

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: English Language Arts 5

Course Number: 08503

Course Prerequisites: None

Course Description: The WCSD English Language Arts program is built upon the PA Core Standards and is designed to develop the reading, writing, speaking, and listening skills of all learners. Grade 5 learners will develop and enhance their independent reading skills and ability to read, comprehend, and analyze literary and informational texts. Students will learn to draw evidence from text to support reading comprehension, analysis, and reflection. Students will develop and enhance writing skills and will write for a variety of purposes. Students will use reading and writing strategies to interpret and analyze text and to respond to grade-appropriate text dependent analysis prompts. Spelling, vocabulary, and grammar concepts will be integrated throughout the reading and writing process.

Suggested Grade Level: Grade 5

Length of Course: Two Semesters

Units of Credit: None

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 70 – Grades 4-8

To find the CSPG information, go to [CSPG](#)

Certification verified by the WCSD Human Resources Department: ☒ Yes ☐ No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic

Mark Types: Check all that apply.

☒ F – Final Average ☐ MP – Marking Period ☐ EXM – Final Exam

GPA Type: ☒ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☐ NHS-National Honor Society

☐ UGPA-Non-Weighted Grade Point Average ☐ GPA-Weighted Grade Point Average

State Course Code: 01033

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Core Knowledge Language Arts
Publisher: Amplify
Copyright Date: 2022
WCSD Board Approval Date: May 09, 2022

Supplemental Materials: Amplify Reading, mCLASS Reading, CKLA and mCLASS Intervention Toolkit

Curriculum Document

WCSD Board Approval:

Date Finalized: 7/13/2022
Date Approved: [Click or tap to enter a date.](#)
Implementation Year: 2022-2023

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

Marking Period 1

- Identify and begin to successfully use personification in writing
- Identify and begin to successfully use point of view in writing
- Identify and begin to successfully use similes and metaphors in writing
- Utilize “Think as You Read” strategy to deepen understanding of a text
- Writing a personal narrative
- Understanding key vocabulary
- Compare and contrast information/topics
- Paraphrase information from a text
- Create an informative or explanatory essay using evidence from the text
- Understanding of grammar (including action verbs, linking verbs, words that compare/contrast, run-on sentences, and subjects/predicates)

Marking Period 2

- Identify and use poetic devices (including tone, anaphora, figurative language, rhyme, and metaphor)
- Identify and write in various poetic forms (including villanelle and list)
- Compare and contrast poems using graphic organizers
- Apply new poetry knowledge to develop the craft of writing poetry
- Distinguish between fact and opinion
- Demonstrate understanding of pronoun-verb agreement and commas in a series
- Understanding key vocabulary
- Construct and share a four-paragraph persuasive essay

Marking Period 3

- Develop an understanding of reading for purposes (including gist, explanation, details, and inferences)
- Write an informational paragraph
- Note-taking techniques on informational text
- Create a biography about a famous Renaissance artist using at least two sources
- Understanding key vocabulary
- Identify interjections, subject-linking verb agreement, prepositions, prepositional phrases, and correlative conjunctions
- Plan and create a slide presentation
- Draft a friendly letter considering both audience and purpose
- Identify poetic devices (including iambic pentameter) in order to understand Shakespearian language

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

- Read, engage with, and make sense of complex text and vocabulary
- Develop an understanding of tone, stress, and actions when reading and performing a dramatic piece
- Complete character analysis from the perspective of a character

Marking Period 4

- Understand key vocabulary
- Make inferences from informational text
- Identify the main argument and evidence of a persuasive text
- Collect relevant information and construct a persuasive essay
- Compare and contrast two texts
- Prepare arguments for and hold a debate
- Categorize evidence and create character maps
- Plan, prepare for, and deliver a presentation
- Read and integrate information

