

Seneca Valley School District

ELA Curriculum

Grade 5

Shelly Droz, Danielle McCormick, Erin Dusenberry
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Links and documents to support the ELA Curriculum Document

The Pennsylvania Department of Education publishes the **Standards Aligned System (SAS)** website to provide resources to school districts across the state. <http://www.pdesas.org> This site is utilized by the curriculum committee to access documents in the process of creating the Seneca Valley curriculum document.

Multiple documents have been utilized to create the Seneca Valley Curriculum Documents including:

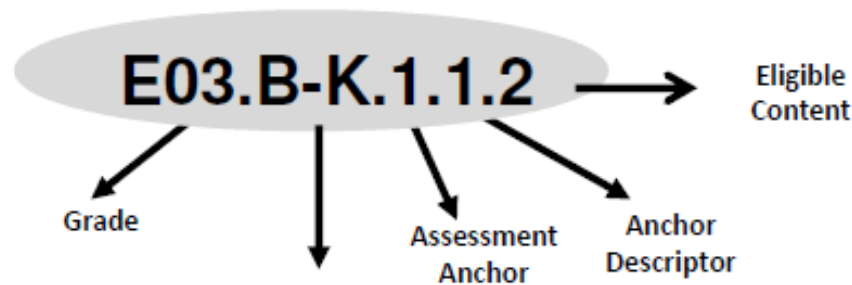
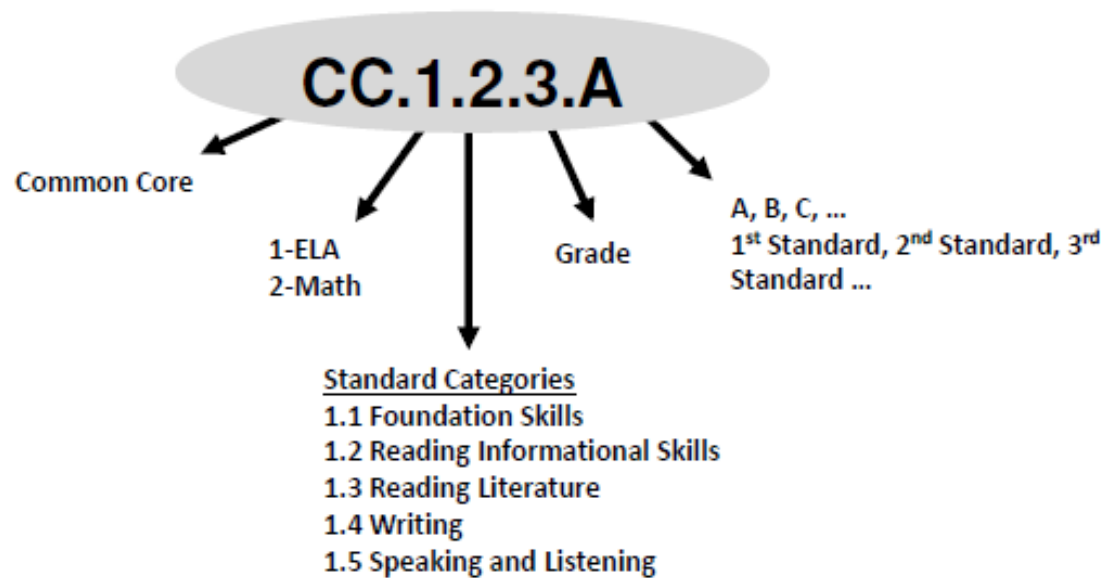
Pennsylvania Core Standards - This link will take you directly to the state PA Core Standards from which our documents are based upon. In addition, page 2 of the document provides an introduction to the five standard categories. <http://www.pdesas.org/Standard/PACore>

PA Core Curriculum Framework – This link will take you the framework developed by the state. You can select a subject/grade level and search by standard and grade level. This link will be helpful to dig deeper into the standards and view long term transfer goals, essential questions and concepts.

<http://www.pdesas.org/CurriculumFramework/PAC/>

ELA Assessment Anchors and Eligible Content – This link will take you ELA Assessment Anchors and Eligible Content for grades 3 – 8 as well as Literature and English Composition Assessment. (Please choose from the links listed in blue on the left side of the screen.) <http://www.pdesas.org/Standard/PACore>

Understanding the Organization of the PA Common Core Standards



Reporting Categories

- A = Literature Text
- B = Informational Text
- A-K and B-K = Key Ideas and Details
- A-C and B-C = Craft and Structure/Integration of Knowledge and Ideas
- A-V and B-V = Vocabulary Acquisition and Use
- C = Writing
- D = Language

<p>STANDARD CATEGORY 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.</p>	
<p>GRADE LEVEL STANDARD CC.1.2.3.A Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	
<p>ASSESSMENT ANCHOR-The Assessment Anchors represent categories of subject matter (skills and concepts) that anchor the content of the PSSA. Each Assessment Anchor is part of a Reporting Category and has one or more Anchor Descriptors unified under and aligned to it. E03.B-K.1 Key Ideas and Details</p>	
<p>ANCHOR DESCRIPTOR-The Anchor Descriptor adds a level of specificity to the content covered by the Assessment Anchor. Each Anchor Descriptor is part of an Assessment Anchor and has one or more Eligible Content unified under and aligned to it. E03.B-K.1.1 Key Ideas and Details Demonstrate the understanding of key ideas and details in informational texts.</p>	<p>ELIGIBLE CONTENT-The Eligible Content is the most specific description of the skills and concepts assessed on the PSSA. This level is considered the assessment limit and helps educators identify the range of the content covered on the PSSA. E03.B-K.1.1.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>

