

# Camp Hill School District Planned Course Document Cover Page

Subject: Reading Grade Level(s): 5

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***“The Camp Hill School Community strives to prepare every student with the skills and knowledge necessary to thrive in a global society.”***





## CAMP HILL SCHOOL DISTRICT

### Reading Standards for Literature

#### Big Ideas:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
9. Read and comprehend complex literary and informational texts independently and proficiently.

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	<u>Essential Vocabulary</u>	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	<u>Suggested Timeframe</u> (If applicable)
How can I summarize and make inferences using examples and details from the text?	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Implicit Explicit Text evidence Analysis Rising Action Climax Falling Action Conclusion Resolution	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group. <b>Guided reading</b> – oral discussions, group	TDA's (S) Written responses in guided reading (S) Class discussions (F) Small group discussions (F) Long-term projects (S) Journals (F)	Storyworks Guided reading novels Pixton (online comic strip creator)	On-going throughout guided reading novels and within monthly Storyworks magazine

			generated written responses, student reading journals and individual written responses	Storyworks assessments (F)		
How do I explain in a summary the theme, problem and voice in a story, play or poem?	Determine a theme of a story, drama, or poem 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.	Conflict Resolution Theme Voice Problem Point of View	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group. <b>Guided reading</b> – oral discussions, group generated written responses, student reading journals and individual written responses	TDA's (S) Written responses in guided reading (S) Class discussions (F) Small group discussions (F) Long-term projects (S) Journals (F) Storyworks assessments (F)	Storyworks Guided reading novels	On-going throughout guided reading novels and within monthly Storyworks magazine
Using specific details in the text, how do I compare and contrast two or more characters, settings or events?	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	Text evidence Character Setting Compare Contrast Differ Similarity	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group. <b>Guided reading</b> – oral discussions, group generated written responses, student reading journals and individual written responses	TDA's (S) Written responses in guided reading (S) Class discussions (F) Small group discussions (F) Long-term projects (S) Journals (F) Storyworks assessments (F)	Storyworks Guided reading novels	On-going throughout guided reading novels and within monthly Storyworks magazine
How does using figurative language shape the meaning or tone of a text?	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	Figurative language Idiom Simile Metaphor Onomatopoeia Hyperbole Alliteration Tone	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group. <b>Guided reading</b> – oral discussions, group	TDA's (S) Written responses in guided reading (S) Class discussions (F) Small group discussions (F) Long-term projects (S) Journals (F)	Storyworks Guided reading novels	On-going throughout guided reading novels and within monthly Storyworks magazine

			generated written responses, student reading journals and individual written responses	Storyworks assessments (F)		
How does the sequence of a text relate to the overall meaning of the story, play or poem?	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Sequence Order of events Chronological Text structure Text organization Stanza Paragraph	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group. <b>Guided reading</b> – oral discussions, group generated written responses, student reading journals and individual written responses	TDA's (S) Written responses in guided reading (S) Class discussions (F) Small group discussions (F) Long-term projects (S) Journals (F) Storyworks assessments (F)	Storyworks Guided reading novels	On-going throughout guided reading novels and within monthly Storyworks magazine
How does the point of view affect how you interpret text?	Describe how a narrator's or speaker's point of view influences how events are described	Point of view Narrator Speaker First person Third person Event Influence Interpret Analysis	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group. <b>Guided reading</b> – oral discussions, group generated written responses, student reading journals and individual written responses	TDA's (S) Written responses in guided reading (S) Class discussions (F) Small group discussions (F) Long-term projects (S) Journals (F) Storyworks assessments (F)	Storyworks Guided reading novels	On-going throughout guided reading novels and within monthly Storyworks magazine
How does the use of visuals enhance the meaning of a text?	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).	Text features Visuals Illustration	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group. <b>Guided reading</b> – oral discussions, group	TDA's (S) Visual products (F) Pre-reading predictions (Informal) Journals (F) Long-term projects(S)	Storyworks Guided reading novels Storyworks online visual/video supplements	On-going throughout guided reading novels and within monthly Storyworks magazine