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Foundational Skills		
Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	CC.1.1.5	MP1, MP2, MP3, MP4
Know and apply grade-level phonics and word analysis skills in decoding words.	CC.1.1.5.D	MP1, MP2, MP3, MP4
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.	CC.1.1.5.D.1	MP1, MP2, MP3, MP4
Read with accuracy and fluency to support comprehension.	CC.1.1.5.E	MP1, MP2, MP3, MP4
Read on-level text with purpose and understanding.	CC.1.1.5.E.1	MP1, MP2, MP3
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	CC.1.1.5.E.2	MP1, MP2, MP3
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	CC.1.1.5.E.3	MP1, MP2, MP3, MP4
Reading Informational Text		
Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.	CC.1.2.5	MP1, MP3, MP4
Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.	CC.1.2.5.A	MP1, MP3, MP4
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	E05.B-K.1.1.2	MP1, MP3, MP4
Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	CC.1.2.5.B	MP1, MP3, MP4
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	E05.B-K.1.1.1	MP1, MP3, MP4
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	CC.1.2.5.C	MP1, MP3, MP4
Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.	E05.B-K.1.1.3	MP1, MP3, MP4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Foundational Skills		
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	MP1, MP4
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	E05.B-C.2.1.1	MP1, MP4
Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution).	CC.1.2.5.E	MP1, MP4
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information and text features in two or more texts.	E05.B-C.2.1.2	MP1, MP4
Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	CC.1.2.5.F	MP1, MP3, MP4
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.	E05.B-V.4.1.1	MP1, MP3, MP4
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	E05.B-V.4.1.1.a	MP1, MP3, MP4
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis)	E05.B-V.4.1.1.b	MP1, MP3, MP4
Determine the meaning of general academic and domain-specific words and phrases used in a text.	E05.B-V.4.1.1.c	MP1, MP3, MP4
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	E05.B-V.4.1.2	MP1, MP3, MP4
Interpret figurative language (simile, metaphor, and personification) in context.	E05.B-V.4.1.2.a	MP1, MP3, MP4
Recognize and explain the meaning of common idioms, adages, and proverbs.	E05.B-V.4.1.2.b	MP1, MP3, MP4
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	E05.B-V.4.1.2.c	MP1, MP3, MP4
Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.	CC.1.2.5.G	MP3, MP4
Interpret text features (e.g., headings, graphics, charts) and/or make connections between text and the content of text features.	E05.B-C.3.1.3	MP3, MP4

WARREN COUNTY SCHOOL DISTRICT		
PLANNED INSTRUCTION		
Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Foundational Skills		
Determine how an author supports particular points in a text through reasons and evidence.	CC.1.2.5.H	MP1, MP2, MP3, MP4
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	E05.B-C.3.1.1	MP1, MP2, MP3, MP4
Integrate information from several texts on the same topic to demonstrate understanding of that topic.	CC.1.2.5.I	MP1, MP3, MP4
Integrate information from several texts on the same topic in order to demonstrate subject knowledge.	E05.B-C.3.1.2	MP1, MP3, MP4
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	CC.1.2.5.J	MP1, MP3, MP4
<i>Eligible Content and Assessment Anchor listed after Standard CC.1.2.5.F</i>		
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.2.5.K	MP1, MP3, MP4
<i>Eligible Content and Assessment Anchor listed after Standard CC.1.2.5.F</i>		
Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.	CC.1.2.5.L	MP1, MP2, MP3, MP4
Reading Literature		
Students read and respond to works of literature-with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.	CC.1.3.5	MP1, MP2, MP3, MP4
Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	CC.1.3.5.A	MP1, MP2, MP3, MP4
Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	E05.A-K.1.1.2	MP1, MP2, MP3, MP4
Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.	CC.1.3.5.B	MP1, MP2, MP3, MP4
Quote accurately from a text when explaining what the text says explicitly and when drawing inferences and/or making generalizations from the text.	E05.A-K.1.1.1	MP1, MP2, MP3, MP4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Foundational Skills		
Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.	CC.1.3.5.C	MP1, MP2, MP3
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).	E05.A-K.1.1.3	MP1, MP2, MP3
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	CC.1.3.5.D	MP1, MP2, MP3, MP4
Describe how a narrator's or speaker's point of view influences how events are described; describe an author's purpose and explain how it is conveyed in the text.	E05.A-C.2.1.1	MP1, MP2, MP3, MP4
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	MP2, MP3, MP4
Determine the meaning of words and phrases as they are used in grade-level text, including interpretation of figurative language.	CC.1.3.5.F	MP1, MP2, MP3, MP4
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.	E05.A-V.4.1.1	MP1, MP2, MP3, MP4
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.	E05.A-V.4.1.1.a	MP1, MP2, MP3, MP4
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).	E05.A-V.4.1.1.b	MP1, MP2, MP3, MP4
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	E05.A-V.4.1.2	MP1, MP2, MP3, MP4
Interpret figurative language (e.g., simile, metaphor, personification) in context.	E05.A-V.4.1.2.a	MP1, MP2, MP3, MP4
Recognize and explain the meaning of common idioms, adages, and proverbs	E05.A-V.4.1.2.b	MP1, MP2, MP3, MP4
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	E05.A-V.4.1.2.c	MP1, MP2, MP3, MP4
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	MP2, MP3
Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.	CC.1.3.5.H	MP2, MP4

