
<td>• Include specific details that convey meaning and set a <strong>tone</strong>.</td>
</tr>
<tr>
<td><strong>E.</strong> Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.</td>
</tr>
<tr>
<td><strong>F.</strong> Use grade appropriate <strong>conventions of language</strong> when writing and editing.</td>
</tr>
<tr>
<td>• Spell common, frequently used words correctly.</td>
</tr>
<tr>
<td>• Use capital letters correctly.</td>
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<tr>
<td>• Punctuate correctly.</td>
</tr>
<tr>
<td>• Use correct grammar and sentence formation.</td>
</tr>
</tbody>
</table>

**FOCUS POINT**

**Writing Process**
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)

**CLASSROOM RESOURCES**

**Grammar**
- Perfect tenses
**POCONO MOUNTAIN SCHOOL DISTRICT**  
**READING – GRADE 5**  
**SCOPE AND SEQUENCE**  
**THEME 5: American Adventure**  
**STORY: Across the Wide Dark Sea**  
**TIMEFRAME:** Based upon the Harcourt Five Day Plan

<table>
<thead>
<tr>
<th>PA STANDARDS</th>
<th>FOCUS POINT</th>
<th>CLASSROOM RESOURCES</th>
</tr>
</thead>
</table>
| 1.6.5 **Speaking and Listening:** Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions. | **Speaking**  
- Speak for a specific purpose  
- Practice using verbal and non-verbal techniques |  |
| | **Listening**  
- Use listening strategies in non-interactive settings |  |
| C. Listen critically and respond to others in small and large group situations.  
  - Respond with grade level appropriate questions, ideas, information, or opinions. | | |
| D. Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations. | | |

**1.7.5 Characteristics and Functions of the English Language:** Students recognize formal and informal language and its use in speech, writing, and literature.

B. Identify differences in formal and informal language used in speech, writing, and literature.
### PA STANDARDS

<table>
<thead>
<tr>
<th><strong>1.8.5 Research</strong></th>
<th><strong>Focus Point</strong></th>
<th><strong>Classroom Resources</strong></th>
</tr>
</thead>
</table>
| Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions. | **Inquiry Project**  
  - Select a focus for an inquiry project | **Information Search**  
  - Use technology resources to research early explorers of the Americas |

A. Explain an inquiry-based process in seeking knowledge.
B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

### 1.9.5 Information, Communication, and Literacy Technology:
Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.
B. Understand and evaluate media as a source of information and entertainment.
### PA STANDARDS

**1.1.5 Learning to Read Independently:** Students apply a wide range of strategies.

- Identify the author’s purpose and type, using grade level text.
- Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
- Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
- Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
- Demonstrate an appropriate rate of silent reading based upon grade level texts.

### FOCUS POINT

<table>
<thead>
<tr>
<th>Decoding/Phonics</th>
<th>Spelling</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Word structure: Using word parts</td>
<td>• Contractions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Story words: interpreter, anthem, distinguished, guarantee, suffrage, misleading, stumps, indebted</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Word Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Connotation/Denotation</td>
</tr>
<tr>
<td>• Homophones</td>
</tr>
<tr>
<td>• Reference sources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comprehension</th>
</tr>
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<tr>
<td>• Cause and effect</td>
</tr>
<tr>
<td>• Make and confirm predictions</td>
</tr>
<tr>
<td>• Use text structure and format</td>
</tr>
<tr>
<td>• Test-Taking Strategies: Research and information skills</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literary Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Drama</td>
</tr>
<tr>
<td>• Alliteration</td>
</tr>
<tr>
<td>• Media messages</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency</th>
</tr>
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<tbody>
<tr>
<td>• Reread the selection as a radio play</td>
</tr>
</tbody>
</table>

### CLASSROOM RESOURCES

**Teaching Tools**
- Teacher’s Edition – Volume 6
- Student Anthology
- Vocabulary flashcards: interpreter, anthem, distinguished, guarantee, suffrage, misleading, stumps, indebted
- Audio text 6
- Intervention Kits
- Intervention Stations
- Transparencies: #246, 247, 248, F, 249, 250, 251, 252
- Comprehension cards: # 27
- Harcourt website
  - www.harcourtschool.com
  - www.eharcout.com

**Books for All Learners**
- **Below-Level:** Susan B. Anthony
- **On – Level:** Home for the President
- **Advanced:** Living History Day
- **ELL:** Let’s Do a Play

**Additional Resources**
- Skill Practice Book
- Spelling Practice Book
- Language Handbook
THEME 6: American Adventure
STORY: Name This American
TIMEFRAME: Based upon the Harcourt Five Day Plan

### PA STANDARDS

1.2.5 Reading, Analyzing and Interpreting Text: Students read, understand, and respond to informational text.

- A. Evaluate text organization and content to determine the author’s purpose and effectiveness.
- B. Differentiate fact from opinion across multiple texts.
- C. Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.
- D. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
- E. Read, understand, and respond to essential content of text and documents in all academic areas.

1.3.5 Reading, Analyzing and Interpreting Literature: Students read and respond to works of literature.

- A. Read, understand, and respond to works from various genres of literature.
- B. Identify and analyze the characteristics of different genres such as poetry, drama and fiction.
- C. Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.
- D. Describe how the author uses literary devices to convey meaning (e.g., personification, simile, alliteration, symbolism, metaphor).

### FOCUS POINT

**Comprehension**
- Cause and effect
- Make and confirm predictions
- Use text structure and format
- Test-Taking Strategies: Research and information skills

**Narrative Elements**
- Reading across texts

**Genre**
- Play

**Narrative Elements**
- Reading across texts

**Literary Analysis**
- Drama
- Alliteration
- Media messages

### CLASSROOM RESOURCES

**Library Books Collection**
- And Then What Happened, Paul Revere by Jean Fritz

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jingles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- **Science:** Comets, Make a quiz game about sun spots
- **Social Studies:** Dramatize a scene from American history, Routes of explorers, Create a recorded message about an American symbol
- **Writing:** Create a biographical dictionary, Write an opinion statement

**Related Poetry**
- President’s Day by Myra Cohn Livingston
- The Fourth of July by Jean Kenward
**THEME 6: American Adventure**

**STORY: Name This American**

**TIMEFRAME:** Based upon the Harcourt Five Day Plan

### PA STANDARDS

<table>
<thead>
<tr>
<th>Types of Writing</th>
<th>Quality of Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.4.5</strong> Students write for different purposes and audiences.</td>
<td><strong>1.5.5</strong> Students write clear and focused text to convey a well-defined perspective and appropriate content.</td>
</tr>
</tbody>
</table>

- **A.** Write poems, multi-paragraph stories, and plays.
  - Include detailed descriptions of people, places and things
  - Include *literary elements* and *devices*.

- **B.** Develop content appropriate for the topic.
  - Gather, organize and select the most effective information appropriate for the topic, task and audience.
  - Write paragraphs that have a topic sentence and supporting details.

- **C.** Organize writing in a logical order.
  - Use appropriate transitions within sentences and between paragraphs.
  - Include an identifiable introduction, body, and conclusion.

- **D.** Write with an understanding of *style*, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create *voice*.
  - Include specific details that convey meaning and set a *tone*.

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

### FOCUS POINT

- **Writing Process**
  - **Word choice:** Story

### CLASSROOM RESOURCES

- **Writing Process**
  - **Prewrite and draft**
  - **Revise and reflect**
  - **Traits of good writing** (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)
### PA STANDARDS

**F.** Use grade appropriate **conventions of language** when writing and editing.
- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

### FOCUS POINT

**Grammar**
- Contractions and negatives

### CLASSROOM RESOURCES

#### 1.6.5 Speaking and Listening:

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

**A.** Listen critically and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information, or opinions.

**B.** Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

**Speaking**
- Present a story effectively using verbal and nonverbal techniques

**Listening**
- Interpret verbal and nonverbal cues
### PA STANDARDS

#### 1.8.5 Research

Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

- **A.** Explain an inquiry-based process in seeking knowledge.
- **B.** Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
- **C.** Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

#### 1.9.5 Information, Communication, and Literacy Technology

Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

- **A.** Use media and technology resources for problem solving, self-directed learning and extended learning activities.
- **B.** Understand and evaluate media as a source of information and entertainment.

### CLASSROOM RESOURCES

#### Focus Point

**Inquiry Project**
- Select a focus for an inquiry project

#### Information Search
- Use technology resources to research a historical figure
THEME 6: American Adventure
STORY: What’s the Big Idea, Ben Franklin?