			generated written responses, student reading journals and individual written responses			
How do I compare and contrast similar ideas in the same genre?	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	Compare Contrast Genre Theme Paired Text Similar Different	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group. <b>Guided reading</b> – oral discussions, group generated written responses, student reading journals and individual written responses	TDA's (S) Written responses in guided reading (S) Class discussions (F) Small group discussions (F) Long-term projects (S) Journals (F) Storyworks assessments (F)	Storyworks Guided reading novels	On-going throughout guided reading novels and within monthly Storyworks magazine
What do good readers do to understand different types of literature?	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.	Fluency Accuracy Comprehension Main Idea Detail Genre	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group. <b>Guided reading</b> – oral discussions, group generated written responses, student reading journals and individual written responses	TDA's (S) Written responses in guided reading (S) Class discussions (F) Small group discussions (F) Long-term projects (S) Journals (F) Storyworks assessments (F)	Storyworks Guided reading novels	On-going throughout guided reading novels and within monthly Storyworks magazine



## CAMP HILL SCHOOL DISTRICT

### Reading Standards for Informational Text

#### Big Ideas:

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
10. Read and comprehend complex literary and informational texts independently and proficiently.

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	<u>Essential Vocabulary</u>	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	<u>Suggested Timeframe</u> (If applicable)
How can I summarize and make inferences using examples and details from the text?	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Quote Inference Explicit Implicit Details Text Passage	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group.	TDA's (S) Class discussions (F) Small group discussions (F) Storyworks assessments (F)	Storyworks	On-going within monthly Storyworks magazine

How do I determine the main idea of a text by summarizing the details?	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	Main idea Supporting details Summarize Passage Article	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group.	TDA (S) Class discussions (F) Small group discussions (F) Storyworks assessments (F)	Storyworks	On-going within monthly Storyworks magazine
How does making connections help me understand an informational text?	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	Connections Types of connections Interaction Relationships Informational text Passage Article	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group.	TDA (S) Class discussions (F) Small group discussions (F) Storyworks assessments (F)	Storyworks	On-going within monthly Storyworks magazine
How do I use context clues to determine the meaning of a text?	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	Context Context clues Vocabulary	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group.	TDA (S) Class discussions (F) Small group discussions (F) Storyworks assessments (F)	Storyworks	On-going within monthly Storyworks magazine
How do I compare and contrast the text structures in two passages?	Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.	Text Passage Text structure Compare Contrast Differ Similarity Cause/effect	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group.	TDA (S) Class discussions (F) Small group discussions (F) Storyworks assessments (F)	Storyworks	On-going within monthly Storyworks magazine

How does point of view influence the interpretation of an event?	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	Point of view Interpretation Analysis Account Similarities Differences Point of view	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group.	TDA (S) Class discussions (F) Small group discussions (F) Storyworks assessments (F)	Storyworks	On-going within monthly Storyworks magazine
How do I use multiple resources to answer a question?	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.	Source Resource Paraphrase Credibility Analyzing a source	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group.	TDA (S) Class discussions (F) Small group discussions (F) Storyworks assessments (F)	Storyworks	On-going within monthly Storyworks magazine
How does an author support his or her opinion?	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).	Support Position Opinion Evidence Fact Point(s) Reasons	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group.	TDA (S) Class discussions (F) Small group discussions (F) Storyworks assessments (F)	Storyworks	On-going within monthly Storyworks magazine
How do I combine information from several resources?	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	Resources Integrate	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group.	TDA (S) Class discussions (F) Small group discussions (F) Storyworks assessments (F)	Storyworks	On-going within monthly Storyworks magazine
What do good readers do to understand different types of informational text?	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.	Informational Technical text	<b>Read aloud</b> – use think aloud strategy to model orally. <b>Shared reading</b> – model using graphic organizers during/after reading text whole group.	TDA (S) Class discussions (F) Small group discussions (F) Storyworks assessments (F)	Storyworks	On-going within monthly Storyworks magazine





