Course Title: English Language Arts	**Length of Course:** Full Year
Grade Level(s): 5	**Periods Per Cycle:** N/A
Units of Credit: N/A	**Length of Period:** 115 Minutes
Classification: Required	**Total Instructional Time:** 345 Hours

Course Description

This course provides students with a foundation of skills in reading, writing, speaking, and listening.

Instructional Strategies, Learning Practices, Activities, and Experiences

Anchor Charts	Internet Research	Readers' Theater
Anticipatory Sets	Journals	Reports and Speeches
Bell Ringers	Kid Writing	Research
Class Discussions	Paper and Pencil Activities	Small Group Interventions
Closure	Posted Objectives	Teacher Demonstrations
Critical Thinking	Practice Exercises	Teacher-Made Tests
Graphic Organizers	Presentations	Technology Integration
Guided Reading	PSSA Released Passages	Videos/DVDs
Higher Level Questioning	Question-Answer Relationships	Wait-Time
Homework	Quizzes	Wait-Time Extended
Interaction Sequence		

Assessments

Daze – Cloze Comprehension Passage	Reports	Unit Tests – Journeys 2011
Homework	Selection Tests	DRA (Developmental Reading Assessment)
Oral Projects	Study Island Benchmarks	DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
Presentations	Teacher Observations	
Projects	Teacher-Made Tests and Quizzes	

Materials/Resources

4 Square Writing
Destination Reading
Earobics – Reading Intervention Program
Guest Speakers
Imagination Station
Internet

Journeys 2011 [Houghton-Mifflin]
Leveled Readers
Mentor Texts
Resource Books
SAS (Standards Aligned System)

Study Island
Supplemental Readings
Trade Books, Picture Books, Big Books
Trait Crates
Videos / DVDs

Adopted: 1/27/88
Revised: 9/3/91; 7/15/98; 10/04; 1/17/11; 5/20/13

1.1 Foundational Skills

Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Phonics and Word Recognition	CC.1.1.5.D - Know and apply grade level phonics and word analysis skills in decoding words. • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words.
Fluency	CC.1.1.5.E - Read with accuracy and fluency to support comprehension: • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on successive readings. • Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

1.2 Reading Informational Text

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

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Main Idea	CC.1.2.5.A - Determine two or more main ideas in a text and explain how they are supported by key details; summarize the text.
Key Ideas and Details – Text Analysis	CC.1.2.5.B - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
	CC.1.2.5.C - Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.
Craft and Structure – Point of View	CC.1.2.5.D - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Craft and Structure – Text Structure	CC.1.2.5.E - Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/ solution).
Craft and Structure – Vocabulary	CC.1.2.5.F - Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
Integration of Knowledge and Ideas – Diverse Media	CC.1.2.5.G - Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Integration of Knowledge and Ideas – Evaluating Arguments	CC.1.2.5.H - Determine how an author supports particular points in a text through reasons and evidence.
Integration of Knowledge and Ideas – Analysis Across Texts	CC.1.2.5.I - Integrate information from several texts on the same topic to demonstrate understanding of that topic.
Vocabulary Acquisition and Use	CC.1.2.5.J - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
	CC.1.2.5.K - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

1.2 Reading Informational Text

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

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Range of Reading	CC.1.2.5.L - Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

1.3 Reading Literature

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

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Key Ideas and Details – Theme	CC.1.3.5.A - Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Key Ideas and Details – Text Analysis	CC.1.3.5.B - Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences.
Key Ideas and Details – Literary Elements	CC.1.3.5.C - Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text.
Craft and Structure – Point of View	CC.1.3.5.D - Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Craft and Structure – Text Structure	CC.1.3.5.E - Explain how a series of chapters, scenes or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Craft and Structure – Vocabulary	CC.1.3.5.F - Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language.
Integration of Knowledge and Ideas – Sources of Information	CC.1.3.5.G - Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Integration of Knowledge and Ideas – Text Analysis	CC.1.3.5.H - Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.
Vocabulary Acquisition and Use – Strategies	CC.1.3.5.I - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

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1.3 Reading Literature

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

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Vocabulary Acquisition and Use	CC.1.3.5.J - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
Range of Reading	CC.1.3.5.K - Read and comprehend literary fiction on grade level, reading independently and proficiently.

1.4 Writing

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

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Informative/Explanatory	CC.1.4.5.A - Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.
Informative/Explanatory Focus	CC.1.4.5.B - Identify and introduce the topic clearly.
Informative/Explanatory Content	CC.1.4.5.C - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.
Informative/Explanatory Organization	CC.1.4.5.D - Group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.
Informative/Explanatory Style	CC.1.4.5.E - Write with an awareness of style. • Use precise language and domain-specific vocabulary to inform about or explain the topic. • Use sentences of varying length.
Informative/Explanatory Conventions of Language	CC.1.4.5.F - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Opinion/Argumentative	CC.1.4.5.G - Write opinion pieces on topics or texts.
Opinion/Argumentative Focus	CC.1.4.5.H - Introduce the topic and state an opinion on the topic.
Opinion/Argumentative Content	CC.1.4.5.I - Provide reasons that are supported by facts and details; draw from credible sources.
Opinion/Argumentative Organization	CC.1.4.5.J - Create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; provide a concluding statement or section related to the opinion.
Opinion/Argumentative Style	CC.1.4.5.K - Write with an awareness of style. • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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1.4 Writing

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

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Opinion/Argumentative Conventions of Language	CC.1.4.5.L - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Narrative	CC.1.4.5.M - Write narratives to develop real or imagined experiences or events.
Narrative Focus	CC.1.4.5.N - Orient the reader by establishing a situation and introducing a narrator and/or characters.
Narrative Content	CC.1.4.5.O - Use narrative techniques such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations; use concrete words and phrases and sensory details to convey experiences and events precisely.
Narrative Organization	CC.1.4.5.P - Organize an event sequence that unfolds naturally, using a variety of transitional words and phrases to manage the sequence of events; provide a conclusion that follows from the narrated experiences and events.
Narrative Style	CC.1.4.5.Q - Write with an awareness of styles. • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
Narrative Conventions of Language	CC.1.4.5.R - Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
Response to Literature	CC.1.4.5.S - Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and informational texts.
Production and Distribution of Writing / Writing Process	CC.1.4.5.T - With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Technology and Publication	CC.1.4.5.U - With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

1.4 Writing

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

Content/Key Concepts	Objectives/Standards
Conducting Research	CC.1.4.5.V - Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
Credibility, Reliability, and Validity of Sources	CC.1.4.5.W - Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
Range of Writing	CC.1.4.5.X - Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

1.5 Speaking and Listening

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

CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
Comprehension and Collaboration / Collaborative Discussion	CC.1.5.5.A - Engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
Comprehension and Collaboration / Critical Listening	CC.1.5.5.B - Summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Comprehension and Collaboration / Evaluating Information	CC.1.5.5.C - Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
Presentation of Knowledge and Ideas / Purpose, Audience, and Task	CC.1.5.5.D - Report on a topic or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
Presentation of Knowledge and Ideas / Context	CC.1.5.5.E - Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
Integration of Knowledge and Ideas / Multimedia	CC.1.5.5.F - Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
Conventions of Standard English	CC.1.5.5.G - Demonstrate command of the conventions of standard English when speaking based on grade 5 level and content.