WARREN COUNTY SCHOOL DISTRICT		
PLANNED INSTRUCTION		
Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Foundational Skills		
Compare and contrast stories in the same genre on their approaches to similar themes and topics.	E05.A-C.3.1.1	MP2, MP4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.	CC.1.3.5.I	MP1, MP2, MP3, MP4
<i>Eligible Content and Assessment Anchor listed after Standard CC.1.3.5.F</i>		
Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.	CC.1.3.5.J	MP1, MP2, MP3, MP4
<i>Eligible Content and Assessment Anchor listed after Standard CC.1.3.5.F</i>		
Read and comprehend literary fiction on grade-level, reading independently and proficiently.	CC.1.3.5.K	MP1, MP2, MP3, MP4
Writing-Informative/Explanatory		
Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.	CC.1.4.5	MP1, MP2, MP3, MP4
Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.	CC.1.4.5.A	MP1, MP3, MP4
Identify and introduce the topic clearly.	CC.1.4.5.B	MP2, MP3, MP4
Introduce a topic for the intended audience, provide a general observation and focus, and group related information logically to support the writer's purpose.	E05.C.1.2.1	MP2, MP3, MP4
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.	E05.E.1.1.1	MP2, MP3, MP4
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.	CC.1.4.5.C	MP1, MP2, MP3, MP4
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	E05.C.1.2.2	MP1, MP2, MP3, MP4
Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	E05.E.1.1.2	MP1, MP2, MP3, MP4
Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide	CC.1.4.5.D	MP2, MP3, MP4

WARREN COUNTY SCHOOL DISTRICT		
PLANNED INSTRUCTION		
Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Foundational Skills		
a concluding statement or section; include formatting when useful to aiding comprehension.		
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	E05.C.1.2.3	MP2, MP3, MP4
Provide a concluding section related to the information or explanation presented.	E05.C.1.2.6	MP2, MP3, MP4
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	E05.E.1.1.3	MP2, MP3, MP4
Provide a concluding section related to the analysis presented.	E05.E.1.1.6	MP2, MP3, MP4
Write with an awareness of style.	CC.1.4.5.E	MP1, MP2, MP3, MP4
Use precise language and domain-specific vocabulary to inform about or explain the topic.	E05.C.1.2.4	MP1, MP2, MP3, MP4
Establish and maintain a formal style.	E05.C.1.2.5	MP1, MP2, MP3, MP4
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	E05.D.2.1.1	MP1, MP2, MP3, MP4
Choose words and phrases to convey ideas precisely.	E05.D.2.1.2	MP1, MP2, MP3, MP4
Choose punctuation for effect.	E05.D.2.1.3	MP1, MP2, MP3, MP4
Choose words and phrases for effect.	E05.D.2.1.4	MP1, MP2, MP3, MP4
Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E05.E.1.1.4	MP1, MP2, MP3, MP4
Establish and maintain a formal style.	E05.E.1.1.5	MP1, MP2, MP3, MP4
Use precise language and domain-specific vocabulary to inform about or explain the topic.	CC.1.4.5.E.1	MP1, MP2, MP3, MP4
Use sentences of varying length.	CC.1.4.5.E.2	MP1, MP2, MP3, MP4
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.5.F	MP1, MP2, MP3, MP4
<i>Eligible Content/Assessment Anchors for all genres of writing</i>		
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.	E05.D.1.1.1	MP1, MP3