## CAMP HILL SCHOOL DISTRICT

### Reading Standards for Foundational Skills

#### Big Ideas: Phonics and Word Recognition and Fluency

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	<u>Essential Vocabulary</u>	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	<u>Suggested Timeframe</u> (If applicable)
<b>Phonics/Word Recognition</b> What strategies do I use to understand unfamiliar words?	Know and apply grade-level phonics and word analysis skills in decoding words.  Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar	Syllables Word chunks Origin Root word Base word Prefix Suffix	<b>Read aloud</b> – model strategies to decode unknown words <b>Shared reading</b> – preview unfamiliar words <b>Word Work</b> - whole class instruction to analyze word patterns	Spelling Inventory (D) DLR (F) Word Work Tests (F)	Word work kits DLR Teacher-created word work assessments Spelling Inventory	Ongoing throughout the year (new word work units introduced weekly)

	multisyllabic words in context and out of context.					
<b>Fluency</b> What do good readers sound like?	<p>Read with sufficient accuracy and fluency to support comprehension.</p> <p>Read on-level text with purpose and understanding.</p> <p>Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</p> <p>Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</p>	<p>Fluency</p> <p>Accuracy</p> <p>Comprehension</p> <p>Expression</p> <p>Phrasing</p> <p>Self-correct</p> <p>Re-read</p> <p>Self-monitor</p>	<p><b>Read aloud</b> – model fluent oral reading</p> <p><b>Shared reading</b> – model using text whole group.</p> <p><b>Guided reading</b> – oral discussions and reading</p> <p><b>6-minute fluency</b> - partner reading and fluency monitoring</p>	<p>Acadience Oral Reading Fluency (B)</p> <p>Acadience MAZE (B)</p> <p>Acadience Progress monitoring - used with some students(D)</p> <p>Fluency Checks (F)</p>	<p>Storyworks</p> <p>Guided reading novels</p> <p>Acadience Reading assessment materials</p> <p>6-Minute Fluency</p>	<p>Ongoing throughout the year</p>



## CAMP HILL SCHOOL DISTRICT

### Writing Standards

#### Big Ideas:

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using elective technique, well-chosen details, and well-structured event sequences.
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
10. 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 tasks, purposes, and audiences.

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	<u>Essential Vocabulary</u>	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	<u>Suggested Timeframe</u> (If applicable)
How do we persuade our audience to understand our point of view and think or act in a certain way?	Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an	Persuade Audience Point of view Reasons Details Facts Opinions Structure	<u>Demonstration</u> – model format and expectations  <u>Shared Demonstration</u> – group evaluation	Grade specific persuasive prompts, written responses to content in social studies and science, responses to guided reading texts and written reflections across curriculum (F)	Persuasive writing rubric Social studies and science texts Guided reading texts Storyworks Magazines Graphic organizers	Ongoing throughout the year

	<p>organizational structure in which ideas are logically grouped to support the writer’s purpose.</p> <p>b. Provide logically ordered reasons that are supported by facts and details.</p> <p>c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</p> <p>d. Provide a concluding statement or section related to the opinion presented.</p>	<p>Transitions</p> <p>Concluding statement</p>	<p>of anchor papers, group brainstorming, create group graphic organizers and writing samples</p> <p><u>Guided Practice</u> – peer and teacher editing</p> <p><u>Independent Practice</u> - independent writing</p>			
<p>How do we clearly inform our audience about a chosen topic or idea?</p>	<p>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p>c. Link ideas within and across categories of information using words,</p>	<p>Informative</p> <p>Explanatory</p> <p>Focus</p> <p>Facts</p> <p>Details</p> <p>Quotations</p> <p>Topic</p> <p>Transitions</p> <p>Domain-specific vocabulary</p> <p>Concluding statement</p>	<p><u>Demonstration</u> – model format and expectations</p> <p><u>Shared Demonstration</u> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples</p> <p><u>Guided Practice</u> – peer and teacher editing</p> <p><u>Independent Practice</u> - independent writing</p>	<p>Grade specific informative prompts, written responses to content in social studies and science, responses to guided reading texts and written reflections across curriculum (F)</p>	<p>Informative writing rubric</p> <p>Social studies and science texts</p> <p>Guided reading texts</p> <p>Storyworks Magazines</p> <p>Graphic organizers</p>	<p>Ongoing throughout the year</p>

