

<h2>Mifflin County School District Planned Instruction</h2>

Title of Planned Instruction: Language Arts

Subject Area: Reading, Writing, Speaking, and Listening

Grade Level: 5

Prerequisites: None

Course Description:

Our goal is to enable our students to develop and utilize the processes of effective oral and written communication by emphasizing fluency and comprehension; to read and write for a variety of purposes; to follow directions; to develop a lifelong appreciation of literature and the literacy necessary for success.

Required Time: One year

Course Credit: 1.0

NOTE: Items printed in **BOLD** represent eligible content that will be tested by the PSSA test.

Major Text(s) and Resources:

McGraw-Hill Reading, McGraw-Hill, 2001
Assorted Authentic Texts

Names of District Subject Area Curriculum Writing Committee:

Marsha A. Ames
M. Elizabeth Knepp
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Date of Board Approval: May 25, 2006

Strand: Reading, Writing, Speaking, and Listening
 Standard: 1.1 Learning to Read Independently
 Grade: 5

Grade Level Objectives	Performance Indicators	Assessments
A. Before reading, establish the purpose for reading.	Identify types of text—genre (e.g., literary, informational).	<ul style="list-style-type: none"> • Teacher observation • PSSA
B. Select texts for a particular purpose using the format of the text as a guide.	Identify/categorize specific text type.	<ul style="list-style-type: none"> • Tests • Worksheets • Teacher observation
C. Use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words during reading	<ul style="list-style-type: none"> • Identify principles of and rules for syllabication and prefixes (pre, dis, mis, non, inter, extra, post, super, sub) and suffixes (less, ble, ly, or, ness, ment, er, ship, tion, en). • Decode new words for use in writing and speaking. • Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences or through the use of examples within text. 	<ul style="list-style-type: none"> • Teacher observation • Performance task • Checklist • PSSA • 4Sight (or other standardized tests)
D. Identify the basic ideas and facts in text to make predictions about text.	Use basic ideas and facts from text, prior knowledge, illustrations and headings, as well as information from additional sources.	<ul style="list-style-type: none"> • Worksheets • Tests • Teacher observation
E. Acquire a reading vocabulary.	<ul style="list-style-type: none"> • Identify and/or interpret and use synonyms, antonyms, homophones, 	<ul style="list-style-type: none"> • Worksheets • Tests • Teacher observation

	<p>homographs, words related through roots, suffixes and/or prefixes.</p> <ul style="list-style-type: none"> • Use a dictionary or related reference. • Identify and/or interpret meaning of multiple-meaning words used in text. 	<ul style="list-style-type: none"> • 4Sight (or other standardized tests) • PSSA
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<p>F. Identify, understand the meaning of, and use correctly key vocabulary from various subject areas.</p>	<p>Define key and content specific vocabulary words.</p>	<ul style="list-style-type: none"> • Worksheets • Tests • Teacher observation • PSSA • 4Sight (or other standardized tests)
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<p>G. Demonstrate understanding and interpretation of both fiction and nonfiction text.</p>	<ul style="list-style-type: none"> • Summarize major ideas/themes. • Combine new information with prior knowledge. • Clarify ideas and understanding by rereading/discussion. • Draw conclusions using ideas from text. • Expand ideas in text. • Identify and/or explain stated or implied main ideas and relevant supporting details from text. • Identify, interpret, compare, describe, and/or analyze connections between texts. 	<ul style="list-style-type: none"> • Worksheets • Tests • Teacher observation • PSSA • 4Sight (or other standardized tests)
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<p>H. Demonstrate fluency and comprehension in reading.</p>	<ul style="list-style-type: none"> • Read familiar materials aloud with accuracy. • Self-correct mistakes. • Use appropriate rhythm, flow, meter, and 	<ul style="list-style-type: none"> • Teacher observation • Checklists • Testing
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	pronunciation. <ul style="list-style-type: none"> • Read a variety of genres and types of text. • Demonstrate comprehension already addressed. • Read orally. 	
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Strand: Reading, Writing, Speaking, and Listening
Standard: 1.2 Reading Critically in All Content Areas
Grade: 5

