

# **North East School District PA Core Curriculum Maps**

## **English Language Arts**

### **Fifth Grade**



## INTRODUCTION

The North East School District shares the Partnership for Assessment for Readiness for College and Careers (PARCC) vision that instruction in reading, writing, speaking, listening, and language is a shared responsibility within our schools. All fields of study demand analysis of complex texts and strong oral and written communication skills. The Pennsylvania Core Standards challenge students in Grade 5 to read widely and deeply from a range of high-quality, increasingly challenging literature and informational text from diverse cultures and different time periods such that they will be able to quote accurately and explicitly to support inferences. Students delve deeply into texts and build their knowledge base about different subjects through identifying and assessing evidence as well as accurately paraphrasing reading materials by citing key details. They can explain how elements of a story or text interact and describe how different points of view influence the description of events. Students also learn how to trace the development of a topic in texts of the same genre and integrate the information they glean.

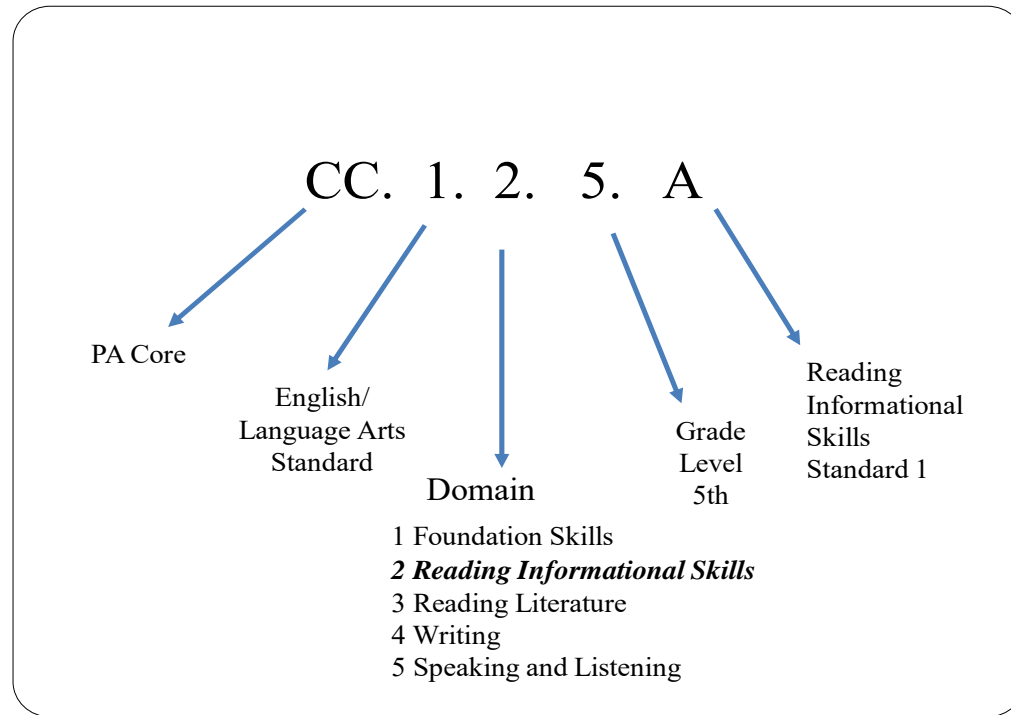
### **English/Language Arts - Long Term Transfer Goals**

North East School District has adopted Pennsylvania Department of Education's five essential transfer goals that highlight the effective use of understanding, knowledge, and skills in order to prepare students to be college and or career ready. The overarching goals focus specifically on what we want students to be able to do when they confront new challenges both in and outside of school.

#### **Students will be able to independently use their learning to:**

6. Comprehend and evaluate complex texts across a range of types and disciplines.
7. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures
8. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
9. Communicate effectively for varied purposes and audiences.
10. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

## English/Language Arts Standard Taxonomy



**ELA**



**English/Language Arts 5**

**GRADE 5**

Students broaden and deepen their understanding of informational and literary text through comparing and contrasting. Students reflect on their skills and adjust their comprehension and vocabulary strategies to become better readers. They use textual evidence and quote accurately to support their analyses and interpretations. Using evidence from multiple texts, students discuss, reflect, and respond to a wide variety of literary genres and informational text. Students read for pleasure, choosing books based on personal preference, topic, genre, theme, or author.

Students develop a strong personal voice in their writing beginning in fifth grade. This is demonstrated by the way they sometimes inject humor into their narratives and support their opinions with credible reasons. Students use precise, specialized vocabulary appropriately in content-area writing. Students develop their writing craft with an emphasis on pacing and an awareness of style. They experiment with sentence length and complex sentence structures and vary leads and endings. Students are able to summarize and synthesize important works to include in their compositions.

**PA CORE Reporting Categories/Assessment Anchors**

**Literature Text, Informational Text**

- E05.A-K.1, E.05.B-K.1 → Key Ideas & Details
- E05.A-C.2, E.05.B-C.2 → Craft & Structure
- E05.A-C.3, E.05.B-C.3 → Integration of Knowledge & Ideas
- E05.A-V.4, E.05.B-V.4 → Vocabulary Acquisition & Use

**Writing**

- E05.C.1 → Text Types & Purposes

**Language**

E05.D.1 → Conventions of Standard English

E05.D.2 → Knowledge of Language

**Text-Dependent Analysis**

E05.E.1 → Evidence-Based Analysis of Text

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*All identified strands of PA Core Eligible Content can be found communicated in narrative form through the SAS (Standards Aligned System) Portal. Information related to the Common Core Standards is also readily available via this online resource. The SAS Portal is located at [www.pdesas.org](http://www.pdesas.org).*

**Grade Five PA CORE Anchor Descriptors**

- ★ Demonstrate Understanding Of Key Ideas And Details In Literature.
- ★ Demonstrate Understanding Of Craft And Structure In Literature.
- ★ Demonstrate Understanding Of Connections Within, Between, And/Or Among Literature Texts.
- ★ Demonstrate Understanding Of Vocabulary And Figurative Language In Literature.
- ★ Demonstrate Understanding Of Key Ideas And Details In Informational Texts.
- ★ Demonstrate Understanding Of Craft And Structure In Informational Texts.
- ★ Demonstrate Understanding Of Connections Within, Between, And/Or Among Informational Texts.
- ★ Demonstrate Understanding Of Vocabulary And Figurative Language In Informational Texts.
- ★ Write Opinion Pieces On Topics Or Texts, Supporting A Point Of View With Reasons And Information.
- ★ Write Informative/Explanatory Texts To Examine A Topic And Convey Ideas And Information Clearly.
- ★ Write Narratives To Develop Real Or Imagined Experiences Or Events Using Effective Techniques, Descriptive Details, And Clear Event Sequences.
- ★ Demonstrate Command Of The Conventions Of Standard English Grammar And Usage.
- ★ Demonstrate Command Of The Conventions Of Standard English Capitalization, Punctuation, & Spelling.
- ★ Use Knowledge Of Language And Its Conventions.
- ★ Draw Evidence From Literary Or Informational Texts To Support Analysis, Reflection, And/Or Research.

MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p><b>SEPTEMBER</b></p> <p><b>4 Stories</b></p> <p>“The Red Kayak”</p> <p>“Thunder Rose”</p> <p>“Island Of The Blue Dolphin”</p> <p>“Satchel Paige”</p> <p><b>Wordly Wise Unit 1</b> Why learn new words?</p> <p><b>Wordly Wise Unit 2</b> Why learn new words?</p> <p><b>Language Review</b> How do grammar and the conventions of language influence spoken and written communication?</p> <p><b>Writer’s Workshop</b> What makes clear and effective writing?</p>	<p><b><u>The Red Kayak</u></b></p> <p><b><i>Essential Question:</i></b> <b>What do good listeners do?</b></p> <ul style="list-style-type: none"> <li>• Four Kinds Of Sentences</li> <li>• Character &amp; Plot</li> <li>• Spelling- Short Vowel VCCV, VCV</li> </ul> <p><b><u>Thunder Rose</u></b></p> <p><b><i>Essential Question:</i></b> <b>How do readers know what to believe in what they read, hear, and view?</b></p> <ul style="list-style-type: none"> <li>• Subjects &amp; Predicates</li> <li>• Cause &amp; Effect</li> <li>• Spelling- Long Vowel VCV</li> </ul>	<p><b><u>The Red Kayak</u></b></p> <p>E05.D.2.1.3, E05.A-K.1.1.1, E05.A-K.1.1.2, E05.A-K.1.1.3, E05.A-K.4.1.2, E05.A-V.4.1.2(c)</p> <p><b><u>Thunder Rose</u></b></p> <p>E05.D.1.1.6, E05.D.1.1.8, E05.B-C.2.1.2, E05.A-V.4.1.1(c)</p>	<p><b><u>Formative Assessments</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling Assessment</li> <li><input type="checkbox"/> Comprehension Review</li> <li><input type="checkbox"/> Grammar Practice</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Wordly Wise Unit #1 Assessment</li> <li><input type="checkbox"/> Wordly Wise Unit #2 Assessment</li> <li><input type="checkbox"/> Instructor Observation During Writing Conferences</li> <li><input type="checkbox"/> Peer Sharing</li> <li><input type="checkbox"/> Independent Writing Practice</li> <li><input type="checkbox"/> Rubric Scoring Of Final Published Writing</li> </ul>	<p>Student Anthology</p> <p>Student Workbook</p> <p>Multi-Levelled Readers</p> <p>Pearsonsuccessnet.com</p> <p>readworks.org</p> <p>youtube.com (Grammar, Vocab, Schoolhouse Rocks)</p> <p>DVD Worksheets</p> <p>Instructor-Made Vocabulary Page</p> <p>Evan-Moor Daily Language Practice</p> <p><i>Study Island Skills Topics:</i></p> <ul style="list-style-type: none"> <li>→ Character</li> <li>→ Plot</li> <li>→ Theme</li> </ul>

	<p><b><u>Island Of The Blue Dolphin</u></b></p> <p><b><i>Essential Question:</i></b> <b>What is this text really about?</b></p> <ul style="list-style-type: none"> <li>• Independent &amp; Dependent Clauses</li> <li>• Theme &amp; Setting</li> <li>• Spelling- Long Vowel Digraphs</li> </ul> <p><b><u>Satchel Paige</u></b></p> <p><b><i>Essential Question:</i></b> <b>How do strategic readers create meaning from informational and literary text?</b></p> <ul style="list-style-type: none"> <li>• Compound &amp; Complex Sentences</li> <li>• Fact &amp; Opinion</li> <li>• Spelling- Adding -ed And -ing</li> </ul> <p><b>Text Types And Purposes (Narrative Writing)</b></p>	<p><b><u>Island Of The Blue Dolphin</u></b></p> <p>E05.D.2.1.3, E05.D.1.1.6, E05.D.1.1.8, E05.A-K.1.1.2</p> <p><b><u>Satchel Paige</u></b></p> <p>E05.D.2.1.3, E05.B-K.1.1.1</p> <p><b>Additional Strands Of Eligible Content Listed To The...</b> →→→→→</p>	<p><b><u>Benchmark Assessment</u></b> Study Island BM#1</p> <p><b><u>Diagnostic Assessment</u></b> NWEA MAP [Fall]</p> <p><b>Spelling:</b> E05.D.1.2.5</p> <p><b>Vocabulary:</b> E05.A-V.4.1.2</p> <p><b>Language Review:</b> E05.D.1.1.2, E05.D.1.1.3, E05.D.1.1.4, E05.D.1.1.5, E05.D.1.1.6, E05.D.1.1.7, E05.D.1.1.8, E05.D.1.2.1, E05.D.1.2.2, E05.D.1.2.3, E05.D.1.2.4, E05.D.1.2.5, E05.D.2.1.1, E05.D.2.1.3</p> <p><b>Writer's Workshop:</b> E05.C.1.3.1, E05.C.1.3.2, E05.C.1.3.3, E05.C.1.3.4, E05.C.1.3.5</p> <p>CC.1.4.5.N, CC.1.4.5.Q, CC.1.4.5.P</p>	<p>→ Setting</p> <p>Teacher's Manual</p> <p>Writer's Workshop: Lucy Caulkin's Unit Of Study</p> <p>Narrative Student Notebook</p>
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MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p><b>OCTOBER</b></p> <p><b>3 Stories</b></p> <p>“Ten Mile Day”</p> <p>“At The Beach”</p> <p>“Hold The Flag High”</p> <p><b>Wordly Wise Unit 3</b> What strategies and resources does the learner use to figure out unknown vocabulary?</p> <p><b>Language Review</b> How do grammar and the conventions of language influence spoken and written communication?</p> <p><b>Writer’s Workshop</b> Why do writers write? What is the purpose?</p>	<p><b>Ten Mile Day</b></p> <p><b>Essential Question:</b> <b>How does what readers read influence how they should read it?</b></p> <ul style="list-style-type: none"> <li>• Common, Proper, &amp; Collective Nouns</li> <li>• Cause &amp; Effect</li> <li>• Spelling-Contractions</li> </ul> <p><b>At The Beach</b></p> <p><b>Essential Question:</b> <b>How do active listeners make meaning?</b></p> <ul style="list-style-type: none"> <li>• Regular &amp; Irregular Plural Nouns</li> <li>• Compare &amp; Contrast</li> <li>• Spelling- Digraphs (hs, th, sh, ch, ph)</li> </ul>	<p><b>Ten Mile Day</b></p> <p>E05.B-C.2.1.2</p> <p><b>At The Beach</b></p> <p>E05.A-K.1.1.3, E05.A-C.3.1.1, E05.B-C.2.1.2</p>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling Assessment</li> <li><input type="checkbox"/> Comprehension Review</li> <li><input type="checkbox"/> Grammar Practice</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Wordly Wise Unit #3 Assessment</li> <li><input type="checkbox"/> Instructor Observation During Writing Conferences</li> <li><input type="checkbox"/> Peer Sharing</li> <li><input type="checkbox"/> Independent Writing Practice</li> <li><input type="checkbox"/> Rubric Scoring Of Final Published Writing Piece</li> </ul>	<p>Student Anthology</p> <p>Student Workbook</p> <p>Multi-Levelled Readers</p> <p>Pearsonsuccessnet.com</p> <p>readworks.org</p> <p>youtube.com (Grammar, Vocab, Schoolhouse Rocks)</p> <p>DVD Worksheets</p> <p>Instructor-Made Vocabulary Page</p> <p>Evan-Moor Daily Language Practice</p> <p><i>Study Island Skills Topics:</i></p> <ul style="list-style-type: none"> <li>→ Sentence Construction</li> <li>→ Sentence</li> </ul>