	<p>phrases, and clauses (e.g., in contrast, especially).</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Provide a concluding statement or section related to the information or explanation presented.</p>					
<p>How do we develop a story that entertains our audience through the characters, setting and plot?</p>	<p>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.</p> <p>c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.</p> <p>d. Use concrete words and phrases and sensory</p>	<p>Narrative</p> <p>Entertain</p> <p>Audience</p> <p>Characters</p> <p>Setting</p> <p>Plot</p> <p>Descriptive details</p> <p>Event sequence</p> <p>Narrator</p> <p>Dialogue</p> <p>Pacing</p> <p>Transitions</p> <p>Clauses</p> <p>Sensory details</p> <p>Conclusion</p>	<p><u>Demonstration</u> – model format and expectations</p> <p><u>Shared Demonstration</u> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples</p> <p><u>Guided Practice</u> – peer and teacher editing</p> <p><u>Independent Practice</u> - independent writing</p>	<p>Grade specific narrative prompts, written responses to content in social studies and science, responses to guided reading texts and written reflections across curriculum (F)</p>	<p>Narrative writing rubric</p> <p>Social studies and science texts</p> <p>Guided reading texts</p> <p>Storyworks Magazines</p> <p>Graphic organizers</p>	<p>Ongoing throughout the year</p>

	<p>details to convey experiences and events precisely.</p> <p>e. Provide a conclusion that follows from the narrated experiences or events.</p>					
<p>How do we develop and organize our ideas to match the purpose of the writing topic?</p>	<p>Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>	<p>Purpose Focus Organization Idea development Topic</p>	<p><u>Demonstration</u> – model format and expectations</p> <p><u>Shared Demonstration</u> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples</p> <p><u>Guided Practice</u> – peer and teacher editing</p> <p><u>Independent Practice</u> - independent writing</p>	<p>Grade specific persuasive, informative and narrative prompts, written responses to content in social studies and science, responses to guided reading texts and written reflections across curriculum (F)</p>	<p>Writing rubrics Social studies and science texts Guided reading texts Storyworks Magazines Graphic organizers</p>	<p>Ongoing throughout the year</p>
<p>How do we strengthen our writing using the writing process?</p>	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5 on pages 28 and 29.)</p>	<p>Editing Revising Rewriting Conventions</p>	<p><u>Demonstration</u> – model format and expectations</p> <p><u>Shared Demonstration</u> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples</p> <p><u>Guided Practice</u> – peer</p>	<p>Grade specific persuasive, informative and narrative prompts, written responses to content in social studies and science, responses to guided reading texts and written reflections across curriculum (F)</p>	<p>Writing rubrics Social studies and science texts Guided reading texts Storyworks Magazines Graphic organizers</p>	<p>Ongoing throughout the year</p>

			and teacher editing  <u>Independent Practice</u> - independent writing			
How do we publish and share our writing?	With some guidance and support from adults, 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.	Publish Collaboration	<u>Demonstration</u> – model format and expectations  <u>Shared Demonstration</u> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples  <u>Guided Practice</u> – peer and teacher editing  <u>Independent Practice</u> - independent writing	Grade specific persuasive, informative and narrative prompts, written responses to content in social studies and science, responses to guided reading texts and written reflections across curriculum (F)	Writing rubrics Social studies and science texts Guided reading texts Storyworks Magazines Graphic organizers Google Drive Schoolology Microsoft Word	Ongoing throughout the year
Using a variety of credible sources, how do we find and present information on a given topic?	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	Research Credible sources	<u>Demonstration</u> – model format and expectations  <u>Shared Demonstration</u> – group evaluation of sample products, group brainstorming, and shared final products  <u>Guided Practice</u> – teacher conferencing  <u>Independent Practice</u> - independent writing	Research projects (state report, career speech, etc.) (S)	Internet Library Graphic organizers	Ongoing throughout the year

<p>8a. How do we summarize and paraphrase information found while researching a topic?</p> <p>8b. Using MLA format, how do we cite our sources?</p>	<p>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>Summarize Paraphrase Cite sources MLA Bibliography</p>	<p><u>Demonstration</u> – model format and expectations</p> <p><u>Shared Demonstration</u> – group evaluation of sample products, group brainstorming, and shared final products</p> <p><u>Guided Practice</u> – teacher conferencing</p> <p><u>Independent Practice</u> - independent writing</p>	<p>Research projects (state report, career speech, etc.) (S)</p>	<p>Internet Library Graphic organizers MLA resources</p>	<p>Ongoing throughout the year</p>
<p>How do we support our opinions or explanations using text evidence?</p>	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and</p>	<p>Support Text evidence Implicit Explicit Analysis</p>	<p><u>Demonstration</u> – model format and expectations</p> <p><u>Shared Demonstration</u> – group evaluation of sample products, group brainstorming, and shared final products</p> <p><u>Guided Practice</u> – teacher conferencing</p> <p><u>Independent Practice</u> - independent writing</p>	<p>Written responses (F) TDAs (F &amp; S) Small or whole group discussions (F)</p>	<p>Guided reading texts Science and social studies texts Reading passages Graphic organizers</p>	<p>Ongoing throughout the year</p>



