

Wallenpaupack Area School District

COURSE: Communications

GRADE LEVEL: Fifth

LENGTH OF COURSE: 180 days

FREQUENCY OF INSTRUCTION:

Guided reading – daily
Shared reading – daily
Rebecca Sitton Spelling – daily
Writing - daily
Independent Reading – daily
Word Study/Vocabulary – daily
Read Aloud – daily
Independent Reading – daily

TEXT: Rebecca Sitton's Spelling Sourcebook, Trade books for shared and guided reading

PUBLISHER: Egger Publishing, Inc.

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COURSE DESCRIPTION:

The fifth grade communications curriculum utilizes a balanced literacy approach to instruction. It provides students with daily opportunities to engage in various reading and writing activities to help them communicate more effectively. In this balanced literacy framework students participate in read aloud, shared reading, guided reading, independent reading and systematic word study (including Rebecca Sitton spelling). In addition they engage in writers' workshop and independent writing. The classroom environment supports students at their instructional level to deliver phonics, fluency, vocabulary and text comprehension instruction.

AREAS OF STUDY:

CURRICULUM WRITING TEAM:

Chris Berlen
Cathy Cassel
Kim Cavage
Tammy Lavoy

DATE OF REVISION:

2003

Teachers may choose from the following teacher books:

Allen, J. (1999). *Words, words, words – teaching vocabulary in grades 4-12.*

Cunningham, P. M. (1997). *Making more big words.*

Cunningham, P. M. & Zgnoc, Y. (2000). *Phonics they use: words for reading and writing.* Crystal Spring Books

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Course: Communications

Grade Level: 5

Unit: Reading Independently

**PA Standards: 1.1.A - 1.1.B - 1.1.C
1.1.D - 1.1.E - 1.1.F
1.1.G - 1.1.H**

<p>Topics:</p> <p>Learning to read independently</p>	<p>Skills:</p> <p>A. Before reading establish the purpose for reading a type of text (literary, informational)</p> <p>B. Select text for a particular purpose using the format of the text as a guide</p> <p>C. During reading use knowledge of phonics, syllabication, prefixes, suffixes, the dictionary or context clues to decode and understand new words. Use these words accurately in writing and speaking</p> <p>D. Identify the basic ideas and facts in text using strategies such as prior knowledge, illustrations and headings, and information from other sources to make predictions about text</p> <p>E. Acquire reading vocabulary by correctly identifying and using words related as synonyms, homophones and homographs, and words related through roots, suffixes and/or prefixes. Use a dictionary or related reference</p> <p>F. Identify, understand the meaning of and use correctly key vocabulary from various subject areas</p> <p>G. After reading demonstrate understand and interpretation of both fiction and nonfiction text</p> <ul style="list-style-type: none"> • Summarize the major ideas, themes or procedures of the text • Relate new information or ideas from the text to that learned through the additional reading and media (e.g., films, audiotapes.) • Clarify ideas and understandings through rereading and discussion • Make responsible assertions about the ideas from the text by citing evidence • Extend ideas found in the text <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 pronunciation • Read a variety of genres and types of text • Demonstrate comprehension
<p>Activities:</p> <p>Think aloud/along Guided reading Shared reading Making words Guess the covered word Rivet Anticipatory guide Book walk Reciprocal teaching Vocabulary (visualization, semantic map)</p>	<p>Performance Assessments:</p> <p>Teacher observations Teacher-made assessment Computer lesson assessment Running records Written response to questions Comprehension rubrics Cloze procedures Journal writing Book projects or reports Portfolios Logs</p>

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<p>Reading logs Prediction map Word box/ word organizer Independent reading Alpha boxes Alpha antics Word sorts Echo reading Repeated reading Paired reading Choral reading Graphic organizers Response journal Literature circles Book talks</p>	<p>Fluency rubric Accelerated reader Monitoring comprehension strategies</p>
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Unit: Critical Reading

PA Standards: 1.2.A - 1.2.B - 1.2.C

<p>Topics:</p> <p>Reading critically in all content areas</p>	<p>Skills:</p> <p>Read and understand essential content of informational texts and documents in all academic areas</p> <ul style="list-style-type: none"> • Differentiate fact from opinion across texts • Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present • Make inferences about similar concepts in multiple texts and draw conclusions • Evaluate text organization and content to determine the author's purpose and effectiveness <p>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 a source of both entertainment and information • Design and develop media project (e.g., script, play, audiotape) for a targeted audience <p>Produce work in at least one literary genre that follows the conventions of that genre</p>
<p>Activities:</p> <p>KWL charts SQ3r Question generating survey Reciprocal teaching Time For Kids/ Weekly Reader Nonfiction texts Books on tape Anticipation guide Internet searches Newspaper articles</p>	<p>Performance Assessments:</p> <p>Teacher observations Star reading Accelerated reader Teacher-made assessment Computer lesson assessment Running records Written response to questions Rubrics Cloze procedures Journal writing Book projects or reports Portfolio Logs Written Work Class Assignments</p>

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Unit: Reading, analyzing and interpreting