	<p><b><u>Hold The Flag High</u></b></p> <p><b><u>Essential Question:</u></b>  <b>How does interaction with the text provoke thinking and response?</b></p> <ul style="list-style-type: none"> <li>● Possessive Nouns</li> <li>● Sequence</li> <li>● Spelling- Irregular Plurals</li> </ul> <p><b>Text Types And Purposes (Narrative Writing)</b></p>	<p><b><u>Hold The Flag High</u></b></p> <p>E05.B-C.2.1.2, E05.C.1.3.1</p> <p><b>Spelling:</b> E05.D.1.2.5</p> <p><b>Vocabulary:</b> E05.A-V.4.1.2</p> <p><b>Language Review:</b>  E05.D.1.1.2, E05.D.1.1.3,  E05.D.1.1.4, E05.D.1.1.5,  E05.D.1.1.6, E05.D.1.1.7,  E05.D.1.1.8, E05.D.1.2.1,  E05.D.1.2.2, E05.D.1.2.3,  E05.D.1.2.4, E05.D.1.2.5,  E05.D.2.1.1, E05.D.2.1.3</p> <p><b>Writer's Workshop:</b>  E05.C.1.3.1, E05.C.1.3.2,  E05.C.1.3.3, E05.C.1.3.4,  E05.C.1.3.5</p> <p>CC.1.4.5.N, CC.1.4.5.O,  CC.1.4.5.P, CC.1.4.5.Q</p>		<p>Fragments</p> <ul style="list-style-type: none"> <li>→ Cause &amp; Effect</li> <li>→ Conjunctions</li> <li>→ Drawing Conclusions</li> <li>→ Compare &amp; Contrast</li> </ul> <p>Teacher's Manual</p> <p>Writer's Workshop:  Lucy Caulkin's Unit Of Study</p> <p>Narrative Student Notebook</p>
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<p><b>NOVEMBER</b></p> <p><b>3 Stories</b></p> <p>“The Ch’i-Lin Purse”</p> <p>“A Summer’s Trade”</p> <p>“The Midnight Ride Of Paul Revere”</p> <p><b>Wordly Wise Unit 4</b> What strategies and resources does the learner use to figure out unknown vocabulary?</p> <p><b>Wordly Wise Unit 5</b> What strategies and resources does the learner use to figure out unknown vocabulary?</p> <p><b>Language Review</b> How do grammar and the conventions of language influence spoken and written communication?</p> <p><b>Writer’s Workshop</b> Who is the audience? What will work best for the audience?</p>	<p><b><u>The Ch’i-Lin Purse</u></b></p> <p><b><i>Essential Question:</i></b> <b>How does what readers read influence how they should read it?</b></p> <ul style="list-style-type: none"> <li>• Action &amp; Linking Verbs</li> <li>• Compare &amp; Contrast</li> <li>• Spelling- Vowel Sounds w/ r</li> </ul> <p><b><u>A Summer’s Trade</u></b></p> <p><b><i>Essential Question:</i></b> <b>How do active listeners make meaning?</b></p> <ul style="list-style-type: none"> <li>• Main &amp; Helping Verbs</li> <li>• Author’s Purpose</li> <li>• Spelling- Final Syllables -en, -an, -el, -le, -il</li> </ul> <p><b><u>The Midnight Ride Of Paul Revere</u></b></p> <p><b><i>Essential Question:</i></b></p>	<p><b><u>The Ch’i-Lin Purse</u></b></p> <p>E05.D.1.1.2, E05.D.1.1.3, E05.D.1.1.4, E05.D.1.1.8, E05.B-C.2.1.2</p> <p><b><u>A Summer’s Trade</u></b></p> <p>E05.A-C.2.1.1, E05.D.1.1.2, E05.D.1.1.3, E05.D.1.1.4, E05.D.1.1.8</p> <p><b><u>The Midnight Ride Of Paul Revere</u></b></p> <p>E05.A-C.2.1.1,</p>	<p><b><u>Formative Assessments</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling Assessment</li> <li><input type="checkbox"/> Comprehension Review</li> <li><input type="checkbox"/> Grammar Practice</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Wordly Wise Unit #4 Assessment</li> <li><input type="checkbox"/> Wordly Wise Unit #5 Assessment</li> <li><input type="checkbox"/> Instructor Observation During Writing Conferences</li> <li><input type="checkbox"/> Peer Sharing</li> <li><input type="checkbox"/> Independent Writing Practice</li> <li><input type="checkbox"/> Rubric Scoring Of Final Published Writing Piece</li> </ul>	<p>Student Anthology</p> <p>Student Workbook</p> <p>Multi-Levelled Readers</p> <p>Pearsonsuccessnet.com</p> <p>readworks.org</p> <p>youtube.com (Grammar, Vocab, Schoolhouse Rocks)</p> <p>DVD Worksheets</p> <p>Instructor-Made Vocabulary Page</p> <p>Evan-Moor Daily Language Practice</p> <p><i>Study Island Skills Topics:</i></p> <ul style="list-style-type: none"> <li>→ Compare &amp; Contrast</li> <li>→ Task, Purpose, Audience</li> <li>→ Context Clues</li> <li>→ Synonyms &amp;</li> </ul>
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	<p><b>How does interaction with the text provoke thinking and response?</b></p> <ul style="list-style-type: none"> <li>• Subject-Verb Agreement</li> <li>• Author’s Purpose</li> <li>• Spelling-Final Syllables -er, -ar, -or</li> </ul> <p><b>Text Types And Purposes (Narrative Writing)</b></p>	<p>E05.D.1.1.2, E05.D.1.1.3, E05.D.1.1.4, E05.D.1.1.8</p> <p><b>Spelling:</b> E05.D.1.2.5</p> <p><b>Vocabulary:</b> E05.A-V.4.1.2</p> <p><b>Language Review:</b> E05.D.1.1.2, E05.D.1.1.3, E05.D.1.1.4, E05.D.1.1.5, E05.D.1.1.6, E05.D.1.1.7, E05.D.1.1.8, E05.D.1.2.1, E05.D.1.2.2, E05.D.1.2.3, E05.D.1.2.4, E05.D.1.2.5, E05.D.2.1.1, E05.D.2.1.3</p> <p><b>Writer’s Workshop:</b> E05.C.1.3.1, E05.C.1.3.2, E05.C.1.3.3, E05.C.1.3.4, E05.C.1.3.5</p> <p>CC.1.4.5.N, CC.1.4.5.O, CC.1.4.5.P, CC.1.4.5.Q</p>		<p>Antonyms</p> <p>Teacher’s Manual</p> <p>Writer’s Workshop: Lucy Caulkin’s Unit Of Study</p> <p>Narrative Student Notebook</p>
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MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p><b>DECEMBER</b></p> <p><b>4 Stories</b></p> <p>“The Fabulous Perpetual Motion Machine”</p> <p>“Leonardo’s Horse”</p> <p>“The Dinosaurs Of Waterhouse Hawkins”</p> <p>“Special Effects In Film And Television”</p> <p><b>Wordly Wise Unit 6</b> What strategies and resources does the learner use to figure out unknown vocabulary?</p> <p><b>Language Review</b> How do grammar and the conventions of language influence spoken and written communication?</p> <p><b>Writer’s Workshop</b> Why do writers write? What is the purpose?</p>	<p><b><u>The Fabulous Perpetual Motion Machine</u></b></p> <p><b><i>Essential Question:</i></b> <b>How do readers know what to believe?</b></p> <ul style="list-style-type: none"> <li>● Past, Present, And Future Tenses</li> <li>● Sequence</li> <li>● Spelling- Words w/ SCHWA</li> </ul> <p><b><u>Leonardo’s Horse</u></b></p> <p><b><i>Essential Question:</i></b> <b>How do active listeners make meaning?</b></p> <ul style="list-style-type: none"> <li>● Main Idea &amp; Details</li> <li>● Principal Parts Of Regular Verbs</li> <li>● Spelling- Compound Words</li> </ul>	<p><b><u>The Fabulous Perpetual Motion Machine</u></b></p> <p>E05.C.1.3.1, E05.D.1.1.3, E05.D.1.1.4</p> <p><b><u>Leonardo’s Horse</u></b></p> <p>E05.B-K.1.1.2, E05.D.1.1.2, E05.D.1.1.3</p>	<p><b><u>Formative Assessments</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling Assessment</li> <li><input type="checkbox"/> Comprehension Review</li> <li><input type="checkbox"/> Grammar Practice</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Wordly Wise Unit #6 Assessment</li> <li><input type="checkbox"/> Instructor Observation During Writing Conferences</li> <li><input type="checkbox"/> Peer Sharing</li> <li><input type="checkbox"/> Independent Writing Practice</li> <li><input type="checkbox"/> Rubric Scoring Of Final Published Writing Piece</li> </ul>	<p>Student Anthology</p> <p>Student Workbook</p> <p>Multi-Levelled Readers</p> <p>Pearsonsuccessnet.com</p> <p>readworks.org</p> <p>youtube.com (Grammar, Vocab, Schoolhouse Rocks)</p> <p>DVD Worksheets</p> <p>Instructor-Made Vocabulary Page</p> <p>Evan-Moor Daily Language Practice</p> <p><i>Study Island Skills Topics:</i></p> <ul style="list-style-type: none"> <li>→ Verbs</li> <li>→ Cause &amp; Effect</li> <li>→ Main Idea</li> </ul>

