

**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 chose the correct code that corresponds with the course.

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**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:** Reading Wonders Comprehensive Program-Gr. 5  
**Publisher:** McGraw Hill  
**ISBN #:** 978-0-02- 119223-6  
**Copyright Date:** 2014  
**WCSD Board Approval Date:** 6/8/2015

**Supplemental Materials:** Step Up to Writing-Grades 3-5

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 2/15/2021  
**Date Approved:** 4/12/2021  
**Implementation Year:** 2021-2022

**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).

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**SCOPE AND SEQUENCE OF CONTENT, CONCEPTS, AND SKILLS**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.	CC.1.1.5	September May
Demonstrate command of the conventions of standard English grammar and usage.	E05.D.1.1	September May
Know and apply grade-level phonics and word analysis skills in decoding words.	CC.1.1.5.D	September May
Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words	CC.1.1.5.D.a	September May
Read with accuracy and fluency to support comprehension.	CC.1.1.5.E	September May
Read on-level text with purpose and understanding.	CC.1.1.5.E.a	September May
Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	CC.1.1.5.E.b	September May
Use context to confirm or self-correct word recognition and understanding, rereading as necessary	CC.1.1.5.E.c	September May
Reading Informational Text: 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	November May
Demonstrate understanding of key ideas and details in informational texts.	CC.1.2.5	November May
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	September May
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	September May
Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences	CC.1.2.5.B	November April
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	November April
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	September May
Explain the relationships or interactions between two or more individuals, events, ideas, steps, or concepts in a historical, scientific, or technical text based on specific information in the text	E05.B-K.1.1.3	September May
Demonstrate understanding of craft and structure in informational texts.	E05.B-C.2.1	October May

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
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	September September
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	September May
Use text structure, in and among texts, to interpret information (e.g., chronology, comparison, cause/effect, problem/solution)	CC.1.2.5.E	November May
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	September May
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	September May
Demonstrate understanding of connections within, between, and/or among informational texts.	E05.B-C.3.1	November May
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	CC.1.2.5.G	November May
Integrate information from several texts on the same topic in order to demonstrate subject knowledge.	E05.B-C.3.1.2	November May
Determine how an author supports particular points in a text through reasons and evidence	CC.1.2.5.H	December May
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	December April
Integrate information from several texts on the same topic to demonstrate understanding of that topic	CC.1.2.5.I	November February
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	November February
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	September May
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	September May
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently	CC.1.2.5.L	November May
Reading Literature: Read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.	CC.1.3.5	September May
Demonstrate understanding of key ideas and details in literature.	E05.A-K.1.1	September May

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Month Taught and Assessed for Mastery</b>
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	September May
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	September May
Cite textual evidence by quoting accurately from the text to explain what the text says explicitly and make inferences	CC.1.3.5.B	October May
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	October May
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	September May
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	September May
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	September May
Demonstrate understanding of craft and structure in literature.	E05.A-C.2.1	September May
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	September May
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	September April
Demonstrate understanding of vocabulary and figurative language in literature.	E05.A-V.4.1	September May
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	September May
Demonstrate understanding of vocabulary and figurative language in informational texts.	E05.B-V.4.1	November May
Interpret figurative language (simile, metaphor, and personification) in context	E05.B-V.4.1.2	September May
Recognize and explain the meaning of common idioms, adages, and proverbs.	E05.B-V.4.1.2	October May
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	E05.B-V.4.1.2	September May
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	E05.A-V.4.1.2	September May
Interpret figurative language (e.g., simile, metaphor, personification) in context.	E05.A-V.4.1.3	September May

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Recognize and explain the meaning of common idioms, adages, and proverbs.	E05.A-V.4.1.4	September May
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	December May
Demonstrate understanding of connections within, between, and/or among texts	E05.A-C.3.1	October May
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	September May
Compare and contrast stories in the same genre on their approaches to similar themes and topics. Note: "Stories" means narration of events told through the text types of stories, dramas, or poems.	E05.A-C.3.1.1	September May
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	September May
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	September May
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	September May
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	September May
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	September May
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.	E05.A-V.4.1.2	September May
Read and comprehend literary fiction on grade level, reading independently and proficiently	CC.1.3.5.K	September May
Determine the meaning of general academic and domain-specific words and phrases used in a text.	E05.B-V.4.1.1	September May
Writing: Write for different purposes and audiences, write clear and focused text to convey a well-defined perspective and appropriate content.	CC.1.4.5	October May
Write informative/ explanatory texts to examine a topic and convey ideas and information clearly	CC.1.4.5.A	November May
Identify and introduce the topic clearly	CC.1.4.5.B	November May
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	November May

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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	CC.1.4.5.D	November May
Write with an awareness of style	CC.1.4.5.E	November May
Use precise language and domain-specific vocabulary to inform about or explain the topic	CC.1.4.5.E	November May
Use sentences of varying length	CC.1.4.5.E	September May
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	CC.1.4.5.F	September May
Write opinion pieces on topics or texts	CC.1.4.5.G	December May
Introduce the topic and state an opinion on the topic.	CC.1.4.5.H	December May
Provide reasons that are supported by facts and details; draw from credible sources	CC.1.4.5.I	November May
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	November May
Write with an awareness of style.	CC.1.4.5.K	October May
Use sentences of varying length	CC.1.4.5.K	September May
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style	CC.1.4.5.K	September May
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	CC.1.4.5.L	September May
Write narratives to develop real or imagined experiences or events	CC.1.4.5.M	September May
Orient the reader by establishing a situation and introducing a narrator and/or characters	CC.1.4.5.N	September May
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	September May
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	September May
Write with an awareness of style	CC.1.4.5.Q	October May

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Use sentences of varying length	CC.1.4.5.Q	September May
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style	CC.1.4.5.Q	September May
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	CC.1.4.5.R	September May
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	September May
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	November May
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	November May
Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic	CC.1.4.5.V	November May
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	November May
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	November May
Speaking and Listening: Present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.	CC.1.5.5	September May
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	September May
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	September May
Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence	CC.1.5.5.C	September May
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	December May
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation	CC.1.5.5.E	September May



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Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes	CC.1.5.5.F	December May
Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content	CC.1.5.5.G	September May

**ASSESSMENTS**

**PSSA 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, projects, tests, and quizzes.