COURSE DESCRIPTION

Course Title: English Language Arts Grade 5

Course Number: 08503

Course Prerequisites: English Language Arts Grade 4

Course Description:
English Language Arts Grade 5 is designed around the Pennsylvania CORE Standards for English Language Arts which will enable our students to learn to read independently, through critical analysis and interpretation of literature in all content areas. The students will be expected to read and write a variety of purposes utilizing the writing process and a variety of resources, including but not limited to print, visual arts, and electronic mediums. Students will develop and utilize effective listening and speaking skills and identify characteristics and functions of the English Language. Students will have the opportunity to select, organize, and present a topic for research. There is no final exam for this course.

Suggested Grade Level: Fifth Grade

Length of Course: _____ One Semester   __X__ Two Semesters   _____Other (Describe)

Units of Credit: None

PDE *Certification and Staffing Policies and Guidelines (CSPG)* **Required Teacher Certification(s):**
CSPG 70 4-8/ Elementary K-6

Certification verified by WCSD Human Resources Department:
     __X__ Yes   _____ No

Board Approved Textbooks, Software, Materials:
Title:
Publisher:
ISBN #:
Copyright Date:
Date of WCSD Board Approval:

Optional Novel List – English Language Arts Grade 5 - The novels identified below are meant to be taught *only* in fifth grade.

Maniac Magee – Spinelli
Wonder – Palacio
Number the Stars – Lowry
Holes - Sachar
Dear America: Standing in the Light – Osborne
Dear America: Winter of the Red Snow – Gregory
Dear America: Cannons at Dawn – Gregory
Dear America: Diary of a Slave Girl – McKissack
There's a Boy in the Girls' Bathroom – Sachar
Bound for Oregon – Leeuwen
Jeremy Thatcher, Dragon Hatcher – Coville
Landry News – Clements
Dear Mr. Henshaw – Cleary
Misty of Chincoteague – Henry and Dennis
Rules – Lord
Walk Two Moons – Creech
Masterpiece – Braoch
Seesaw Girl – Park
Where the Mountain Meets the Moon – Lin
The Trumpet of the Swan – White
Granny Torrelli Makes Soup – Creech
The Penderwicks… - Birdsail
Ida B…And Her Pakns to Maximize Fun, Avoid Disaster, And (Possibly) Save the World - Hannigan
No Talking – Clements
The Midnight Fox – Byars
Earth Heroes: Champions of the Wilderness- Malnor and Malnor
The Egypt Game - Snyder
The BFG – Dahl
Alice's Adventures in Wonderland - Carroll
Friedrich - Richter

BOARD APPROVAL:

Date Written: February 2015

Date Approved:

Implementation Year: 2015-2016

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL STANDARDS, CONTENT, & SKILLS

Language Arts Skills and Concepts	PA Common Core Standards and Eligible Content
1.1 Foundational Skills	
Phonics and Word Recognition	
CC.1.1.5.D Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	**CC.1.1.5.D**
Fluency	
CC.1.1.5.E Read with accuracy and fluency to support comprehension. Read on-level text with purpose and understanding. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. Use context to confirm or self- correct word recognition and understanding, rereading as necessary	**CC.1.1.5.E**
1.2 Reading Informational Text	
Key Ideas and Details – Main Idea	
EO5.B-K.1.1.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize text.	**CC.1.2.5.A**
Key Ideas and Details – Text Analysis	
EO5.B-K.1.1.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	**CC.1.2.5.B**
EO5.B-K.1.1.3 Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text.	**CC.1.2.5.C**
Craft and Structure – Point of View	
EO5.B-C.2.1.1 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	**CC.1.2.5.D**
Craft and Structure – Text Structure	
EO5.B-C.2.1.2 Compare and contrast the overall structure of events, ideas, concepts, or information and text features in two or more texts. (chronology, comparison, cause/effect, problem/solution)	**CC.1.2.5.E**
Integration and Knowledge of Ideas – Diverse Media	
EO5.B-C.3.1.3 Interpret text features and/or make connections between text and the content of text features. (headings, graphics, charts)	**CC.1.2.5.G**
Integrations of Knowledge and Ideas – Evaluating Arguments	
EO5.B-C.3.1.1 Explain how an author uses reasons and evidence to support particular points in the text, identifying which reasons and evidence support which point(s).	**CC.1.2.5.H**
Integration of Knowledge and Ideas – Analysis Across Texts	
EO5.B-C.3.1.2 Integrate information from several texts on the same topic	**CC.1.2.5.I**

in order to demonstrate subject knowledge.	