	<p><b><u>The Dinosaurs Of Waterhouse Hawkins</u></b></p> <p><b><i>Essential Question:</i></b>  <b>How does a readers purpose influence how text should be read?</b></p> <ul style="list-style-type: none"> <li>● Fact And Opinion</li> <li>● Principal Parts Of Irregular Verbs</li> <li>● Spelling- Words w/ Consonant Sounds, ie: /j/, /ks/, /sk/, /s/</li> </ul> <p><b><u>Special Effects In Film And Television</u></b></p> <p><b><i>Essential Question:</i></b>  <b>How do readers create meaning from informational and literary text?</b></p> <ul style="list-style-type: none"> <li>● Graphic Sources</li> <li>● Prepositions &amp; Prepositional Phrases</li> <li>● Spelling- Prefixes (pre-, re-)</li> </ul>	<p><b><u>The Dinosaurs Of Waterhouse Hawkins</u></b></p> <p>E05.C.1.1.2,  E05.C.1.1.3,  E05.D.1.1.2,  E05.D.1.1.3</p> <p><b><u>Special Effects In Film And Television</u></b></p> <p>E05.B-C.3.1.3,  E05.D.1.1.1</p> <p><b>Additional Strands Of Eligible Content Listed To The...</b>  →→→→→</p>	<p><b><u>Benchmark Assessment</u></b>  Study Island BM#2</p> <p><b>Spelling:</b> E05.D.1.2.5</p> <p><b>Vocabulary:</b> E05.A-V.4.1.2</p> <p><b>Language Review:</b>  E05.D.1.1.2, E05.D.1.1.3,  E05.D.1.1.4, E05.D.1.1.5,  E05.D.1.1.6, E05.D.1.1.7,  E05.D.1.1.8, E05.D.1.2.1,  E05.D.1.2.2, E05.D.1.2.3,  E05.D.1.2.4, E05.D.1.2.5,  E05.D.2.1.1, E05.D.2.1.3</p> <p><b>Writer's Workshop:</b>  E05.C.1.3.1, E05.C.1.3.2,  E05.C.1.3.3, E05.C.1.3.4,  E05.C.1.3.5</p> <p>CC.1.4.5.N, CC.1.4.5.O,  CC.1.4.5.P, CC.1.4.5.Q</p>	<p>Teacher's Manual</p> <p>Writer's Workshop:  Compare/Contrast  (A Tale Of Two Gardens)</p>
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<p><b>JANUARY</b></p> <p><b>3 Stories</b></p> <p>“Weslandia”</p> <p>“Tripping Over The Lunch Lady”</p> <p>“Exploding Ants”</p> <p><b>Wordly Wise Unit 7</b> What strategies and resources does the learner use to figure out unknown vocabulary?</p> <p><b>Wordly Wise Unit 8</b> What strategies and resources does the learner use to figure out unknown vocabulary?</p> <p><b>Language Review</b> How do grammar and the conventions of language influence spoken and written communication?</p> <p><b>Writer’s Workshop</b> What makes clear and effective writing?</p>	<p><b>Weslandia</b></p> <p><b>Essential Question:</b> <b>How do readers know what to believe?</b></p> <ul style="list-style-type: none"> <li>• Draw Conclusions</li> <li>• Subject &amp; Object Pronouns</li> <li>• Spelling- Words From Many Cultures</li> </ul> <p><b>Tripping Over The Lunch Lady</b></p> <p><b>Essential Question:</b> <b>What is this text really about?</b></p> <ul style="list-style-type: none"> <li>• Generalize</li> <li>• Pronouns &amp; Antecedents</li> <li>• Spelling- Prefixes over-, under-, sub-, super-, out-</li> </ul> <p><b>Exploding Ants</b></p> <p><b>Essential Question:</b> <b>How do strategic readers</b></p>	<p><b>Weslandia</b></p> <p>E05.C.1.3.5, E05.D.1.1.8</p> <p><b>Tripping Over The Lunch Lady</b></p> <p>E05.C.1.2.1, E05.D.1.1.8</p> <p><b>Exploding Ants</b></p> <p>E05.B-C.3.1.3, E05.D.1.1.8</p>	<p><b>Formative Assessments</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling Assessment</li> <li><input type="checkbox"/> Comprehension Review</li> <li><input type="checkbox"/> Grammar Practice</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Wordly Wise Unit #7 Assessment</li> <li><input type="checkbox"/> Wordly Wise Unit #8 Assessment</li> <li><input type="checkbox"/> Instructor Observation During Writing Conferences</li> <li><input type="checkbox"/> Peer Sharing</li> <li><input type="checkbox"/> Independent Writing Practice</li> <li><input type="checkbox"/> Rubric Scoring Of Final Published Writing</li> </ul>	<p>Student Anthology</p> <p>Student Workbook</p> <p>Multi-Leveled Readers</p> <p>Pearsonsuccessnet.com</p> <p>readworks.org</p> <p>youtube.com (Grammar, Vocab, Schoolhouse Rocks)</p> <p>DVD Worksheets</p> <p>Instructor-Made Vocabulary Page</p> <p>Evan-Moor Daily Language Practice</p> <p><i>Study Island Skills Topics:</i></p> <ul style="list-style-type: none"> <li>→ Drawing Inferences</li> <li>→ Prepositions</li> <li>→ Pronouns</li> </ul> <p>Teacher’s Manual</p>
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	<p><b>create meaning from informational and literary text?</b></p> <ul style="list-style-type: none"> <li>• Graphic Sources</li> <li>• Possessive Pronouns</li> <li>• Spelling- Homophones</li> </ul>	<p><b>Spelling:</b> E05.D.1.2.5</p> <p><b>Vocabulary:</b> E05.A-V.4.1.2</p> <p><b>Language Review:</b> E05.D.1.1.2, E05.D.1.1.3, E05.D.1.1.4, E05.D.1.1.5, E05.D.1.1.6, E05.D.1.1.7, E05.D.1.1.8, E05.D.1.2.1, E05.D.1.2.2, E05.D.1.2.3, E05.D.1.2.4, E05.D.1.2.5, E05.D.2.1.1, E05.D.2.1.3</p> <p><b>Writer's Workshop:</b> E05.C.1.3.1, E05.C.1.3.2, E05.C.1.3.3, E05.C.1.3.4, E05.C.1.3.5</p> <p>CC.1.4.5.N, CC.1.4.5.O, CC.1.4.5.P, CC.1.4.5.Q</p>	<p><b>Diagnostic Assessment</b> NWEA MAP [Winter]</p>	<p>Writer's Workshop: Text-Dependent Analysis- Martin Luther King, Jr. Unit</p> <p>PSSA Practice - Louis Braille</p> <p>Stand-Alone Questions</p>
<b>MONTH/QUARTER</b>	<b>CONCEPTS</b>	<b>STANDARDS/ ELIGIBLE CONTENT</b>	<b>ASSESSMENTS</b>	<b>RESOURCES</b>
<p><b>FEBRUARY</b></p> <p><b>4 Stories</b></p> <p><b>"The Stormi Giovanni Club"</b></p>	<p><b><u>The Stormi Giovanni Club</u></b></p> <p><b><i>Essential Question:</i></b> <b>How do active listeners make meaning?</b></p> <ul style="list-style-type: none"> <li>• Generalize</li> </ul>	<p><b><u>The Stormi Giovanni Club</u></b></p> <p>E05.C.1.2.1, E05.D.1.1.8</p>	<p><b><u>Formative Assessments</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling Assessment</li> <li><input type="checkbox"/> Comprehension Review</li> </ul>	<p>Student Anthology</p> <p>Student Workbook</p> <p>Multi-Levelled Readers</p>