TIMEFRAME: Based upon the Harcourt Five Day Plan

<table>
<thead>
<tr>
<th>PA STANDARDS</th>
<th>FOCUS POINT</th>
<th>CLASSROOM RESOURCES</th>
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<tbody>
<tr>
<td>1.1.5 Learning to Read Independently: Students apply a wide range of strategies.</td>
<td>Decoding/Phonics</td>
<td>Teaching Tools</td>
</tr>
<tr>
<td>A. Identify the author’s purpose and type, using grade level text.</td>
<td>• Word structure: Greek and Latin roots</td>
<td>• Teacher’s Edition – Volume 6</td>
</tr>
<tr>
<td>B. Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.</td>
<td>Spelling</td>
<td>• Student anthology</td>
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<tr>
<td>C. Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.</td>
<td>Vocabulary</td>
<td>• Vocabulary flashcards: honors, contraption, edition, repeal, suspended, treaty</td>
</tr>
<tr>
<td>D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.</td>
<td>Word Study</td>
<td>• Audio text 6</td>
</tr>
<tr>
<td>E. Demonstrate an appropriate rate of silent reading based upon grade level texts.</td>
<td>Comprehension</td>
<td>• Intervention kits</td>
</tr>
</tbody>
</table>

- **Decoding/Phonics**
  - Word structure: Greek and Latin roots

- **Spelling**
  - Related words

- **Vocabulary**
  - Story words: honors, contraption, edition, repeal, suspended, treaty

- **Word Study**
  - Connotation/Denotation
  - Analyzing words
  - Word relationships

- **Comprehension**
  - Reread to clarify
  - Summarize
  - Cause and effect

- **Literary Analysis**
  - Biography

- **Fluency**
  - Read the selection as if narrating a documentary

**Teaching Tools**
- Teacher’s Edition – Volume 6
- Student anthology
- Vocabulary flashcards: honors, contraption, edition, repeal, suspended, treaty
- Audio text 6
- Intervention kits
- Intervention Stations
- Comprehension cards: # 28
- Harcourt website: [www.harcourtschool.com](http://www.harcourtschool.com) [www.eharcour.com](http://www.eharcour.com)

**Books for All Learners**
- **Below-Level**: Wise Ben
- **On – Level**: The Great Franklin Debate
- **Advanced**: Inventive Americans
- **ELL**: Lights Out

**Additional Resources**
- Skill Practice Book
- Spelling Practice Book
- Language Handbook
# POCONO MOUNTAIN SCHOOL DISTRICT
## READING – GRADE 5
### SCOPE AND SEQUENCE
**THEME 6: American Adventure**
**STORY: What's the Big Idea, Ben Franklin?**
**TIMEFRAME: Based upon the Harcourt Five Day Plan**

## PA STANDARDS

<table>
<thead>
<tr>
<th>FOCUS POINT</th>
<th>CLASSROOM RESOURCES</th>
</tr>
</thead>
</table>
| **1.2.5 Reading, Analyzing and Interpreting Text:** Students read, understand, and respond to informational text. | Library Books Collection  
- And Then What Happened, Paul Revere? By Jean Fritz  
Assessment  
- End of selection test |
| A. Evaluate text organization and content to determine the author’s purpose and effectiveness. | CD-ROM  
- Mission Comprehension  
- Media Literacy and Communication  
- Grammar Jingles  
- Writing Express  
- Reading and Language Skills |
| B. Differentiate fact from opinion across multiple texts. | Cross Curricular Integration  
- Science: Electricity, Iron, The Battle of Lexington, Help from France, Plan an experiment  
- Social Studies: The Constitution, Give a presentation on an American patriot  
- Writing: Rewrite the almanac, Write a journal entry |
| C. Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present. | |
| D. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers. | |
| E. Read, understand, and respond to essential content of text and documents in all academic areas. | |

## 1.3.5 Reading, Analyzing and Interpreting Literature: Students read and respond to works of literature.

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A. Read, understand, and respond to works from various <strong>genres</strong> of literature.</td>
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<tr>
<td>B. Identify and analyze the characteristics of different <strong>genres</strong> such as poetry, drama and fiction.</td>
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<tr>
<td>C. Compare the use of <strong>literary elements</strong> within and among texts including characters, setting, plot, <strong>theme</strong> and <strong>point of view</strong>.</td>
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</table>

**Genre**

- Biography
### PA STANDARDS

#### 1.4.5 Types of Writing: Students write for different purposes and audiences.

A. Write poems, multi-paragraph stories, and plays.
   - Include detailed descriptions of people, places and things
   - Include **literary elements** and **devices**.

#### 1.5.5 Quality of Writing: Students write clear and focused text to convey a well-defined perspective and appropriate content.

A. Write with a clear **focus**, identifying topic, task and audience.
B. Develop content appropriate for the topic.
   - Gather, organize and select the most effective information appropriate for the topic, task and audience.
   - Write paragraphs that have a topic sentence and supporting details.
C. Organize writing in a logical order.
   - Use appropriate transitions within sentences and between paragraphs.
   - Include and identifiable introduction, body, and conclusion.
D. Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.
   - Include specific details that convey meaning and set a **tone**.
E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

### FOCUS POINT

**Writing Process**
- Expository Writing: Play

### CLASSROOM RESOURCES

**Writing Process**
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)
### PA STANDARDS

**F.** Use grade appropriate **conventions of language** when writing and editing.
- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

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

**A.** Listen critically and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information, or opinions.

**B.** Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

### FOCUS POINT

**Grammar**
- Adverbs

### CLASSROOM RESOURCES

**Speaking**
- Use strategies to speak clearly

**Listening**
- Use listening strategies in non-interactive settings
<table>
<thead>
<tr>
<th>PA STANDARDS</th>
<th>FOCUS POINT</th>
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</table>
| **1.8.5 Research:** Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.  
A. Explain an inquiry-based process in seeking knowledge.  
B. Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.  
C. Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.  

**1.9.5 Information, Communication, and Literacy Technology:** Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.  
A. Use media and technology resources for problem solving, self-directed learning and extended learning activities.  
B. Understand and evaluate media as a source of information and entertainment.  

**Inquiry Project**  
- Select a focus for an inquiry project  

**Information Search**  
- Use technology resources to learn more about people and their lives during the American Revolution
THEME 6: American Adventure
STORY: Lewis and Clark

TIMEFRAME: Based upon the Harcourt Five Day Plan

PA STANDARDS

1.1.5 Learning to Read Independently: Students apply a wide range of strategies.

A. Identify the author’s purpose and type, using grade level text.
B. Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
C. Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
E. Demonstrate an appropriate rate of silent reading based upon grade level texts.

FOCUS POINT

Decoding/Phonics
- Syllables: Accent marks and unaccented syllables

Spelling
- Words with three syllables

Vocabulary
- Story words: profusely, dismal, terrain, ordeal, peril, esteem

Word Study
- Analogies
- Connotation/Denotation

Comprehension
- Cause and effect
- Create mental images
- Text structure and format: Time Order
- Self-Question
- Reading across texts
- Making connections/Compare texts
- Locate information: Research and information skills

Fluency
- Reread the selection as if narrating a documentary

CLASSROOM RESOURCES

Teaching Tools
- Teacher’s Edition – Volume 6
- Student anthology
- Vocabulary flashcards: profusely, dismal, terrain, ordeal, peril, esteem
- Audio text 5
- Intervention kits
- Intervention Stations
- Transparencies: # 264, 265, 266, F, 267A,B, 268,269, 270
- Comprehension cards: # 29

Books for All Learners
- Below-Level: My Surprising Vacation with Lewis and Clark
- On – Level: Oregon Trail Days
- Advanced: The Bison and the People of the Plains
- ELL: Cross Country

Additional Resources
- Skill Practice Book
- Spelling Practice Book
- Language Handbook
### PA Standards

**1.2.5 Reading, Analyzing and Interpreting Text:** Students read, understand, and respond to informational text.

A. Evaluate text organization and content to determine the author’s purpose and effectiveness.
B. Differentiate fact from opinion across multiple texts.
C. Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration *(bias)* where present.
D. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.
E. Read, understand, and respond to essential content of text and documents in all academic areas.

**1.3.5 Reading, Analyzing and Interpreting Literature:** Students read and respond to works of literature.

A. Read, understand, and respond to works from various *genres* of literature.
B. Identify and analyze the characteristics of different *genres* such as poetry, drama and fiction.
C. Compare the use of *literary elements* within and among texts including characters, setting, plot, *theme* and *point of view*.