<p>A. Read and understand essential content of fiction and non-fiction texts and documents in all academic areas; identify and interpret how text organization clarifies meaning of non-fictional text.</p>	<ul style="list-style-type: none"> • Differentiate fact from opinion across texts. • Distinguish between essential and nonessential information across a variety of texts. • Make inferences about similar concepts in multiple texts and draw conclusions. • Evaluate text organization and content to determine the author’s purpose and effectiveness. • Cite evidence from text to support generalizations. • Identify exaggeration (bias) where present. • Identify and/or interpret text organization, including sequence, question/answer, comparison/contrast, cause/effect, or problem/solution. • Use headings to locate information in a passage, or identify content that would best fit in a specific 	<ul style="list-style-type: none"> • Teacher observation • Worksheets • PSSA • Tests • 4Sight (or other standardized tests)
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	<p>section of text.</p> <ul style="list-style-type: none"> • Interpret graphics and charts and/or make connections between text and the content of graphics and charts. 	
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<p>B. Use and understand a variety of media and evaluate the quality of material produced.</p>	<ul style="list-style-type: none"> • Use a variety of media such as computerized card catalogues and encyclopedias for research. • Evaluate the role of media as a source of both entertainment and information. • Design and develop a media project (e.g., script, play, audiotape) for a targeted audience. 	<ul style="list-style-type: none"> • Teacher observation • Worksheets • Testing
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<p>C. Produce work in at least one literary genre that follows the conventions of the genre.</p>	<p>Present story, play, etc. to an audience.</p>	<ul style="list-style-type: none"> • Teacher observation • Rubric
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Strand: Reading, Writing, Speaking, and Listening

Standard: 1.3 Reading, Analyzing, and Interpreting Literature

Grade: 5

<p>A. Understand works of literature.</p>	<p>Read a variety of literature.</p>	<ul style="list-style-type: none"> • Teacher observation • Checklist
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<p>B. Compare the use of literary elements within and among texts.</p>	<ul style="list-style-type: none"> • Identify, interpret, compare, describe, and/or analyze character (may also be called narrator, speaker, subject of a biography). • Identify, interpret, compare, describe, and/or analyze character actions, motives, dialogue, 	<ul style="list-style-type: none"> • Teacher observation • Worksheets • Tests • PSSA • 4Sight (or other standardized tests)
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	<p>emotions/feelings, traits, and relationships among characters within fictional or literary non-fictional text.</p> <ul style="list-style-type: none">• Identify, interpret, compare, describe, and/or analyze the relationship between characters and other components of text.• Identify, interpret, compare, describe, and/or analyze the setting of fiction or literary non-fiction.• Identify, interpret, compare, describe, and/or analyze the relationship between setting and other components of text.• Identify, interpret, compare, describe, and/or analyze elements of the plot or action (conflict, rising action, climax, and/or resolution).• Identify, interpret, compare, describe, and/or analyze the relationship between elements of the plot and other components of text.• Identify, interpret, compare, describe, and/or analyze the theme of fiction or literary non-fiction.• Identify, interpret, compare, describe, and/or analyze the relationship between	
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	<p>the theme and other components of text.</p> <ul style="list-style-type: none"> • Identify, interpret, and describe the point of view of the narrator as first person or third person point of view. • Interpret and/or describe the effectiveness of the point of view used by the author (i.e., Tell this story from the point of view of a different character). 	
C. Describe how the author uses literary devices to convey meaning.	Identify sound techniques such as rhyme, rhythm, meter, alliteration, and figurative language (personification, similes, metaphors).	<ul style="list-style-type: none"> • Teacher observation • Worksheets • Tests • PSSA
D. Identify and respond to the effects of sound and structure in poetry.	Identify rhyme, rhythm, alliteration, and verse form.	<ul style="list-style-type: none"> • Teacher observation • Worksheets • Tests • PSSA
E. Analyze drama as information source, entertainment, persuasion, or transmitter of culture.	Identify and explain dialogue, story enactment, acts, and scenes.	<ul style="list-style-type: none"> • Teacher observation • Worksheets • Tests
F. Respond to nonfiction and fiction, including poetry and drama.	<ul style="list-style-type: none"> • Read and respond to non-fiction and fiction, including poetry and drama. • Identify and/or describe examples of text that supports its intended purpose. 	<ul style="list-style-type: none"> • Teacher observation • Worksheets • Tests • PSSA • 4Sight (or other standardized tests)