<p>“The Gymnast”                  “The Skunk Ladder”                  “Talk With An Astronaut”</p> <p><b>Wordly Wise Unit 9</b>                  How does one develop and refine vocabulary?</p> <p><b>Language Review</b>                  How do grammar and the conventions of language influence spoken and written communication?</p> <p><b>Writer’s Workshop</b>                  What makes clear and effective writing?                  Why do writers write?                  What is the purpose?                  Who is the audience?                  What will work best for the audience?</p> <p>PSSA Released Items:                  Eagles                  Louis Braille                  Anita Roddick                  First Men On The Moon</p>	<ul style="list-style-type: none"> <li>Indefinite &amp; Reflexive Pronouns</li> <li>Spelling- Suffixes -ible, -able</li> </ul> <p><b><u>The Gymnast</u></b></p> <p><b><u>Essential Question:</u></b>  <b>What is this text really about?</b></p> <ul style="list-style-type: none"> <li>Draw Conclusions</li> <li>Using <i>Who</i> &amp; <i>Whom</i></li> <li>Spelling- Negative Prefixes</li> </ul> <p><b><u>The Skunk Ladder</u></b></p> <p><b><u>Essential Question:</u></b>  <b>How do readers know what to believe in when they read, hear, and view?</b></p> <ul style="list-style-type: none"> <li>Character &amp; Plot</li> <li>Contractions &amp; Negatives</li> <li>Spelling- Multisyllabic Words</li> </ul>	<p><b><u>The Gymnast</u></b></p> <p>E05.C.1.3.5,                  E05.D.1.1.7</p> <p><b><u>The Skunk Ladder</u></b></p> <p>E05.A-K.1.1.1,                  E05.A-K.1.1.2,                  E05.A-K.1.1.3,                  E05.A-V.4.1.2(c),                  E05.D.1.2.5,                  E05.D.2.1.3</p>	<ul style="list-style-type: none"> <li>Grammar Practice</li> <li>Vocabulary</li> <li>Wordly Wise Unit #9 Assessment</li> <li>Instructor Observation During Writing Conferences</li> <li>Peer Sharing</li> <li>Independent Writing Practice</li> <li>Rubric Scoring Of Final Published Writing</li> </ul>	<p>Pearsonsuccessnet.com</p> <p>readworks.org</p> <p>youtube.com                  (Grammar, Vocab, Schoolhouse Rocks)</p> <p>DVD Worksheets</p> <p>Instructor-Made Vocabulary Page</p> <p>Evan-Moor Daily Language Practice</p> <p><i>Study Island Skills Topics:</i></p> <ul style="list-style-type: none"> <li>→ Spelling</li> <li>→ Punctuation</li> <li>→ Interjections</li> <li>→ Root Words</li> <li>→ Multiple Meaning Words</li> <li>→ Textual Evidence</li> <li>→ Supporting Details</li> </ul>
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	<p><b><u>Talk With An Astronaut</u></b></p> <p><b><u>Essential Question:</u></b>  <b>How do readers know what to believe in when they read, hear, and view?</b></p> <ul style="list-style-type: none"> <li>● Author’s Purpose</li> <li>● <i>This, That, These, And Those</i></li> <li>● Spelling- Greek Word Parts</li> </ul>	<p><b><u>Talk With An Astronaut</u></b></p> <p>E05.A-C.2.1.1, E05.D.1.1.7</p> <p><b>Spelling:</b> E05.D.1.2.5</p> <p><b>Vocabulary:</b> E05.A-V.4.1.2</p> <p><b>Language Review:</b>  E05.D.1.1.2, E05.D.1.1.3,  E05.D.1.1.4, E05.D.1.1.5,  E05.D.1.1.6, E05.D.1.1.7,  E05.D.1.1.8, E05.D.1.2.1,  E05.D.1.2.2, E05.D.1.2.3,  E05.D.1.2.4, E05.D.1.2.5,  E05.D.2.1.1, E05.D.2.1.3</p> <p><b>Writer’s Workshop:</b>  E05.C.1.3.1, E05.C.1.3.2,  E05.C.1.3.3, E05.C.1.3.4,  E05.C.1.3.5</p> <p>CC.1.4.5.N, CC.1.4.5.O,  CC.1.4.5.P, CC.1.4.5.Q</p>		<p>Teacher’s Manual</p> <p>PSSA Writing Prompt:  Anita Roddick /  Eagles</p>