### Classroom Resources

**Library Books Collection**
- *And Then What Happened, Paul Revere?* By Jean Fritz

**Assessment**
- End of selection test

**CD-ROM**
- Mission Comprehension
- Media Literacy and Communication
- Grammar Jungles
- Writing Express
- Reading and Language Skills

**Cross Curricular Integration**
- **Science:** Create a pamphlet about river conservation
- **Social Studies:** Illustrate history, The Route, Make a map
- **Math:** Calculate area, Cost, Miles
- **Writing:** Write an explanation

### Focus Point

**Genre**
- Expository Nonfiction
### PA STANDARDS

#### 1.4.5 Types of Writing:
Students write for different purposes and audiences.

- Write poems, multi-paragraph stories, and plays.
  - Include detailed descriptions of people, places and things
  - Include **literary elements** and **devices**.

#### 1.5.5. Quality of Writing:
Students write clear and focused text to convey a well-defined perspective and appropriate content.

- Write with a clear **focus**, identifying topic, task and audience.
- Develop content appropriate for the topic.
  - Gather, organize and select the most effective information appropriate for the topic, task and audience.
  - Write paragraphs that have a topic sentence and supporting details.
- Organize writing in a logical order.
  - Use appropriate transitions within sentences and between paragraphs.
  - Include an identifiable introduction, body, and conclusion.
- Write with an understanding of **style**, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create **voice**.
  - Include specific details that convey meaning and set a **tone**.
- Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

### FOCUS POINT

**Writing Process**
- Expressive Writing: Tall Tale

### CLASSROOM RESOURCES

**Writing Process**
- Prewrite and draft
- Revise and reflect
- Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)
**PA STANDARDS**

- **Grammar**
  - Comparing with adverbs

- **Speaking**
  - Engage the audience with appropriate verbal cues, facial expressions, and gestures

- **Listening**
  - Interpret verbal and nonverbal messages, purposes, and perspectives

### PA STANDARDS

**F. Use grade appropriate conventions of language** when writing and editing.
- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
- Use correct grammar and sentence formation.

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

- **A.** Listen critically and respond to others in small and large group situations.
  - Respond with grade level appropriate questions, ideas, information, or opinions.

- **B.** Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.
### PA STANDARDS

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<tr>
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</tbody>
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### FOCUS POINT

**Inquiry Project**
- Select a focus for an inquiry project

### CLASSROOM RESOURCES

**Information Search**
- Use technology resources to research a leader in early American History
### PA STANDARDS

**1.1.5 Learning to Read Independently:** Students apply a wide range of strategies.

- A. Identify the author’s purpose and type, using grade level text.
- B. Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary or context clues to decode and understand new words during reading.
- C. Use meaning and knowledge of words (e.g., homophones, homographs, root words) across content areas to increase reading vocabulary.
- D. Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representations.
- E. Demonstrate an appropriate rate of silent reading based upon grade level texts.

### FOCUS POINT

**Decoding/Phonics**
- Word structure: Word origins

**Spelling**
- Words from Spanish

**Vocabulary**
- Story words: migrated, exodus, burrowed, installments, designated

**Word Study**
- Synonyms
- Homophones

**Comprehension**
- Summarize and paraphrase
- Use context to confirm meaning
- Organize information: Research and information skills

**Fluency**
- Reread the selection as if narrating a documentary

### CLASSROOM RESOURCES

**Teaching Tools**
- Teacher’s Edition – Volume 6
- Student Anthology
- Vocabulary flashcards: migrated, exodus, burrowed, installments, designated
- Audio text 6
- Intervention Kits
- Intervention Stations
- Transparencies: # 273, 274, 275, G, 276, 277A, 278, 279, 280
- Comprehension cards: # 30
- Harcourt website [www.harcourtschool.com](http://www.harcourtschool.com) [www.eharcourt.com](http://www.eharcourt.com)

**Books for All Learners**
- **Below-Level:** A Big Day in Nicodemus
- **On – Level:** With Love, J Letters from the Past
- **Advanced:** Discovering History in a Suitcase
- **ELL:** Westward Bound!

**Additional Resources**
- Skill Practice Book
- Spelling Practice Book
- Language Handbook

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**THEME 6: American Adventure**

**STORY: Black Frontiers**

**TIMEFRAME:** Based upon the Harcourt Five Day Plan
<table>
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</tr>
</thead>
</table>
| **1.2.5 Reading, Analyzing and Interpreting Text:** Students read, understand, and respond to informational text. | | Library Books Collection  
- Dear Benjamin Banneker by Andrea Davis Pinkney |
| A. Evaluate text organization and content to determine the author’s purpose and effectiveness. | | Assessment  
- End of selection test |
| B. Differentiate fact from opinion across multiple texts. | | CD-ROM  
- Mission Comprehension  
- Media Literacy and Communication  
- Grammar Jungles  
- Writing Express  
- Reading and Language Skills |
| C. Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present. | | Cross Curricular Integration  
- **Science:** Record observations  
- **Social Studies:** Measure distance of the settlers, Grasslands, Pioneer debate  
- **Writing:** Write paragraphs that contrast  
- **Art:** Give an oral description of 19th century photograph |
| D. Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers. | | |
| E. Read, understand, and respond to essential content of text and documents in all academic areas. | | |

**1.3.5 Reading, Analyzing and Interpreting Literature:** Students read and respond to works of literature.

A. Read, understand, and respond to works from various genres of literature.

B. Identify and analyze the characteristics of different genres such as poetry, drama and fiction.

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

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<tr>
<th>Genre</th>
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</thead>
<tbody>
<tr>
<td>- Expository Nonfiction</td>
</tr>
</tbody>
</table>
**PA STANDARDS**

**1.4.5 Types of Writing:** Students write for different purposes and audiences.

- B. Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
  - Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

**1.5.5. Quality of Writing:** Students write clear and focused text to convey a well-defined perspective and appropriate content.

- A. Write with a clear **focus**, identifying topic, task and audience.
- B. Develop content appropriate for the topic.
  - Gather, organize and select the most effective information appropriate for the topic, task and audience.
  - Write paragraphs that have a topic sentence and supporting details.
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  - Include specific details that convey meaning and set a **tone**.
- E. Revise writing to improve organization and word choice: check the logic, order of ideas and precision of vocabulary.

**FOCUS POINT**

- **Writing Process**
  - Expressive Writing: Friendly letter

**CLASSROOM RESOURCES**

- **Writing Process**
  - Prewrite and draft
  - Revise and reflect
  - Traits of good writing (focus/ideas, organization, voice, word choice, development, effective sentences, effective paragraphs, conventions)
### PA STANDARDS

**F.** Use grade appropriate **conventions of language** when writing and editing.
- Spell common, frequently used words correctly.
- Use capital letters correctly.
- Punctuate correctly.
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### 1.6.5 Speaking and Listening:

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**A.** Listen critically and respond to others in small and large group situations.
- Respond with grade level appropriate questions, ideas, information, or opinions.

**B.** Demonstrate awareness of audiences using appropriate volume and clarity in formal speaking presentations.

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### FOCUS POINT

**Grammar**
- Prepositional phrases

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### CLASSROOM RESOURCES

**Speaking**
- Use appropriate verbal cues and facial expressions to engage an audience

**Listening**
- Identify important facts and details
### PA STANDARDS

#### 1.8.5 Research: Students gather information from a variety of sources, analyzing and evaluating the quality of information they obtain to answer research questions.

- **A.** Explain an inquiry-based process in seeking knowledge.
- **B.** Conduct inquiry and research in self-selected or assigned topics using a variety of teacher-guided media sources and strategies.
- **C.** Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

#### 1.9.5 Information, Communication, and Literacy Technology: Students use technology to locate, evaluate, and collect information from a variety of sources for a variety of purposes.

- **A.** Use media and technology resources for problem solving, self-directed learning and extended learning activities.
- **B.** Understand and evaluate media as a source of information and entertainment.