Vocabulary Acquisition and Use	
EO5.B-V.4.1.1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.	**CC.1.2.5.F** **CC.1.2.5.J** **CC.1.2.5.K** **CC.1.2.5.L**
a. Use context as a clue to the meaning of a word or phrase. (cause/effect, comparisons in text)	
b. Use common, grade-appropriated Greek and Latin affixes and roots as clues to the meaning of a word. (ex. photograph, photosynthesis)	
c. Determine the meaning of general academic and domain-specific words and phrases in a text.	
EO5.B-V.4.1.2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	
a. Interpret figurative language in context. (simile, metaphor, personification)	
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	
c. Use the relationship between particular words to better understand each of the words. (synonyms, antonyms, homographs)	

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

1.3 Reading Literature	

Key Ideas and Details – Theme	
E05. A-K.1.1.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic, summarize the text.	**CC.1.3.5.A**

Key Ideas and Details – Text Analysis	
E05. A-K.1.1.1 Quote accurately from text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	**CC.1.3.5.B**

Key Ideas and Details – Literary Elements	
E05. A-K.1.1.3 Compare and contrast two or more characters, settings, or events in a story, drama or poem drawing, on specific details in the text (e.g. how characters interact)	**CC.1.3.5.C**

Craft and Structure – Point of View	
EO5.A-C.2.1.1 Describe how a narrator's or speaker's point of view	**CC.1.3.5.D**

influences how events are described; describe an author's purpose and explain how it is conveyed in the text.	
Craft and Structure – Text 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.1.3.5.E**
Integrations of Knowledge and Ideas – Sources of Information	
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).	**CC.1.3.5.G**
Integration of Knowledge and Ideas – Text Analysis	
EO5.A-C.3.1.1 Compare and contrast stories in the same genre on their approaches to similar themes and topics.	**CC.1.3.5.H**
Vocabulary Acquisition and Use	

EO5.A-V.4.1.1 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 	
    a. Use context as a clue to meaning of a word or phrase. (cause/effect)
 	
    b. Use common, grade-appropriated Greek and Latin affixes and roots as clues to the meaning of a word. (ex. photograph, photosynthesis)
 	
EO5.A-V.4.1.2 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
 	
    a. Interpret figurative language in context. (simile, metaphor, personification)
 	
    b. Recognize and explain the meaning of common idioms, adages, and proverbs.
 	
    c. Use the relationship between particular words to better understand each of the words. (synonyms, antonyms, homographs)
	CC.1.3.5.F
	
	CC.1.3.5.I
	
	CC.1.3.5.J

Range of Reading	
CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.	**CC.1.3.5.K**
1.4 Writing	
Text Types and Purposes - Informational/Explanatory	
CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	**CC.1.4.5.A**
EO5.B-C.1.2.1 Introduce a topic or text for the intended audience, state and opinion, and create an organization structure in which ideas are	**CC.1.4.5.B** **CC.1.4.5.C**

logically group to support the writer's purpose.	**CC.1.4.5.D**
EO5.B-C.1.2.2 Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	**CC.1.4.5.E**
EO5.B-C.1.2.3 Link ideas within and across categories of information using words, phrases, and clauses. (*in contrast, especially*)	
EO5.B-C.1.2.4 Use precise language and domain specific vocabulary to inform about or explain the topic.	
EO5.B-C.1.2.5 Establish and maintain a formal style.	
EO5.B-C.1.2.6 Provide a concluding section related to the information or explanation presented.	

Text Types and Purposes – Opinion/Argumentative	
CC.1.4.5.G. Write opinion pieces on topics or texts.	**CC.1.4.5.G**
EO5.B-C.1.1.1 Introduce a topic or text for the intended audience, state and opinion, and create an organization structure in which ideas are logically group to support the writer's purpose.	**CC.1.4.5.H** **CC.1.4.5.I**
EO5.B-C.1.1.2 Provide logically ordered reasons that are support by facts and details.	**CC.1.4.5.J**
EO5.B-C.1.1.3 Link opinion and reasons using words, phrases, and clauses. *(consequently, specifically)*	**CC.1.4.5.K**
EO5.B-C.1.1.4 Establish and maintain a formal style.	
EO5.B-C.1.1.5 Provide a concluding section related to the opinion presented.	

Text Types and Purposes – Narrative	
CC.1.4.5.M Write narratives to develop real or imagined experiences or events.	**CC.1.4.5.M**
EO5.B-C.1.3.1 Orient the reader by establishing a situation and introducing a narrator or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	**CC.1.4.5.O** **CC.1.4.5.P**
EO5.B-C.1.3.2 Use narrative techniques to show the characters responses to situations such as: dialogue, description, and pacing to develop experiences and events.	**CC.1.4.5.Q**
EO5.B-C.1.3.3 Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	
EO5.B-C.1.3.4 Use concrete words and phrases and sensory details to convey experiences and events precisely.	
EO5.B-C.1.3.5 Provide a conclusion that follows from the narrator's experiences or events.	