WARREN COUNTY SCHOOL DISTRICT		
PLANNED INSTRUCTION		
Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Foundational Skills		
Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).	E05.D.1.1.2	MP4
Use verb tense to convey various times, sequences, states, and conditions.	E05.D.1.1.3	MP1, MP2, MP3, MP4
Recognize and correct inappropriate shifts in verb tense.	E05.D.1.1.4	MP2, MP3, MP4
Use correlative conjunctions (e.g., either/or, neither/nor).	E05.D.1.1.5	MP3
Produce complete sentences, recognizing and correcting inappropriate fragments and run-on sentences.	E05.D.1.1.6	MP1, MP2, MP3, MP4
Correctly use frequently confused words (e.g., to, too, two; there, their, they're).	E05.D.1.1.7	MP1, MP2, MP3, MP4
Ensure subject-verb and pronoun-antecedent agreement.	E05.D.1.1.8	MP1, MP2, MP3, MP4
Use punctuation to separate items in a series.	E05.D.1.2.1	MP1, MP2, MP3
Use a comma to separate an introductory element from the rest of the sentence.	E05.D.1.2.2	MP4
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?).	E05.D.1.2.3	MP4
Use underlining, quotation marks, or italics to indicate titles of works.	E05.D.1.2.4	MP1, MP4
Spell grade-appropriate words correctly.	E05.D.1.2.5	MP1, MP2, MP3, MP4
Writing-Opinion/Argumentative		
Write opinion pieces on topics or texts.	CC.1.4.5.G	MP1, MP2, MP3, MP4
Introduce the topic and state an opinion on the topic.	CC.1.4.5.H	MP2, MP4
Introduce a topic or text for the intended audience, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.	E05.C.1.1.1	MP2, MP4
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.	E05.E.1.1.1	MP2, MP4
Provide reasons that are supported by facts and details; draw from credible sources.	CC.1.4.5.I	MP1, MP2, MP3, MP4
Provide logically ordered reasons that are supported by facts and details.	E05.C.1.1.2	MP1, MP2, MP3, MP4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Foundational Skills		
Develop the analysis using a variety of evidence from text(s) to support claims, opinions, ideas, and inferences.	E05.E.1.1.2	MP1, MP2, MP3, MP4
Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.	CC.1.4.5.J	MP2, MP4
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	E05.C.1.1.3	MP2, MP4
Provide a concluding section related to the opinion presented.	E05.C.1.1.5	MP2, MP4
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	E05.E.1.1.3	MP2, MP4
Provide a concluding section related to the analysis presented.	E05.E.1.1.6	MP2, MP4
Write with an awareness of style.	CC.1.4.5.K	MP1, MP2, MP3, MP4
Establish and maintain a formal style.	E05.C.1.1.4	MP1, MP2, MP3, MP4
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	E05.D.2.1.1	MP1, MP2, MP3, MP4
Choose words and phrases to convey ideas precisely.	E05.D.2.1.2	MP1, MP2, MP3, MP4
Choose punctuation for effect.	E05.D.2.1.3	MP1, MP2, MP3, MP4
Choose words and phrases for effect.	E05.D.2.1.4	MP1, MP2, MP3, MP4
Use precise language and domain-specific vocabulary to inform about or explain the topic and/or convey the experience and events.	E05.E.1.1.4	MP1, MP2, MP3, MP4
Establish and maintain a formal style.	E05.E.1.1.5	MP1, MP2, MP3, MP4
Use sentences of varying length.	CC.1.4.5.K.1	MP1, MP2, MP3, MP4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Foundational Skills		
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	CC.1.4.5.K.2	MP1, MP2, MP3, MP4
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.5.L	MP1, MP2, MP3, MP4
<i>Eligible Content and Assessment Anchor listed after Standard CC.1.4.5.F</i>		
Writing-Narratives		
Write narratives to develop real or imagined experiences or events.	CC.1.4.5.M	MP1, MP2, MP3, MP4
Orient the reader by establishing a situation and introducing a narrator and/or characters.	CC.1.4.5.N	MP1, MP2, MP3, MP4
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	E05.C.1.3.1	MP1, MP2, MP3, MP4
Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.	CC.1.4.5.O	MP1, MP2, MP3, MP4
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or to show the responses of characters to situations.	E05.C.1.3.2	MP1, MP2, MP3, MP4
Use concrete words and phrases and sensory details to convey experiences and events precisely.	E05.C.1.3.4	MP1, MP2, MP3, MP4
Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.	CC.1.4.5.P	MP1, MP2, MP4
Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally to support the writer's purpose.	E05.C.1.3.1	MP1, MP2, MP3, MP4
Use a variety of transitional words, phrases, and clauses to manage the sequence of events.	E05.C.1.3.3	MP1, MP2, MP3, MP4
Provide a conclusion that follows from the narrated experiences or events.	E05.C.1.3.5	MP1, MP2, MP3, MP4