### FOCUS POINT

#### Inquiry Project
- Select a focus for an inquiry project

### CLASSROOM RESOURCES

#### Information Search
- Use technology resources to research nineteenth-century photographs
<table>
<thead>
<tr>
<th>Dolch Word</th>
<th>Grade Level</th>
<th>Harcourt Story</th>
<th>Story Vocabulary Word</th>
<th>Spelling Word</th>
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### PA ACADEMIC STANDARDS

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<tr>
<th>CORRESPONDING COMMON CORE STANDARD(S)</th>
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<tr>
<td><strong>1.1.5: LEARNING TO READ INDEPENDENTLY</strong></td>
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#### 1.1.5.A. Purpose of Reading:
*Identify the author’s purpose and type, using grade level text.*

| **CC.5.R.L.4** | Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| **CC.5.R.F.3** | Phonics and Word Recognition: Know and apply grade-level phonics and word analysis skills in decoding words. |
| **CC.5.R.F.3a** | Phonics and Word Recognition: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| **CC.5.R.F.4c** | Fluency: Use context to confirm or self-correct word recognition and understanding, rereading as necessary. |
| **CC.5.L.4** | Vocabulary Acquisition and Use: 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. |
| **CC.5.L.4a** | Vocabulary Acquisition and Use: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |

#### 1.1.5.B. Word Recognition Skills:
*Use knowledge of phonics (e.g., syllabication, root words, prefixes, suffixes), and the dictionary, or context clues to decode and understand new words during reading.*

<p>| <strong>CC.5.R.L.4</strong> | Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| <strong>CC.5.R.I.4</strong> | Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a Grade 5 topic or subject area. |
| <strong>CC.5.R.F.3a</strong> | Phonics and Word Recognition: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. |
| <strong>CC.5.L.4</strong> | Vocabulary Acquisition and Use: 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. |
| <strong>CC.5.L.4a</strong> | Vocabulary Acquisition and Use: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. |
| <strong>CC.5.L.5c</strong> | Vocabulary Acquisition and Use: Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. |</p>
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**1.1.5.D. Comprehension and Interpretation:** Demonstrate comprehension/understanding before reading, during reading, and after reading on grade level texts through strategies such as retelling, summarizing, note-taking, connecting to prior knowledge, extending ideas from text, and non-linguistic representation.

- **CC5.R.L.1** Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CC5.R.L.2** Key Ideas and Details: 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.
- **CC5.R.L.10** Range of Reading and Complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 complexity band independently and proficiently, with scaffolding as needed at the high end of the range.
- **CC5.R.I.1** Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CC5.R.I.2** Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **CC5.R.I.10** Range of Reading and Complexity of Text: By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.
- **CC5.SL.2** Comprehension and Collaboration: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**1.1.5.E. Fluency:** Demonstrate appropriate rate of silent reading based upon grade level texts.

- **CC5.R.F.4** Fluency: Read with sufficient accuracy and fluency to support comprehension.
- **CC5.R.F.4a** Fluency: Read grade-level text with purpose and understanding.
- **CC5.R.F.4b** Fluency: Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
IRA/NCTE STANDARDS:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

FOCUS POINTS:

- Narrative Elements
- Decoding/Phonics
- Word Study
- Vocabulary
- Comprehension
- Literary Analysis
- Fluency
- Genre
ACTIVITIES:

- Thinking Maps
- Character Cube
- Story Ball
- Versatiles
- Blend Dominoes
- Vocabulary Flashcards
- Word Sorts – syllable sorts, pattern sorts (CVVC, VCCV, etc.), vocabulary sorts, literary devices (antonyms, synonyms, etc.)
- Card Sorts – fact/opinion, cause/effect
- Graphic Organizers
- Choral Reading
- Reader’s Theater
- Fluency Builder in Intervention Practice Book
- Use Harcourt Glossary or dictionary to define vocabulary words used in text
- Students will respond to verbal prompt of literary devices example: analogies: hot is to cold, as in is to out.
- Cloze paragraph to determine meaning of vocabulary words in context
- Create Venn diagram of words using roots, prefixes, suffixes
- Sequence the events of a story using sentence strips
- Create a story map that details narrative elements (character, plot, setting, and theme)
- Complete a Double Bubble Thinking Map to compare genres
- Maintain a Tree Thinking Map throughout the theme categorizing each genre
- Use the Circle Thinking Map to predict and infer
- Create a Flow Thinking Map to retell the events of the story
- Students will design their own word assembly game for prefixes, suffixes and roots
- Create a flip book for literary devices (personification, similes, metaphors, etc.)
- Students will paraphrase by restating ideas from the text in a new way
- Summarize the main idea and important details of a story using a graphic organizer or response journal
- Access interactive website to learn how to locate parts of a book (www.studyzone.org)
- Match idioms with corresponding picture cards
- Using children’s literature, students will search for examples of personification
ASSESSMENTS:

- Harcourt End of Selection Tests
- Intervention Kit End of Selection Tests
- DIBELS (Progress Monitoring & Benchmark Tests)
- 4Sight
- Formative Assessments

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation

- English Language Learner resource kit
- Harcourt Intervention resource kit
- Intervention Station
- Read Naturally
- Wilson Language Program
- Leveled Guided Readers/Books for All Learners
- Venn Diagrams, KWL charts, thinking maps

Extension

- Learning Centers- Language Master, Books on Tape, Comprehension Cards
- Harcourt Trophies
- Leveled Guided Readers/Books for All Learners
- Graphic Organizers-Venn Diagrams, KWL charts, Thinking maps

Enrichment

- Leveled Guided Readers
- Classworks
- Study Island
- Venn Diagrams, KWL charts, thinking maps

Websites:

- www.thinkfinity.org
- www.harcourtschool.com
- www.a-zlearning.com
- www.razkids.com
- www.funbrain.com
POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 5

RESOURCES:

- Harcourt Trophies Reading Series and Resources
- Harcourt Intervention Kit
- Intervention Station
- Computer Programs: Study Island
- Intervention Kit
- Venn Diagrams, KWL charts, thinking maps
- Websites:
  - www.ncte.org
  - www.readinga-z.com
  - www.brainpop.com
  - www.funbrain.com
  - www.reading.org
  - www.raz-kids.com
  - www.readingrockets.org
  - www.readwritethink.org
  - www.unitedstreaming.com
  - www.studyzone.org
  - www.harcourtschool.com
- Classroom Library (nonfictional, fictional, informational texts, magazines, dictionaries, newspapers)
- Workable Documents (charts, schedules, recipes, rules, signs, posters, maps)
- Versatiles
- Read Naturally
- Books for All Learners
- Graphic Organizers
- Home-School Connections
- Library Books Collection
- Audiotexts

COMMON CORE STANDARDS KEY

| RL  | - | READING – LITERATURE |
| RI  | - | READING – INFORMATIONAL TEXT |
| RF  | - | FOUNDATIONAL SKILLS |
| W   | - | WRITING |
| SL  | - | SPEAKING AND LISTENING |
| L   | - | LANGUAGE |
### PA ACADEMIC STANDARDS | CORRESPONDING COMMON CORE STANDARD(S)

#### 1.2.5: READING, ANALYZING AND INTERPRETING TEXT

<table>
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<tr>
<th>PA ACADEMIC STANDARDS</th>
<th>Common Core Standard(s)</th>
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<tr>
<td><strong>1.2.5.A. Text Organization:</strong> Evaluate text organization and content to determine the author's purpose and effectiveness.</td>
<td><strong>CC.S.R.L.5</strong> &lt;br&gt;<strong>CC.S.R.I.5</strong>  Craft and Structure: Explain how a series of chapter, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  Craft and Structure: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</td>
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<td><strong>1.2.5.B. Fact and Opinion:</strong> Differentiate fact from opinion across multiple texts.</td>
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<td><strong>1.2.5.C. Essential and Non-Essential Text:</strong> Distinguish between essential and nonessential information, within and across a variety of texts, identifying stereotypes and exaggeration (bias) where present.</td>
<td><strong>CC.S.R.I.8</strong>  Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
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<td><strong>1.2.5.D. Inferences:</strong> Make inferences about similar concepts in multiple texts and draw conclusions, citing evidence from the text to support answers.</td>
<td><strong>CC.S.R.I.1</strong>  <strong>CC.S.R.I.6</strong>  <strong>CC.S.R.I.8</strong>  Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.  Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</td>
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## PA ACADEMIC STANDARDS | CORRESPONDING COMMON CORE STANDARD(S)

**1.2.5: LEARNING TO READ INDEPENDENTLY**

| **1.2.5.E. Text Analysis and Evaluation:** Read, understand, and respond, to essential content of text and documents in all academic areas. | **CC.5.R.I.1** Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
**CC.5.R.I.2** Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  
**CC.5.R.I.3** Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.  
**CC.5.R.I.8** Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  
**CC.5.R.I.10** Range of Reading and Complexity of Text: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 4-5 text complexity band independently and proficiently.  
**CC.5.W.9b** Research to Build and Present Knowledge: Apply Grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s)”). |