The Writing Process, Technology and Publication, and Conducting Research	

CC.1.4.5.T With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	**CC.1.4.5.T**
	CC.1.4.5.U
CC.1.4.5.U With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	**CC.1.4.5.V**
	CC.1.4.5.W
CC.1.4.5.V Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	**CC.1.4.5.X**
CC.1.4.5.W Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	
CC.1.4.5.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline- specific tasks, purposes, and audiences.	

Conventions of Standard English	
EO5.D.1.1.1 Explain the function of conjunctions, prepositions and interjections in general and their function in particular sentences.	**CC.1.4.5.E**
	CC.1.4.5.F
EO5.D.1.1.2 Form and use the perfect verb tenses (*I had walked; I have walked; I will have walked)*	**CC.1.4.5.K**
EO5.D.1.1.3 Use verb tense to convey various times, sequences, states, and conditions.	**CC.1.4.5.L**
EO5.D.1.1.4 Recognize and correct inappropriate shifts in verb tense.	**CC.1.4.5.Q**
EO5.D.1.1.5 Use correlative conjunctions. (*either/or, neither/nor)*	**CC.1.4.5.R**
EO5.D.1.1.6 Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	
EO5.D.1.1.7 Correctly use frequently confused words (to, two, too; there, their, they're)	
EO5.D.1.1.8 Ensure subject-verb and pronoun-antecedent agreement.	
EO5.D.1.2.1 Use punctuation to separate items in a series.	
EO5.D.1.2.2 Use a comma to separate an introductory element from the rest of the sentence.	
EO5.D.1.2.3 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?)	
EO5.D.1.2.4 Use underlining, quotation marks, or italics to indicate titles of works.	

EO5.D.1.2.5 Spell grade-appropriate words correctly.	
EO5.D.2.1.1 Expand, combine, and reduce sentences for meaning, reader/listener interest and style.	
EO5.D.2.1.2 Choose words and phrases to convey ideas precisely.	
EO5.D.2.1.3 Choose punctuation for effect.	
EO5.D.2.1.4 Choose words and phrases for effect.	
Text-Dependent Analysis	
EO5.E.1.1.1 Introduce text(s) for the intended audience, state an opinion and/or topic, establish a situation, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	**CC.1.4.5.B** **CC.1.4.5.C**
EO5.E.1.1.2 Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	**CC.1.4.5.D**
EO5.E.1.1.3 Link ideas within and across categories of information using words, phrases, and clauses. (*e.g. in contrast, especially*)	**CC.1.4.5.E** **CC.1.4.5.H**
EO5.E.1.1.4 Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	**CC.1.4.5.I**
EO5.E.1.1.5 Establish and maintain a formal style.	**CC.1.4.5.J**
EO5.E.1.1.6 Provide a concluding section related to the analysis presented.	**CC.1.4.5.K** **CC.1.4.5.S**
1.5 Speaking and Listening	
CC.1.5.5.A Engage effectively in a range of collaborative discussions on grade- level topics and texts, building on others' ideas and expressing their own clearly.	**CC.1.5.5.A** **CC.1.5.5.B**
CC.1.5.5.B Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	**CC.1.5.5.C** **CC.1.5.5.D**
CC.1.5.5.C Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	**CC.1.5.5.E**
CC.1.5.5.D Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.	**CC.1.5.5.F** **CC.1.5.5.G**
CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	
CC.1.5.5.F Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas	

or themes. *CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.*	

For essential questions and content, see Curriculum Map - Language Arts Grade 5

ASSESSMENTS

Suggested Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Labs/lab reports
- Bell ringers/Problems of the Day(PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Note taking
- Problem-based learning modules
- Authentic assessment
- Oral presentations
- Outlining
- Journaling
- Student presentations/projects
- Open-ended response
- Classroom Performance System (CPS)

Suggested Summative Assessments:
- Essays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations
- Portfolios

District Approved Assessment Instruments
- Any district approved assessment instrument

Portfolio Assessment: _____ Yes   __X__ No

District-wide Final Examination Required: _____ Yes   __X__ No

Course Challenge Assessment (Describe): N/A

WRITING TEAM: Warren County School District Fifth Grade Teachers

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? _____ Yes ___X___ No

2. Does this course issue a mark/grade for the report card?

    ___X___ Yes _____ No

3. Does this course issue a Pass/Fail mark? _____ Yes ___X___ No

4. Is the course mark/grade part of the GPA calculation?

    _____ Yes _____ No

5. Is the course eligible for Honor Roll calculation? _____ Yes ___X___ No

6. What is the academic weight of the course?

    ___X___ No weight/Non credit _____ Standard weight

    _____ Enhanced weight (Describe) AP