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<p><b>MARCH</b></p> <p><b>2 Stories</b></p> <p>“Journey To The Center Of The Earth”</p> <p>“Ghost Towns Of The American West”</p> <p><b>Wordly Wise Unit 10</b> How does one develop and refine vocabulary?</p> <p><b>Language Review</b> How do grammar and the conventions of language influence spoken and written communication?</p> <p><b>Writer’s Workshop</b> What makes clear and effective writing? Why do writers write? What is the purpose? Who is the audience? What will work best for the audience?</p>	<p><b><u>Journey To The Center Of The Earth</u></b></p> <p><b><u>Essential Question:</u></b> <b>How do readers know what to believe in when they read, hear, and view?</b></p> <ul style="list-style-type: none"> <li>● Cause &amp; Effect</li> <li>● Comparative &amp; Superlative Adjectives</li> <li>● Spelling- Latin Roots</li> </ul> <p><b><u>Ghost Towns Of The American West</u></b></p> <p><b><u>Essential Question:</u></b> <b>How does interaction with the text provoke thinking and response?</b></p> <ul style="list-style-type: none"> <li>● Generalize</li> <li>● Adverbs</li> <li>● Spelling- Greek Word Parts</li> </ul>	<p><b><u>Journey To The Center Of The Earth</u></b></p> <p>E05.B-V.4.1.1(a), E05.D.2.1.2</p> <p><b><u>Ghost Towns Of The American West</u></b></p> <p>E05.C.1.2.1, E05.D.1.1.3</p> <p><b>Spelling:</b> E05.D.1.2.5</p> <p><b>Vocabulary:</b> E05.A-V.4.1.2</p> <p><b>Language Review:</b> E05.D.1.1.2, E05.D.1.1.3, E05.D.1.1.4, E05.D.1.1.5, E05.D.1.1.6, E05.D.1.1.7,</p>	<p><b><u>Formative Assessments</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling Assessment</li> <li><input type="checkbox"/> Comprehension Review</li> <li><input type="checkbox"/> Grammar Practice</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Wordly Wise Unit #10 Assessment</li> <li><input type="checkbox"/> Instructor Observation During Writing Conferences</li> <li><input type="checkbox"/> Peer Sharing</li> <li><input type="checkbox"/> Independent Writing Practice</li> <li><input type="checkbox"/> Rubric Scoring Of Final Published Writing</li> </ul> <p><b><u>Benchmark Assessment</u></b> Study Island BM#3</p>	<p>Student Anthology</p> <p>Student Workbook</p> <p>Multi-Leveled Readers</p> <p>Pearsonsuccessnet.com</p> <p>readworks.org</p> <p>youtube.com (Grammar, Vocab, Schoolhouse Rocks)</p> <p>DVD Worksheets</p> <p>Instructor-Made Vocabulary Page</p> <p>Evan-Moor Daily Language Practice</p> <p><i>Study Island Skills Topics:</i></p> <ul style="list-style-type: none"> <li>→ Figurative Language</li> <li>→ Transitional Words</li> <li>→ Transitional Phrases</li> </ul>
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<p>PSSA Released Items: Anita Roddick My Dogs And Me The Crane Wife</p>		<p>E05.D.1.1.8, E05.D.1.2.1, E05.D.1.2.2, E05.D.1.2.3, E05.D.1.2.4, E05.D.1.2.5, E05.D.2.1.1, E05.D.2.1.3</p> <p><b>Writer's Workshop:</b> E05.C.1.3.1, E05.C.1.3.2, E05.C.1.3.3, E05.C.1.3.4, E05.C.1.3.5</p> <p>E05.E.1.1.1 E05.E.1.1.2 E05.E.1.1.3 E05.E.1.1.4 E05.E.1.1.5 E05.E.1.1.6</p>		<p>Teacher's Manual</p> <p>PSSA Practice: Stand-Alone Questions</p> <p>PSSA Writing Prompt: Text-Dependent Analysis- The Crane Wife</p>
MONTH/QUARTER	CONCEPTS	STANDARDS/ ELIGIBLE CONTENT	ASSESSMENTS	RESOURCES
<p><b>APRIL</b></p> <p><b>1 Story</b></p> <p><b>"The Unsinkable Wreck Of The R.M.S. Titanic"</b></p>	<p><b><u>The Unsinkable Wreck Of The R.M.S. Titanic</u></b></p> <p><b><i>Essential Question:</i></b> <b>How do strategic readers create meaning from informational and literary text?</b></p> <ul style="list-style-type: none"> <li>• Graphic Sources</li> <li>• Adjectives &amp; Articles</li> <li>• Spelling- Related Words</li> </ul>	<p><b><u>The Unsinkable Wreck Of The R.M.S. Titanic</u></b></p> <p>E05.B-C.3.1.3, E05.D.2.1.2</p> <p><b><u>Titanic Unit Strands Of Eligible Content</u></b></p> <p>E05.A-K.1.1.2, E05.B-C.2.1.2, E05.B-C.3.1.3</p>	<p><b><u>Formative Assessments</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling Assessment</li> <li><input type="checkbox"/> Comprehension Review</li> <li><input type="checkbox"/> Grammar Practice</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Instructor Observation</li> </ul>	<p>Student Anthology</p> <p>Student Workbook</p> <p>Multi-Leveled Readers</p> <p>Pearsonsuccessnet.com</p> <p>readworks.org</p> <p>youtube.com</p>