### IRA/NCTE STANDARDS:

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.
2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.
3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).
4. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
5. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
FOCUS POINTS:

- Author’s Purpose: including, Perspective, Viewpoint, and Effectiveness
- Genre
- Draw conclusions
- Make judgments
- Inference
- Cite evidence from text
- Summarize (restate the main points of a story)
- Paraphrase (restate the passage in a different way/own words)
- Read and understand classic fiction
- Compare classic fiction with poetry
- Read across texts
- Read and understand a nonfiction selection
- Concepts of Nonfiction texts: (fact & opinion / exaggeration or bias / stereotypes)
- Compare nonfiction texts
- Identify Text Organization:
  - (Sequence, Question & Answer, Compare & Contrast, Cause & Effect, and Problem & Solution)
- Use text structure and format to locate information
- Main idea and details
- Sequence
- Cause and effect
- Compare & Contrast
- Fact and Opinion
- Synthesize
- Graphic aids
- Self-Question
- Test-Taking Strategies: Research and information skills
POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 5

ACTIVITIES:
- Complete Circle Map to activate prior knowledge in order to predict, self-question, and infer
- Complete Double Bubble Map to compare & contrast:
  - (genres, author’s purpose, elements of fiction vs. nonfiction, poetry vs. fiction)
- Identify Exaggerations/Bias and Stereotypes in Nonfiction (author’s purpose, perspective, and viewpoint)
- Summarize by sorting main events in sequential order
- Use thinking maps to summarize story
- Complete Tree Map to identify Main Idea and Supporting Details
- Paraphrase with a partner (problem, solution, conclusion, poetry)
- Text Organization: Identify how author organized text by highlighting signal words, headings, and phrases
- Text Organization: Choose the best text structure for passages based by the title (Ex: Pollution: How Can We Prevent It? - Problem & Solution)
- Use headings to locate information from text and answers to questions
- Highlight examples in text to support answers
- Incorporate a variety of genres as resources
- Sorting: fact vs. opinion, cause vs. effect, relevant vs. irrelevant, fiction vs. nonfiction

ASSESSMENTS:

Summative Assessments
- Theme Assessments
- Holistic Assessments
- End of Selection Assessments
- Intervention Assessments
- Leveled Reader Assessments
- Rubrics
- 4Sight
- Dibels

Formative Assessments
- A, B, C, D cards
- Teacher observation
- Thinking Maps
- Classwork, Homework, Quizzes
**DIFFERENTIATED INSTRUCTION:**

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

**Remediation**
- English Language Learner resource kit
- Harcourt Intervention resource kit
- Intervention Station
- Read Naturally
- Wilson
- Extra Support Practice WS
- Leveled Guided Readers/Books for All Learners
- Extended time
- Websites: harcourt.com, a-zlearning.com
- Thinking maps
- Small group instruction
- Adapted/modified tests

**Extension**
- Harcourt Trophies
- Harcourt CD
- Practice WB
- Leveled Guided Readers/Books for All Learners
- Harcourt Website

**Enrichment**
- Leveled Guided Readers: Advanced
- Versatiles
- Read Across Texts in learning centers
POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 5

RESOURCES:
- Read Naturally
- Versatiles
- Classroom Library (nonfiction, fiction, magazines, dictionaries, newspapers, thesaurus)
- Graphic Aids
- Promethean Board
- Computer Programs: Study Island, Earobics, RAZ-Kids, Starfall)
- Websites:
  - www.funbrain.com
  - www.unitedstreaming.com
  - www.a-zlearning.com
  - www.thinkfinity.com
  - www.studyzone.org
  - www.readwritethink.com
  - www.readingrockets.com
  - www.pde.org

COMMON CORE STANDARDS KEY

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<th>RL</th>
<th>READING – LITERATURE</th>
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<td>RI</td>
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<tr>
<td><strong>1.3.5: READING, ANALYZING AND INTERPRETING LITERATURE</strong></td>
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</table>
| **1.3.4.A. Analysis and Evaluation:** Read, understand, and respond to works from various genres of literature. | **CC.5.R.L.1** Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  
**CC.5.R.L.2** Key Ideas and Details: 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.  
**CC.5.R.L.5** Craft and Structure: Explain how a series of chapters, scene, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  
**CC.5.R.L.9** Integration of Knowledge and Ideas: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.  
**CC.5.R.L.10** Range of Reading and complexity of Text: By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the Grades 4-5 text complexity band independently and proficiently. |
| **1.3.5.B. Literary Genres:** Identify and analyze the characteristics of different genres such as poetry, drama, and fiction. | **CC.5.R.L.5** Craft and Structure: Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.  
**CC.5.R.L.9** Integration of Knowledge and Ideas: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| **1.3.5.C. Literary Elements:** Compare the use of literary elements within and among texts including characters, setting, plot theme and point of view. | **CC.3.R.L.9** Integration of Knowledge and Ideas: Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).  
**CC.5.R.L.2** Key Ideas and Details: 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.  
**CC.5.R.L.3** Key Ideas and Details: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).  
**CC.5.R.L.5** Craft and Structure: Explain how a series of chapters, scenes, or stanzas fit together to provide the overall structure of a particular story, drama, or poem.  
**CC.5.R.L.6** Craft and Structure: Describe how a narrator’s or speaker’s point of view influences how events are described.  
**CC.5.R.L.9** Integration of Knowledge and Ideas: Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
### PA ACADEMIC STANDARDS | CORRESPONDING COMMON CORE STANDARD(S)

| 1.3.5.D. Literary Devices: Describe how the author uses literary devices to convey meaning (e.g., personification, simile, alliteration, symbolism, metaphor.) | CC.5.R.L.4 | Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| | CC.5.L.5 | Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. |
| | CC.5.L.5a | Vocabulary Acquisition and Use: Interpret figurative language, including similes and metaphors, in context. |

### IRA/NCTE STANDARDS

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 5

FOCUS POINTS:
- Narrative elements – identifying characters, plot, setting, problem and solution, point of view
- Comprehension – summarizing/paraphrasing, predicting, problem/resolution, context clues, self-questioning, inferencing/draw conclusions, visualizing, rereading, inferring, building prior knowledge, sequencing, graphic aids, fact and opinion, classifying/organizing/categorizing, test-taking strategies, connotation/denotation
- Text structure/Text organization
- Main idea and details
- Comparing texts with poetry
- Genre – realistic fiction, historical fiction, nonfiction, drama, photo essay, poems, folk tales, science fiction, biography, autobiography
- Literary analysis – hyperbole, allusion, point of view, onomatopoeia, similes, character as narrator, mood, word analysis, author’s purpose,
- Word relationships - multiple meaning words, synonyms, antonyms, homophones, analogies, text connection, synthesizing, prefixes, suffixes, root words, affixes

ACTIVITIES:
- Identify characters setting, plot, problem, and solution, conflict resolution, point of view, mood
- Analyze antonyms, synonyms, homophones, multiple-meaning words, root words and affixes, analogies
- Activate prior knowledge, prediction and drawing conclusions
- Interpret and analyze text to facilitate comprehension using self-questioning, outlining, summarizing, paraphrasing, and using context clues and identifying theme, synthesizing
- Utilize Thinking Maps to analyze the text structure by: comparing and contrasting, classifying, describing, sequencing, identifying cause and effect relationships, understanding analogies.
- Recognize main idea and supporting details
- Identify and utilize literary devices in the development of figurative language (hyperbole, allusion, onomatopoeia, similes)
- Distinguish between first and third person point of view
- Comparing and contrasting types of text (poetry, realistic fiction, biography, autobiography)

ASSESSMENTS:
- Harcourt assessments
- Unit assessments
- DIBELS, teacher observations, anecdotal records (check lists, rubrics, progress monitoring)
- 4 Sight reading assessment
- Comprehension quizzes
DIFFERENTIATED INSTRUCTION:

Remediation
- Websites:
  - www.raz-kids.com;
  - www.brainpop.com;
  - www.studyisland.com;
  - www.unitedstreaming.com;
  - www.readinga-z.com;
- Harcourt Intervention Kit
- Harcourt Extra Support Workbook
- English Language Learner Resource kit
- Leveled Guided Readers
- Thinking Maps
- Read to Succeed
- Read Naturally
- Wilson Reading Program; Plato