Strand: Reading, Writing, Speaking, and Listening
Standard: 1.4 Types of Writing
Grade: 5

A. Write poems, plays, and multi-paragraph stories.	Identify the importance of including detailed descriptions of people, places, and things, relevant illustrations (e.g., drawings, imported graphics), dialogue, and literary devices in writing.	<ul style="list-style-type: none"> • Teacher observation • Rubric • Peer evaluation • PSSA • Portfolio • Writing samples
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B. Write multi-paragraph informational pieces.	Identify component of <ul style="list-style-type: none"> • Descriptions • Letters • Reports • Instructions • Essays Identify importance of including <ul style="list-style-type: none"> • Cause and effect • Problem/solution (when appropriate) • Relevant visual aids (e.g., maps and graphs) 	<ul style="list-style-type: none"> • Teacher observation • Worksheets • PSSA • Portfolios • Writing samples
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C. Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed.	Describe process of writing to persuade.	<ul style="list-style-type: none"> • Essay • Rubric • Portfolio • Writing samples • PSSA
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Strand: Reading, Writing, Speaking, and Listening
Standard: 1.5 Quality of Writing
Grade: 5

A. Write with a sharp, distinct focus.	Identify the topic, task, and audience.	<ul style="list-style-type: none"> • Teacher observation • Worksheet • PSSA • Writing samples
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B. Write using well-developed content appropriate for the topic.	<ul style="list-style-type: none"> • Gather, organize, and select the most effective information appropriate for the topic, task, and 	<ul style="list-style-type: none"> • Teacher observation • Rubric • Checklist
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	<p>audience.</p> <ul style="list-style-type: none"> • Write paragraphs that include a topic sentence and supporting detail. 	<ul style="list-style-type: none"> • PSSA • Portfolio • Writing samples
<p>C. Write with controlled and/or subtle organization.</p>	<ul style="list-style-type: none"> • Sustain a logical order within sentences and between paragraphs using meaningful transitions. • Include an identifiable introduction, body, and conclusion. 	<ul style="list-style-type: none"> • Teacher observation • Rubric • Checklist • Portfolio • PSSA • Writing samples
<p>D. Write with an understanding of the stylistic aspects of composition.</p>	<ul style="list-style-type: none"> • Use different types and lengths of sentences. • Use precise language, including adjectives, adverbs, action verbs, and specific details that convey the writer's meaning. • Develop and maintain a consistent voice. 	<ul style="list-style-type: none"> • Teacher observation • Rubric • Checklist • Portfolio • PSSA • Writing samples
<p>E. Revise writing to improve organization and word choice.</p>	<p>Check the logic, order of ideas, and precision of vocabulary.</p>	<ul style="list-style-type: none"> • Teacher observation • Rubric • Checklist • Portfolio • PSSA • Writing samples
<p>F. Edit writing using the conventions of language.</p>	<ul style="list-style-type: none"> • Spell common, frequently used words correctly. • Use capital letters correctly. • Punctuate correctly (period, exclamation point, question mark, commas, quotation marks, and apostrophes). • Use nouns, pronouns, 	<ul style="list-style-type: none"> • Teacher observation • Rubric • Checklist • PSSA • Writing samples

	verbs, adjectives, adverbs, and conjunctions properly. <ul style="list-style-type: none"> • Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative). 	
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G. Present and/or orally defend written work for publication when appropriate.	Develop, present, and defend written work for publication.	<ul style="list-style-type: none"> • Teacher observation • Rubric • Portfolio
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H. Review and develop cursive handwriting skills.	<ul style="list-style-type: none"> • Stress form, size, slant, rhythm, spacing, fluency, spacing, and control. • Apply handwriting skills to write legibly in daily work. 	<ul style="list-style-type: none"> • Teacher observation • Rubric • Checklist • Portfolio • Writing samples
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Strand: Reading, Writing, Speaking, and Listening