	evidence support which point[s]”).					
How do good writers match their writing to the task being asked?	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.	Task Focus FCAs	<p><u>Demonstration</u> – model format and expectations</p> <p><u>Shared Demonstration</u> – group evaluation of anchor papers, group brainstorming, create group graphic organizers and writing samples</p> <p><u>Guided Practice</u> – peer and teacher editing</p> <p><u>Independent Practice</u> - independent writing</p>	Grade specific writing prompts (F & S) Written reflections across curriculum (F & S) Type 1 and 2 prompts (F) Type 3 prompts (S)	Grade specific writing prompts Text/materials from all areas of the curriculum	Ongoing throughout the year



## CAMP HILL SCHOOL DISTRICT

### Speaking and Listening Standards

#### Big Ideas:

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence in rhetoric.
4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

<u>Essential Question</u>	<u>Focus for Instruction</u> (What students should be able to do?) (STANDARD)	<b>Essential Vocabulary</b>	<u>Planned Learning Experiences and Instructional Strategies</u> (How will you adjust instruction to meet the needs of diverse learners?)	<u>Assessments</u> (How will you know if students have learned? List Summative [S], Formative [F], Benchmark [B], Diagnostic [D])	<u>Technology, Materials and Resources</u>	<b>Suggested Timeframe</b> (If applicable)
How do we have discussions where everyone's thoughts and ideas are heard and respected?	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own	Discussion Collaboration Respond Comment Respect	<u>Demonstration</u> - explain the expectations for a discussion <u>Shared Demonstration</u> – model the expectations for a discussion <u>Guided Practice</u> – student led discussions	Informal observations (F)	Materials from all curriculum areas	Ongoing throughout the year

	<p>clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>					
How do we give a verbal summary of information?	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Summarize Key details	<u>Demonstration</u> – model the expectations <u>Shared Demonstration/ Guided Practice</u> – summarizing during instruction	Informal observations (F) Oral presentations (S)	Materials from all curriculum areas Visual aides	Ongoing throughout the year
How do we summarize a speaker’s point of view and reasoning?	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.	Summarize Point of view Points Claim Reasons Evidence	<u>Demonstration</u> – model the expectations <u>Shared Demonstration/ Guided Practice</u> – summarizing during instruction	Informal observations (F) Oral presentations (S)	Materials from all curriculum areas	Ongoing throughout the year

How do we verbally present information?	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace	Opinion Sequencing ideas Facts Relevant Descriptive details Main idea Theme Pace	<u>Demonstration</u> – model the expectations <u>Shared Demonstration/ Guided Practice</u> – practicing oral presentations with a peer <u>Independent Practice</u> – oral presentations	Formal speeches (S) Oral presentations (F & S)	Oral presentation rubrics	Ongoing throughout the year
How do we use visual aides to support our oral presentations?	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.	Visual aides Enhance Support	<u>Demonstration</u> – model the expectations <u>Shared Demonstration/ Guided Practice</u> – practicing oral presentations with a peer <u>Independent Practice</u> – oral presentations	Formal speeches (S) Oral presentations (F & S)	Oral presentation rubrics Visual aides Multimedia resources	Ongoing throughout the year
How do we adjust the way we speak in different situations?	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	Formal English Contexts	<u>Demonstration</u> – model the expectations <u>Shared Demonstration/ Guided Practice</u> – practicing oral presentations with a peer and small group/class discussions <u>Independent Practice</u> – oral presentations and small group/class discussions	Formal speeches (S) Informal observations of class discussions (F)	Oral presentation rubrics	Ongoing throughout the year