Foundational Skills

<p>Overall Learning Focus/Goal</p> <p><i>Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.</i></p>
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PA Core Standards		
<p>Phonics & Word Recognition CC.1.1.5.D Know and apply grade level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> • Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read accurately unfamiliar multisyllabic words. 		
<p>Fluency CC.1.1.5.E Read with accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> • Read on-level text with purpose and understanding. • Read on-level text orally with accuracy, appropriate rate, and expression on 		•

<p>successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>		
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<p>Embedded Speaking & Listening Standards:</p> <p>CC.1.5.5.E Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.</p> <p>CC.1.5.5.G Demonstrate command of the conventions of standard English when speaking, based on Grade 5 level and content.</p>
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Reading Informational Texts

<p>Overall Learning Goal/Focus</p> <p><i>Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</i></p>
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<p>PA Core Standards</p> <p>Key Ideas & Details – Main Idea CC.1.2.5.A Determine two or more main</p>		
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<p>ideas in a text and explain how they are supported by key details; summarize the text.</p>		
<p>Key Ideas & 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.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>Craft & 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.</p>		
<p>Craft & 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).</p>	<ul style="list-style-type: none"> • 	

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<p>Craft & 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.</p>	<ul style="list-style-type: none"> • 	
<p>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.</p> <ul style="list-style-type: none"> • Interpret text features (headings, graphics, charts) • Make connections between text and the content of text features 		<ul style="list-style-type: none"> •
<p>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.</p>		<ul style="list-style-type: none"> •
<p>Integration of Knowledge and Ideas – Analysis Across</p>		

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<p>Texts CC.1.2.5.I Integrate information from several texts on the same topic to demonstrate understanding of that topic.</p>		
<p>Vocabulary Acquisition & 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. C.C.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.</p>		•
<p>Range of Reading CC.1.2.5.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>		•

Embedded Speaking & Listening Standards:

CC.1.5.5.C

Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Suggested Resources to Support Learning

- Scholastic News
- Scholastic SuperScience (Grades 3 – 6)
- Scholastic Science World (Grades 6 – 10)
- Scholastic Storyworks (Grades 3 – 6)
- Scholastic Scope (Grades 6 – 8)
- National Geographic Explorer Pioneer Edition (Grades 2 – 4)
- National Geographic Explorer Pathfinder Edition (Grades 4 – 6)
- National Geographic Extreme (Grades 6 -8)
- Social Studies Houghton-Mifflin Textbook United States History Early Years

Reading Literature

Overall Learning Focus/Goal

Students 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.

PA Core Standards		
<p>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.</p>		<ul style="list-style-type: none"> •
<p>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.</p>		<ul style="list-style-type: none"> •
<p>Key Ideas and Details – Literary Elements CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story, drama, or poem drawing on specific details in the text.</p>		<ul style="list-style-type: none"> •

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<p>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.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>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.</p>		<ul style="list-style-type: none"> •
<p>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.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •
<p>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, and poem).</p>		<ul style="list-style-type: none"> •
<p>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</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> •

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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.		•
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.		

Embedded Speaking & Listening Standards:

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.

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.

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Suggested Resources to Support Learning
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| <ul style="list-style-type: none">• Scholastic Storyworks (Grades 3 – 6)• Scholastic Scope (Grades 6 – 8)• Novels |
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Writing

<p>Overall Learning Focus/Goal</p> <p><i>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p>
<p>Informational/Explanatory</p> <p><i>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</i></p>

PA Common Core Standards		
<p>Style</p> <ul style="list-style-type: none"> • <i>Used in all genres of writing</i> <p>CC.1.4.5.E CC.1.4.5.K CC.1.4.5.Q</p> <p>Write with an awareness of style.</p> <ul style="list-style-type: none"> • Use sentences of varying length. • Expand, combine, and reduce sentences for meaning, reader/listener interest, and style. 		
<p>Conventions of Language</p> <ul style="list-style-type: none"> • <i>Used in all genres of writing</i> <p>CC.1.4.5.F C.C.1.4.5.L C.C.1.4.5.R</p> <p>Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>		

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<p>Informative/Explanatory CC.1.4.5.A Write informative/ explanatory texts to examine a topic and convey ideas and information clearly.</p>		
<p>Informative/Explanatory Focus CC.1.4.5.B Identify and introduce the topic clearly.</p>	<ul style="list-style-type: none"> • 	
<p>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.</p>		
<p>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.</p>		
<p>Informative/Explanatory Style CC.1.4.5.E Write with an awareness of style. <ul style="list-style-type: none"> • Use precise language and domain specific vocabulary to inform about or explain the topic. </p>		

PA Common Core Standards		
Opinion/Argumentative CC.1.4.5G 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.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.		

Overall Learning Focus/Goal
<i>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i>
Narrative
<i>Write narratives to develop real or imagined experiences or events.</i>

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PA Common Core Standards		
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 style. <ul style="list-style-type: none"> • Use sentences of varying length. 		

<ul style="list-style-type: none"> Expand, combine, and reduce sentences for meaning, reader/listener interest, and style 		
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<p>Overall Learning Focus/Goal</p> <p><i>Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p>
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PA Common Core Standards		
<p>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.</p>		
<p>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.</p>		
<p>Technology and Publication CC.1.4.5.U With some guidance and support, use technology, including the Internet, to</p>		

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<p>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</p>		
<p>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.</p>		
<p>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.</p>		
<p>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.</p>		

Speaking and Listening

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Overall Learning Focus/Goal

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

<p>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.</p>		
<p>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.</p>		
<p>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.</p>		
<p>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</p>		

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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.		

Suggested Resources to Support Learning
<ul style="list-style-type: none"> • Lucy Calkins