Standard: 1.6 Speaking and Listening

Grade: 5

A. Listen to others.	<ul style="list-style-type: none"> • Ask pertinent questions. • Distinguish relevant information, ideas, and opinions from those that are irrelevant. • Take notes as needed. 	<ul style="list-style-type: none"> • Teacher observation • Peer evaluation
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B. Listen to a selection of literature (fiction and/or nonfiction), and relate it to similar experiences.	<ul style="list-style-type: none"> • Predict the result of the story actions. • Retell actions of the story in sequence. • Explain the theme. • Describe the characters and setting. • Identify and define new words and concepts. • Summarize the selection. 	<ul style="list-style-type: none"> • Teacher observation • Worksheet • Testing
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<p>C. Speak using skills appropriate to formal speech situations.</p>	<ul style="list-style-type: none"> • Use complete sentences. • Use appropriate volume. • Pronounce words correctly. • Pace speech so that it is understandable. • Adjust content for difference audiences (e.g., classmates, parents). • Speak with a purpose in mind. 	<ul style="list-style-type: none"> • Teacher observation • Rubric • Peer evaluation
<p>D. Contribute to discussions.</p>	<ul style="list-style-type: none"> • Ask relevant questions. • Respond with relevant information or opinions to questions asked. • Listen to and acknowledge the contributions of others. • Adjust involvement to encourage equitable participation. • Give reasons for opinions. • Summarize when prompted. 	<ul style="list-style-type: none"> • Teacher observation • Peer evaluation
<p>E. Participate in small and large group discussions, presentations, and in everyday conversation.</p>	<ul style="list-style-type: none"> • Present an oral reading. • Write research reports. • Conduct interviews. • Plan and participate in group presentations. • Contribute to informal debates. 	<ul style="list-style-type: none"> • Teacher observation • Rubric • Peer evaluation
<p>F. Use media for learning purposes.</p>	<ul style="list-style-type: none"> • Compare information received on television with that received on radio or in newspapers. • Access information on the Internet. • Discuss the reliability of information received 	<ul style="list-style-type: none"> • Teacher observation • Worksheets • Peer evaluation • Rubric • Portfolio

	<p>from Internet sources.</p> <ul style="list-style-type: none"> • Explain how film can represent either accurate or fictional versions of the same event. • Explain the role of advertisers in the media. • Use a variety of images and sounds to create an effective presentation. 	
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Strand: Reading, Writing, Speaking, and Listening
Standard: 1.7 Characteristics and Functions of the English Language
Grade: 5

A. Identify words from other languages that are commonly used English words.	Use a dictionary to find the meaning and origin of these words.	<ul style="list-style-type: none"> • Worksheets • Testing
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B. Identify differences in formal and informal speech.	Identify the terms dialect, slang, and jargon.	<ul style="list-style-type: none"> • Worksheets • Testing
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Strand: Reading, Writing, Speaking, and Listening
Standard: 1.8 Research
Grade: 5

A. Develop the research processes.	Select and refine a topic for research.	<ul style="list-style-type: none"> • Teacher observation • Rubric
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B. Locate information from appropriate sources.	<ul style="list-style-type: none"> • Select appropriate sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, and computer databases). • Use table of contents, indices, key words, cross-references, and appendices. • Use traditional and electronic search tools. 	<ul style="list-style-type: none"> • Teacher observation • Rubric
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<p>C. Organize and present the main idea from the research.</p>	<ul style="list-style-type: none"> • Take notes from sources using a structured format. • Present the topic using relevant information. • Credit sources using a structured format (e.g., author, title). 	<ul style="list-style-type: none"> • Teacher observation • Rubric • Peer evaluation
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District Recommended Instructional Approach For the Course To Drive Teacher’s Instructional Activities
<ul style="list-style-type: none"> • Whole group instruction • Small group instruction • Flexible groups • Cooperative groups • Peer revising and editing • Writing workshop • Teacher and peer conferencing • Games • Projects • Creative activities • Class discussion • Modeling process • Direct instruction • Self-reflection • Caught’yas (required) • Collins-Chadwell Writing • Newspapers (used in literacy activities)