Extension
- Cross-curricular literacy centers
- Language masters
- Books on tape
- Versatiles
- Leveled guided readers
- Harcourt Read Alouds
- Harcourt Questions of the Day Transparencies
- Harcourt Cross-curricular activities
- Thinking Maps
- Teacher/student-led literature circles
Enrichment

- Leveled guided readers
- Versatiles
- Thinking Maps
- Websites:
  - www.thinkfinity.org
  - www.harcourtschool.com
  - www.a-zlearning.com
  - www.raz-kids.com
  - www.funbrain.com
  - www.studyisland.com
  - www.unitedstreaming.com
- Independent literacy centers/Harcourt Cross-Curricular Stations
- Independent book study, book talks, discussion groups
- Challenge Copying Master Workbook
- Student-led literature circles (book/novel talks)

RESOURCES:

- Harcourt Trophies reading series and resources
- Intervention Station
- Intervention kit
- Thinking Maps
- Wilson Reading Program, Plato
- National Geographic Magazines/Kits
- TIME for Kids
- Reader’s Theatre
- Websites:
  - www.thinkfinity.org
  - www.harcourtschool.com
  - www.a-zlearning.com
  - www.raz-kids.com
  - www.funbrain.com
- Classroom library (nonfictional, fictional, informational texts, magazines, dictionaries, newspapers)
- Workable documents (charts, schedules, recipes, rules, signs, posters, maps)
<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>RL</td>
<td>Reading – Literature</td>
</tr>
<tr>
<td>RI</td>
<td>Reading – Informational Text</td>
</tr>
<tr>
<td>RF</td>
<td>Foundational Skills</td>
</tr>
<tr>
<td>W</td>
<td>Writing</td>
</tr>
<tr>
<td>SL</td>
<td>Speaking and Listening</td>
</tr>
<tr>
<td>L</td>
<td>Language</td>
</tr>
</tbody>
</table>
## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
## READING/COMMUNICATIONS – GRADE 5

### PA ACADEMIC STANDARDS | CORRESPONDING COMMON CORE STANDARD(S)

#### 1.4.5: TYPES OF WRITING

**1.4.5.A. Narrative:** Write poems, multi-paragraph stories, and plays.
- Include detailed descriptions of people, places, and things.
- Include literary elements.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.5.W.3</td>
<td>Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</td>
</tr>
<tr>
<td>CC.5.W.3a</td>
<td>Text Types and Purposes: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
</tr>
<tr>
<td>CC.5.W.3b</td>
<td>Text Types and Purposes: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events to show the responses of characters to situations.</td>
</tr>
<tr>
<td>CC.5.W.10</td>
<td>Range of Writing: 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.</td>
</tr>
</tbody>
</table>

**1.4.5.B. Informational:** Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports, instructions).
- Use relevant graphics (maps, charts, graphs, tables, illustrations, photographs).

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.5.R.I.9</td>
<td>Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</td>
</tr>
<tr>
<td>CC.5.W.2</td>
<td>Text and Purposes: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</td>
</tr>
<tr>
<td>CC.5.W.2a</td>
<td>Text Types and Purposes: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>CC.5.W.2b</td>
<td>Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</td>
</tr>
<tr>
<td>CC.5.W.2c</td>
<td>Text Types and Purposes: Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</td>
</tr>
<tr>
<td>CC.5.W.10</td>
<td>Range of Writing: 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.</td>
</tr>
<tr>
<td>CC.6.W.2</td>
<td>Text Types and Purposes: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</td>
</tr>
</tbody>
</table>
POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
READING/COMMUNICATIONS – GRADE 5

<table>
<thead>
<tr>
<th>PA ACADEMIC STANDARDS</th>
<th>CORRESPONDING COMMON CORE STANDARD(S)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.4.5: TYPES OF WRITING</strong></td>
<td></td>
</tr>
<tr>
<td>1.4.5.C Persuasive: Write persuasive pieces.</td>
<td></td>
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<tr>
<td>• Include a clearly stated position or opinion.</td>
<td></td>
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<tr>
<td>• Include supporting details, citing sources when needed.</td>
<td></td>
</tr>
<tr>
<td>CC.3.W.1</td>
<td>Text Types and Purposes: Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</td>
</tr>
<tr>
<td>CC.4.W.1</td>
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<td>Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</td>
</tr>
<tr>
<td>CC.5.W.1a</td>
<td>Text Types and Purposes: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</td>
</tr>
<tr>
<td>CC.5.W.1b</td>
<td>Text Types and Purposes: Provide logically ordered reasons that are supported by facts and details.</td>
</tr>
<tr>
<td>CC.5.W.1c</td>
<td>Text Types and Purposes: Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</td>
</tr>
<tr>
<td>CC.5.W.1d</td>
<td>Text Types and Purposes: Provide a concluding statement or section related to the opinion presented.</td>
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<tr>
<td>CC.5.W.10</td>
<td>Range of Writing: Write routinely over extended time frames (time of 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.</td>
</tr>
</tbody>
</table>

**IRA/NCTE STANDARDS:**

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.
5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.
6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.
11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.
12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).
FOCUS POINTS:

- Narrative Elements
- Descriptive Writing
- Narrative Writing
- Informational Writing
- Persuasive Writing
- Vocabulary Development
- Elements of Poetry
- Figurative language
- Genre
- Main idea and details
- Sequencing
- Fact and opinion
- Text structure and format
- Summarizing
- Author’s Purpose

ACTIVITIES:

- Use of writing prompts as they relate to each story within each theme (narrative, persuasive, informational, descriptive)
- Write multi-paragraph information piece
- Write multi-paragraph description piece
- Write multi-paragraph persuasive piece
- Write multi-paragraph narrative piece
- Letter Writing
- Writing Reports
- Writing Instructions and How To Paragraphs
- Respond to different types of genre through writing
- Poetry Composition
- Comparison and contrast essay using a double bubble thinking map
### POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
#### READING/COMMUNICATIONS – GRADE 5

**ASSESSMENTS:**
- Use of Thinking Maps
- Writing Prompts/Rubric
- Teacher Observation
- Group Analysis of Selected Student Writing Samples

**DIFFERENTIATED INSTRUCTION:**
Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

**Remediation**
- Study Island
- Reading A-Z
- Harcourt Website
- Harcourt Intervention Station
- Buckle Down PSSA Writing
- Thinking Maps

**Extension**
- Study Island
- Reading A-Z
- Coach Reading
- Coach Writing
- Harcourt Website
- Thinking Maps

**Enrichment**
- Study Island
- Reading A-Z
- Harcourt Website
- Thinking Maps
- PSSA Writing Buckle Down
- Coach Books
RESOURCES:

- Harcourt Trophy Reading Basal Series and Resources
- Study Island
- Library
- Thinking Maps
- Coach books
- Ladders to Success
- Released PSSA writing prompts
- ELL Learner Resource Kit
- Reading A-Z
- PSSA Writing Buckle Down

COMMON CORE STANDARDS KEY

<table>
<thead>
<tr>
<th>RL</th>
<th>READING – LITERATURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>RI</td>
<td>READING – INFORMATIONAL TEXT</td>
</tr>
<tr>
<td>RF</td>
<td>FOUNDATIONAL SKILLS</td>
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<tr>
<td>W</td>
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<td>SL</td>
<td>SPEAKING AND LISTENING</td>
</tr>
<tr>
<td>L</td>
<td>LANGUAGE</td>
</tr>
</tbody>
</table>
### 1.5.5: QUALITY OF WRITING

<table>
<thead>
<tr>
<th>PA ACADEMIC STANDARDS</th>
<th>CORRESPONDING COMMON CORE STANDARD(S)</th>
</tr>
</thead>
</table>
| **1.5.5.A. Focus:** Write with a clear focus, identifying topic, task, and audience. | **CC.5.W.1a** Text Types and Purposes: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are logically grouped to support the writer’s purpose.  
**CC.5.W.2a** Text Types and Purposes: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  
**CC.5.W.3a** Text Types and Purposes: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.  
**CC.5.W.3e** Text Types and Purposes: Provide a conclusion that follows from the narrated experiences or events.  
**CC.5.W.4** Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) |

| **1.5.5.B. Content:** Develop content appropriate for the topic. | **CC.5.W.1b** Text Types and Purposes: Provide logically ordered reasons that are supported by facts and details.  
**CC.5.W.2b** Text Types and Purposes: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.  
**CC.5.W.4** Production and Distribution of Writing: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  
**CC.5.W.9** Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research. |

- Gather, organize, and select the most effective information appropriate for the topic, task, and audience.  
- Write paragraphs that have a topic sentence and supporting details.
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>1.5.5: QUALITY OF WRITING</td>
<td></td>
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</tbody>
</table>

1.5.5.C Organization: Organize writing in a logical order.
- Use appropriate transitions within sentences and between paragraphs.
- Include an identifiable introduction, body, and conclusion.