WARREN COUNTY SCHOOL DISTRICT		
PLANNED INSTRUCTION		
Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Foundational Skills		
Write with an awareness of styles.	CC.1.4.5.Q	MP1, MP2, MP3, MP4
Use concrete words and phrases and sensory details to convey experiences and events precisely.	E05.C.1.3.4	MP1, MP2, MP3, MP4
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	E05.D.2.1.1	MP1, MP2, MP3, MP4
Choose words and phrases to convey ideas precisely.	E05.D.2.1.2	MP1, MP2, MP3, MP4
Choose punctuation for effect.	E05.D.2.1.3	MP1, MP2, MP3, MP4
Choose words and phrases for effect.	E05.D.2.1.4	MP1, MP2, MP3, MP4
Use sentences of varying length.	CC.1.4.5.Q.1	MP1, MP2, MP3, MP4
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.	CC.1.4.5.Q.2	MP1, MP2, MP3, MP4
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.5.R	MP1, MP2, MP3, MP4
<i>Eligible Content and Assessment Anchor listed after Standard CC.1.4.5.F</i>		
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and informational texts.	CC.1.4.5.S	MP1, MP2, MP3, MP4
<i>Eligible Content and Assessment Anchors listed after several other reading and writing standards.</i>		
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	MP1, MP2, MP3, MP4
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.U	MP1, MP3

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Foundational Skills		
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	CC.1.4.5.V	MP1, MP3, MP4
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.W	MP1, MP2, MP3, MP4
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.	CC.1.4.5.X	MP1, MP2, MP3, MP4
Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	CC.1.5.5	MP1, MP2, MP3, MP4
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	MP1, MP2, MP3, MP4
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.B	MP1, MP2, MP3, MP4
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	CC.1.5.5.C	MP1, MP2, MP3, MP4
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.D	MP1, MP3, MP4
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	CC.1.5.5.E	MP1, MP3, MP4
Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	CC.1.5.5.F	MP1, MP2, MP3, MP4
Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.	CC.1.5.5.G	MP1, MP2, MP3, MP4

ASSESSMENTS

PDE Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: center activities, cooperative learning activities, games, online activities, oral responses, teacher observations, local assessments, and worksheets.

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: performance assessments, benchmark assessments, projects, tests, and quizzes.