<p><b>Nonfiction Text Structure</b></p> <p><b>Elements Of Poetry</b></p> <p><b>Poetry Share</b></p> <p><b>Locating Information</b></p> <p><b>PSSA Released Item: Tadpoles</b></p> <p><b>Language Review</b> How do grammar and the conventions of language influence spoken and written communication?</p> <p><b>Writer's Workshop</b> What does the reader look for and how can he/she can find it?</p> <p><b>Titanic Writing Project Begins- Post PSSA</b></p>	<p><b>Types Of Nonfiction Text Structure</b></p> <p>Description</p> <p>Sequential</p> <p>Problem &amp; Solution</p> <p>Cause &amp; Effect</p> <p><b>Elements Of Poetry</b></p> <p>Stanza</p> <p>Meter</p> <p>Rhythm</p> <p>Rhyme Scheme</p> <p>Line Break</p> <p><b>Locating Information</b></p> <p>Encyclopedia</p> <p>Almanac</p> <p>Atlas</p>	<p><b>Spelling:</b> E05.D.1.2.5</p> <p><b>Vocabulary:</b> E05.A-V.4.1.2</p> <p><b>Language Review:</b> E05.D.1.1.2, E05.D.1.1.3, E05.D.1.1.4, E05.D.1.1.5, E05.D.1.1.6, E05.D.1.1.7, E05.D.1.1.8, E05.D.1.2.1, E05.D.1.2.2, E05.D.1.2.3, E05.D.1.2.4, E05.D.1.2.5, E05.D.2.1.1, E05.D.2.1.3</p>	<p>During Writing Conferences</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Peer Sharing</li> <li><input type="checkbox"/> Independent Writing Practice</li> <li><input type="checkbox"/> Rubric Scoring Of Final Published Writing</li> </ul> <p><b>Summative Assessment</b> Grade 5 ELA PSSA Assessment</p>	<p>(Grammar, Vocab, Schoolhouse Rocks)</p> <p>DVD Worksheets</p> <p>Instructor-Made Vocabulary Page</p> <p>Evan-Moor Daily Language Practice</p> <p><i>Study Island Skills Topics:</i></p> <ul style="list-style-type: none"> <li>→ Academic Language</li> <li>→ Idioms</li> <li>→ Adages &amp; Proverbs</li> <li>→ Narrator's Point Of View</li> <li>→ Text Structure</li> <li>→ Precise Language</li> <li>→ Information From Sources</li> </ul> <p>Teacher's Manual</p> <p>PSSA Practice: Stand-Alone</p>
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<p><b>MAY</b></p> <p><b>3 Stories</b></p> <p>“The Truth About Austin’s Amazing Bats”</p> <p>“King Midas And The Golden Touch”</p> <p>“Sweet Music In Harlem”</p> <p><b>Wordly Wise Unit 11</b> How does one develop and refine vocabulary?</p> <p><b>Wordly Wise Unit 12</b> How does one develop and refine vocabulary?</p> <p><b>Language Review</b> How do grammar and the conventions of language influence spoken and written communication?</p> <p><b>Writer’s Workshop</b> How does one organize and synthesize information?</p>	<p><b><u>The Truth About Austin’s Amazing Bats</u></b></p> <p><b><i>Essential Question:</i></b> <b>How do strategic readers create meaning from informational and literary text?</b></p> <ul style="list-style-type: none"> <li>● Draw Conclusions</li> <li>● Modifiers</li> <li>● Spelling- Suffixes: -ous, -sion, -ion, -ation</li> </ul> <p><b><u>King Midas And The Golden Touch</u></b></p> <p><b><i>Essential Question:</i></b> <b>How do active listeners make meaning?</b></p> <ul style="list-style-type: none"> <li>● Compare &amp; Contrast</li> <li>● Commas</li> <li>● Spelling- Latin Roots</li> </ul>	<p><b><u>The Truth About Austin’s Amazing Bats</u></b></p> <p>E05.C.1.3.5, E05.D.2.1.2</p> <p><b><u>King Midas And The Golden Touch</u></b></p> <p>E05.A-K.1.1.3, E05.D.1.2.2, E05.D.1.2.3</p>	<p><b><u>Formative Assessments</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Spelling Assessment</li> <li><input type="checkbox"/> Comprehension Review</li> <li><input type="checkbox"/> Grammar Practice</li> <li><input type="checkbox"/> Vocabulary</li> <li><input type="checkbox"/> Wordly Wise Unit #11 Assessment</li> <li><input type="checkbox"/> Wordly Wise Unit #12 Assessment</li> <li><input type="checkbox"/> Instructor Observation During Writing Conferences</li> <li><input type="checkbox"/> Peer Sharing</li> <li><input type="checkbox"/> Independent Writing Practice</li> <li><input type="checkbox"/> Rubric Scoring Of Final Published Writing</li> </ul>	<p>Student Anthology</p> <p>Student Workbook</p> <p>Multi-Levelled Readers</p> <p>Pearsonsuccessnet.com</p> <p>readworks.org</p> <p>youtube.com (Grammar, Vocab, Schoolhouse Rocks)</p> <p>DVD Worksheets</p> <p>Instructor-Made Vocabulary Page</p> <p>Evan-Moor Daily Language Practice</p> <p><i>Study Island Skills Topics:</i></p> <ul style="list-style-type: none"> <li>➔ Figurative Language</li> <li>➔ Transitional Words</li> </ul>