<table>
<thead>
<tr>
<th>Common Core Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CC.3.W.2c</td>
<td>Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</td>
</tr>
<tr>
<td>CC.3.W.3c</td>
<td>Use temporal words and phrases to signal event order.</td>
</tr>
<tr>
<td>CC.5.W.1a</td>
<td>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.</td>
</tr>
<tr>
<td>CC.5.W.1b</td>
<td>Provide logically ordered reasons that are supported by facts and details.</td>
</tr>
<tr>
<td>CC.5.W.1c</td>
<td>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</td>
</tr>
<tr>
<td>CC.5.W.1d</td>
<td>Provide a concluding statement or section related to the opinion presented.</td>
</tr>
<tr>
<td>CC.5.W.2a</td>
<td>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</td>
</tr>
<tr>
<td>CC.5.W.2c</td>
<td>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</td>
</tr>
<tr>
<td>CC.5.W.2e</td>
<td>Provide a concluding statement or section related to the information or explanation presented.</td>
</tr>
<tr>
<td>CC.5.W.3a</td>
<td>Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</td>
</tr>
<tr>
<td>CC.5.W.3c</td>
<td>Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</td>
</tr>
<tr>
<td>CC.5.W.3e</td>
<td>Provide a conclusion that follows from the narrated experiences or events.</td>
</tr>
<tr>
<td>CC.5.W.4</td>
<td>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</td>
</tr>
</tbody>
</table>
## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
### READING/COMMUNICATIONS – GRADE 5

### PA ACADEMIC STANDARDS | CORRESPONDING COMMON CORE STANDARD(S)
--- | ---
### 1.5.5: QUALITY OF WRITING

| 1.5.5.D Style: Write with an understanding of style, using a variety of sentence structures and descriptive word choices (e.g., adjectives, nouns, adverbs, verbs) to create voice. Include specific details that convey meaning and set a tone. | CC.5.W.2d | Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic. CC.5.W.3b | Text Types and Purposes: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. CC.5.W.3d | Text Types and Purposes: Use concrete words and phrases and sensory details to convey experiences and events precisely. CC.5.L.3a | Knowledge of Language: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |

<p>| 1.5.5.E. Editing: Revise writing to improve organization and word choice: check the logic, order of ideas, and precision of vocabulary. | CC.5.W.5 | Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5 on page 29.) CC.5.L.3a | Knowledge and Language: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. |</p>
<table>
<thead>
<tr>
<th>PA ACADEMIC STANDARDS</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1.5.5: QUALITY OF WRITING</td>
<td>Production and Distribution of Writing: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including Grade 5 on page 29.)</td>
</tr>
<tr>
<td>CC.5.W.5</td>
<td>Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</td>
</tr>
<tr>
<td>CC.5.L.1</td>
<td>Conventions of Standard English: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.</td>
</tr>
<tr>
<td>CC.5.L.1a</td>
<td>Conventions of Standard English: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.</td>
</tr>
<tr>
<td>CC.5.L.1b</td>
<td>Conventions of Standard English: Use verb tense to convey various times, sequences, states, and conditions.</td>
</tr>
<tr>
<td>CC.5.L.1c</td>
<td>Conventions of Standard English: Use verb tense to convey various times, sequences, states, and conditions.</td>
</tr>
<tr>
<td>CC.5.L.1d</td>
<td>Conventions of Standard English: Recognize and correct inappropriate shifts in verb tense.*</td>
</tr>
<tr>
<td>CC.5.L.1e</td>
<td>Conventions of Standard English: Use correlative conjunctions (e.g., either/or, neither/nor).</td>
</tr>
<tr>
<td>CC.5.L.2</td>
<td>Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</td>
</tr>
<tr>
<td>CC.5.L.2a</td>
<td>Conventions of Standard English: Use punctuation to separate items in a series.*</td>
</tr>
<tr>
<td>CC.4.L.1b</td>
<td>Conventions of Standard English: Use comma to separate an introductory element from the rest of the sentence.</td>
</tr>
<tr>
<td>CC.4.L.2c</td>
<td>Conventions of Standard English: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).</td>
</tr>
<tr>
<td>CC.4.L.2d</td>
<td>Conventions of Standard English: Use underlining, quotation marks, or italics to indicate titles of works.</td>
</tr>
<tr>
<td>CC.5.L.2e</td>
<td>Conventions of Standard English: Spell grade-appropriate words correctly, consulting references as needed.</td>
</tr>
<tr>
<td>CC.5.L.3</td>
<td>Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.</td>
</tr>
</tbody>
</table>
IRA/NCTE STANDARDS

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

FOCUS POINTS:
- Types of writing (persuasive, personal narratives, informational)
- Types of fiction/nonfiction writing
- Conventions of writing
- Use of the writing process
- Sequencing

ACTIVITIES:
- Thinking maps
- Sequence charts
- Persuasive paragraphs
- Informational paragraphs
- Personal narratives
- Descriptive paragraphs
- Leveled readers
- Interpreting fiction and nonfiction texts
- Narrative elements
- Study Island
- Coach Books
- PSSA Buckle Down Books
ASSESSMENTS:

- Open-ended responses from end of selection tests
- Think and respond questions
- Study Island
- Use of Thinking Maps
- Writing Prompts/Rubrics
- Teacher Observation
- Group Analysis of Selected Student Writing Samples
# POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
## READING/COMMUNICATIONS – GRADE 5

### DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

**Remediation**
- Extra support practice masters
- Leveled readers
- Extended time on tasks
- Reading support (small group instruction)
- Adapting tests for ability levels
- Intervention Kits
- Study Island
- Reading A-Z
- Harcourt Website

**On Level**
- Practice book
- Leveled Readers
- Study Island
- Reading A-Z
- Harcourt Website
- Thinking Maps
- Practice Book (on level)

**Enrichment**
- Leveled Readers
- Study Island
- Reading A-Z
- Harcourt Website
- Thinking Maps
- Challenge Masters

### RESOURCES:
- Harcourt Reading Series
- Study Island
- Leveled Readers
- Thinking Maps
- Discovery Education
- Promethean Boards
- [www.prometheanplanets.com](http://www.prometheanplanets.com)
- [www.bbc.co.uk/skillwise](http://www.bbc.co.uk/skillwise)
- Coach books
### POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
### READING/COMMUNICATIONS – GRADE 5

- Intervention Kits
- Reading A-Z

### COMMON CORE STANDARDS KEY

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**POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM**  
**READING/COMMUNICATIONS – GRADE 5**

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<tr>
<th>PA ACADEMIC STANDARDS</th>
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<tr>
<td><strong>1.6.5: SPEAKING AND LISTENING</strong></td>
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<tr>
<td><strong>1.6.5.A. Listening Skills/Discussion:</strong></td>
<td></td>
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<tr>
<td>Listen critically and respond to others in small and large group situations.</td>
<td></td>
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<tr>
<td>• Respond with grade level appropriate questions, ideas, information, or opinions.</td>
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<td><strong>CC.5.W.6</strong></td>
<td>Production and Distribution of Writing: With some guidance and support from adults, 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.</td>
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<tr>
<td><strong>CC.5.SL.1</strong></td>
<td>Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.</td>
</tr>
<tr>
<td><strong>CC.5.SL.1a</strong></td>
<td>Comprehension and Collaboration: Come to discussions prepared, having read or studied required material; explicitly draw on the preparation and other information known about the topic to explore ideas under discussion.</td>
</tr>
<tr>
<td><strong>CC.5.SL.1b</strong></td>
<td>Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.</td>
</tr>
<tr>
<td><strong>CC.5.SL.1c</strong></td>
<td>Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</td>
</tr>
<tr>
<td><strong>CC.5.SL.1d</strong></td>
<td>Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</td>
</tr>
<tr>
<td><strong>CC.5.SL.2</strong></td>
<td>Comprehension and Collaboration: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
</tr>
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<td><strong>CC.5.SL.3</strong></td>
<td>Comprehension and Collaboration: Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</td>
</tr>
<tr>
<td><strong>1.6.5.B. Speaking Skills/Presentation:</strong></td>
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<tr>
<td>Demonstrate awareness of audience using appropriate volume and clarity in formal speaking presentation.</td>
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<tr>
<td><strong>CC.5.SL.4</strong></td>
<td>Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</td>
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<td><strong>CC.5.SL.6</strong></td>
<td>Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 1 and 3 on page 28 for specific expectations.)</td>
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</table>
### IRA/NCTE STANDARDS