<p>How does one best present findings?</p>	<p><b><u>Sweet Music In Harlem</u></b></p> <p><b><u>Essential Question:</u></b>  <b>How does interaction with the text provoke thinking and response?</b></p> <ul style="list-style-type: none"> <li>● Sequence</li> <li>● Punctuation</li> <li>● Spelling- Easily Confused Words</li> </ul>	<p><b><u>Sweet Music In Harlem</u></b></p> <p>E05.C.1.3.1, E05.D.2.1.3</p> <p><b>Spelling:</b> E05.D.1.2.5</p> <p><b>Vocabulary:</b> E05.A-V.4.1.2</p> <p><b>Language Review:</b>  E05.D.1.1.2, E05.D.1.1.3,  E05.D.1.1.4, E05.D.1.1.5,  E05.D.1.1.6, E05.D.1.1.7,  E05.D.1.1.8, E05.D.1.2.1,  E05.D.1.2.2, E05.D.1.2.3,  E05.D.1.2.4, E05.D.1.2.5,  E05.D.2.1.1, E05.D.2.1.3</p>	<p><b><u>Diagnostic Assessment</u></b>  NWEA MAP [Spring]</p> <p><b><u>Titanic Writing Project</u></b>  Student/Staff Collaborative Writing Piece Submitted For Spring Showcase Of Events</p>	<p>→ Transitional Phrases</p> <p>Teacher’s Manual</p> <p><b><u>Titanic Unit:</u></b>  Resource Packet</p> <p>Important People On The Titanic</p> <p>Movie: “A Night To Remember”</p> <p>National Geographic: Titanic Documentary</p>
<p><b>MONTH/QUARTER</b></p>	<p><b>CONCEPTS</b></p>	<p><b>STANDARDS/ ELIGIBLE CONTENT</b></p>	<p><b>ASSESSMENTS</b></p>	<p><b>RESOURCES</b></p>
<p><b>JUNE</b></p>	<p>Culminating Review Activities And Assessments</p>	<p><b>Spelling:</b> E05.D.1.2.5</p> <p><b>Vocabulary:</b> E05.A-V.4.1.2</p> <p><b>Language Review:</b>  E05.D.1.1.2, E05.D.1.1.3,</p>	<p>Culminating Review Activities And Assessments</p>	<p>Student Anthology</p> <p>Student Workbook</p> <p>Multi-Levelled Readers</p>

		E05.D.1.1.4, E05.D.1.1.5, E05.D.1.1.6, E05.D.1.1.7, E05.D.1.1.8, E05.D.1.2.1, E05.D.1.2.2, E05.D.1.2.3, E05.D.1.2.4, E05.D.1.2.5, E05.D.2.1.1, E05.D.2.1.3		Pearsonsuccessnet.com  readworks.org  youtube.com (Grammar, Vocab, Schoolhouse Rocks)  DVD Worksheets  Instructor-Made Vocabulary Page  Evan-Moor Daily Language Practice
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