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

### FOCUS POINTS:

- Compare and contrast
- Author’s purpose and perspective
- Draw conclusions/inference
- Interpret, evaluate & appreciate

### ACTIVITIES:

- Persuasive paragraphs
- Informational paragraphs
- Personal narratives
- Leveled readers
- Interpreting fiction and nonfiction texts
- Narrative elements
- Study Island
- Question of the Day

### ASSESSMENTS:

- End of selection tests
- Think and respond questions
- Activotes (promethean board)
- Study Island
Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Extra support practice masters
- Practice book (on-level)
- Challenge masters
- Leveled readers
- Extended time on tasks
- Reading support (small group instruction)
- Adapting tests for ability levels
- Intervention Kits

RESOURCES:

- Harcourt Reading Series
- Study Island
- Leveled Readers
- Thinking Maps
- Discovery Education
- Promethean Boards
  - www.prometheanplanets.com
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<td>1.7.5: CHARACTERISTICS AND FUNCTIONS OF THE ENGLISH LANGUAGE</td>
<td></td>
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<tr>
<td>1.7.5.A. Formal and Informal Language: Identify differences in formal and informal language used in speech, writing, and literature.</td>
<td>CC.5.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See Grade 5 Language standards 1 and 3 on page 28 for specific expectations.)</td>
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<td>2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.</td>
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<td>3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts; they draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).</td>
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<td>5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.</td>
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<td>6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.</td>
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<td>7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.</td>
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<td>9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.</td>
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<td>11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.</td>
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<td>12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).</td>
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FOCUS POINTS:
- Formal/Informal
- Spelling and Grammar

ACTIVITIES:
- Brainstorm topics from the text and choose one for a project
- Use action and linking verbs correctly
- Use present tense correctly
- Use principle parts of verbs
- Distinguish between simple and compound sentences
- Understand independent and dependent clauses
- Understand complex sentences
- Understand common and proper nouns; abbreviations
- Use singular and plural nouns correctly
- Writing, speaking, and reading formal vs. Informal language

ASSESSMENTS:
- Teacher made quizzes and tests
- Teacher observations
- Student classwork
- Student homework
- Student worksheets
- Writing Projects
- Reports
- Projects
- DIBELS
- 4Sight
- PSSA reading and writing
DIFFERENTIATED INSTRUCTION:
Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

Remediation
- Intervention Kits
- Intervention Station
- Leveled Guided Readers
- English Language Learner resource kit
- Wilson
- Starfall
- Study Island
- Websites: harcourt.com, a-zlearning.com
- Classworks

Extension
- Leveled Guided Readers
- Starfall
- Study Island
- Websites: harcourt.com, a-zlearning.com
- Classworks

Enrichment
- Leveled Guided Readers
- Websites:
  - www.harcourt.com
  - www.a-zlearning.com
- Starfall
- Study Island

RESOURCES:
- Harcourt Trophies! Reading Series and Resources
- Intervention Station
- Intervention Kit
- Starfall
- Study Island
- Websites:
  - www.harcourt.com
  - www.a-zlearning.com
  - www.learninga-z.com
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<td><strong>1.8.5: RESEARCH</strong></td>
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<td><strong>1.8.5.A. Inquiry Based Process:</strong></td>
<td>Explain an inquiry-based process in seeking knowledge.</td>
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<td></td>
<td><strong>CC.5.R.I.7</strong></td>
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<td></td>
<td><strong>CC.5.R.I.9</strong></td>
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<td><strong>CC.5.W.10</strong></td>
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<td><strong>1.8.5.B. Location of Information and Citing Sources:</strong></td>
<td>Conduct inquiry and research on self-selected or assigned topics using a variety of teacher guided media sources and strategies.</td>
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**1.8.5.C. Organization and Production of Final Product:** Produce an organized product that presents findings, draws reasonable conclusions, and gives proper credit to sources.

|                        | **CC.5.R.I.9** | Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. |
|                        | **CC.5.W.8** | Research to Build and Present Knowledge: 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. |
|                        | **CC.5.W.9** | Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|                        | **CC.5.W.9** | **Presentation of Knowledge and Ideas:** Report on a topic or text or present an opinion, sequencings ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
|                        | **CC.5.SL.4** | **Presentation of Knowledge and Ideas:** Report on a topic or text or present an opinion, sequencings ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. |
IRO/NCTE STANDARDS

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

FOCUS POINTS:

- Inquiry Project
- Elements of Non-Fiction
- Organize Information
- Spelling and Grammar
- Writer’s Craft
- Compare and contrast
- Author’s purpose and perspective
- Draw conclusions
- Note taking
<table>
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<th>ACTIVITIES:</th>
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<tr>
<td>• Brainstorm topics from the text and choose one for a project</td>
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<tr>
<td>• Gather and organize information for a research report</td>
</tr>
<tr>
<td>• Follow the order of the outline to create a draft</td>
</tr>
<tr>
<td>• Draft conclusions that refer to the main idea of the report</td>
</tr>
<tr>
<td>• Publish Research Report</td>
</tr>
<tr>
<td>• Create a graphic organizer</td>
</tr>
<tr>
<td>• Use action and linking verbs correctly; proofread for spelling, punctuation and grammar</td>
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**RESOURCES:**
- Harcourt Trophies Reading Series and Resources
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## POCONO MOUNTAIN SCHOOL DISTRICT CURRICULUM
### READING/COMMUNICATIONS – GRADE 5

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<tr>
<td><strong>1.9.5: INFORMATION, COMMUNICATION, AND TECHNOLOGY LITERACY</strong></td>
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<tr>
<td><strong>1.9.5.A Media and Technology Resources:</strong> Use media and technology resources for problem solving, self-directed learning, and extended learning activities.</td>
<td><strong>CC.5.R.I.7</strong> Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer to a question quickly or to solve a problem efficiently.</td>
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<td><strong>CC.5.W.6</strong> Production and Distribution of Writing: With some guidance and support from adults, 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.</td>
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<td><strong>CC.5.W.7</strong> Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</td>
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<td><strong>CC.4.W.8</strong> Research to Build and Present Knowledge: 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.</td>
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<td><strong>CC.5.SL.5</strong> Presentation of Knowledge and Ideas: Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</td>
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<td><strong>CC.5.L.4c</strong> Vocabulary Acquisition and Use: Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.</td>
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<td><strong>1.9.5.B. Evaluating Media Sources:</strong> Understand and evaluate media as a source of information and entertainment.</td>
<td><strong>CC.5.R.I.7</strong> Integration of Knowledge and Ideas: 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).</td>
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IRA/NCTE STANDARDS

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

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4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and informational resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

FOCUS POINTS:

- Locate information
- Use a variety of resources
- Compare/contrast viable research information (i.e. fact vs. Opinion)
- Ability to use search engines
- Draw conclusions
- Author’s purpose & perspective
ACTIVITIES:

- Venn diagrams
- Thinking maps
- Sequence charts
- Persuasive paragraphs
- Informational paragraphs
- Personal narratives
- Interpreting fiction and nonfiction texts
- Narrative elements
- Study Island
- Promethean Boards
- K-W-L charts

ASSESSMENTS:

- Think and respond questions
- Activotes (promethean board)
- Study Island

DIFFERENTIATED INSTRUCTION:

Teacher directed differentiated instructional projects and activities are ongoing and based on student need.

- Extra support practice masters
- Practice book (on-level)
- Challenge masters
- Leveled readers
- Extended time on tasks
- Reading support (small group instruction)
- Adapting tests for ability levels
- Intervention Kits
RESOURCES:

- Harcourt Reading Series
- Study Island
- Leveled Readers
- Thinking Maps
- Discovery Education
- Promethean Boards
  - www.prometheanplanets.com
  - www.bbc.co.uk/skillwise
- Coach books
- Intervention Kits
- Media Cart (ELMO)
  - www.harcourtschool.com

COMMON CORE STANDARDS KEY

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<tr>
<th>RL</th>
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