PA Standards: 1.3.A - 1.3.B - 1.3.C
1.3.D - 1.3.E - 1.3.F

Topics: Reading, analyzing and interpreting Literature	Skills: Read and understand works of literature Compare the use of literary elements within and among texts, including characters, setting, theme, plot, and point of view Describe how the author uses literary devices to convey meaning <ul style="list-style-type: none"> • Sound technique (e.g., rhyme, rhythm, meter, alliteration) • Figurative language (e.g., personification, simile, metaphor, hyperbole) Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, verse, form) Analyze drama as information source, entertainment, persuasion or transmitter of culture Read and respond to nonfiction and fiction, including poetry and drama
Activities: Story map Character comparison Venn diagram Character connection Problem/solution outline Guided reading Shared reading 3 level guide organize The "Z" map Literature circles Shape poetry Haiku Poet talk Poetry read aloud and mini lessons Readers theater	Performance Assessments: Teacher observations Star reading Accelerated reader Teacher-made assessment Computer lesson assessment Running records Written response to questions Rubrics Cloze procedures Journal writing Book projects or reports Portfolio Logs Venn diagrams Written work and Class assignments

Unit: Writing

PA Standards: 1.4.A - 1.4.B - 1.4.C

Topics: Types of writing	Skills: Write poems, plays and multi-paragraph stories <ul style="list-style-type: none"> • Include detailed descriptions of people, places, and things • Use relevant illustrations • Utilize dialogue • Apply literary conflict • Include literary elements • Use literary devices Write multi-paragraph informational pieces (e.g., essays, descriptions, letters, reports and instructions) <ul style="list-style-type: none"> • Include cause and effect • Develop a problem and solution when appropriate to the topic • Use relevant graphics such as maps, charts, graphs, tables, illustrations and photographs Write persuasive pieces with a clearly stated position or opinion and supporting detail, citing sources when needed
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	<p>conjunctions, prepositions, and interjections properly</p> <ul style="list-style-type: none"> Use complete sentences (simple, compound, declarative, interrogative, exclamatory, and imperative) <p>Present and or defend written work for publication when appropriate</p>
Activities:	Performance Assessments:
<p>Writer's workshop Journals (double entry, response, personal) Letter writing – friendly Paragraphs Essays Descriptions Reports Book reports Interviews John Collins Story prompts Comic strips Reader's theater Quick writes Book reviews Newsletters Poetry Persuasive Graphic organizers Informational</p>	<p>Teacher observations Teacher-made assessment Computer lesson assessment Running records Written response to questions Rubrics Journal writing Book projects or reports Portfolio Logs</p>

Unit: Speaking and Listening

**PA Standards: 1.6.A - 1.6.B - 1.6.C
 1.6.D - 1.6.E - 1.6.F**

Topics:	Skills:
<p>Speaking and listening</p>	<p>Listen to others</p> <ul style="list-style-type: none"> Ask pertinent questions Distinguish relevant information, ideas, and opinions from those that are irrelevant Take notes when prompted <p>Listen to a selection of literature (fiction and or nonfiction)</p> <ul style="list-style-type: none"> Relate it to what is known Predict the result of the story actions Retell actions of the story in sequence, explain the theme, and describe the characters and setting Identify and define new words and concepts Summarize the selection <p>Speak using skills appropriate to formal speech situation</p> <ul style="list-style-type: none"> Use complete sentences Pronounce words correctly Use appropriate volume Pace speech so that it is understandable Adjust content for different audiences (e.g., fellow classmates, parents) Speak with purpose in mind <p>Contribute to discussions</p> <ul style="list-style-type: none"> Ask relevant questions Respond with relevant information or opinions to

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	<p>questions asked</p> <ul style="list-style-type: none"> • Listen to and acknowledge the contributions of others • Adjust involvement to equitable participation • Give reasons for opinions • Summarize when prompted <p>Participate in small and large group discussions and presentations</p> <ul style="list-style-type: none"> • Participate in everyday conversation • Present an oral reading • Deliver research reports • Conduct interviews • Plan and participate in group presentations • Contribute to informal debates <p>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 on internet sources • Explain how film can represent either accurate versions or fictional versions of the same event • Explain the role of advertisers in the media <p>Use a variety of images and sound to create an effective presentation on a topic</p>
Activities:	Performance Assessments:
<p>Following oral directions Oral book reports Discuss writing Debates Literature circles Listening centers Reader's Theater Interviews Improvisational role playing Graphic organizers</p>	<p>Teacher observations Teacher-made assessment Running records Written response to questions Rubrics Cloze procedures Journal writing Book projects or reports Portfolio Logs Venn diagrams</p>

Unit: Characteristics and Functions of the English Language

PA Standards: 1.7.A - 1.7.B - 1.7.C

Topics:	Skills:
<p>Characteristics and functions of the English Language</p>	<p>Identify words from other languages that are commonly used English words. Use a dictionary to find the meaning and origin of these words Identify differences in formal and informal speech (e.g., dialect, slang, and jargon) Identify word meanings that have changed over time (e.g., cool, mouse)</p>
Activities:	Performance Assessments:
<p>Rivet Dictionary games Word study Dictionary skills Scrabble Semantic mapping</p>	<p>Teacher observations Star reading Teacher-made assessment Computer lesson assessment Written response to questions Rubrics</p>

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<p>Venn diagrams Charades Boggle Vocabulary building Vocabulary in context</p>	<p>Cloze procedures Journal writing Portfolio Logs</p>
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Unit: Research

PA Standards: 1.8.A - 1.8.B - 1.8.C

<p>Topics:</p> <p>Research</p>	<p>Skills:</p> <p>Select and refine a topic for research</p> <p>Locate information using appropriate sources and strategies</p> <ul style="list-style-type: none"> • Evaluate the usefulness and quality of the sources • 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 <p>Organize and present the main ideas 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)
<p>Activities:</p> <p>Encyclopedia Library resources Internet search skills Research reports Interviews Note taking Outlines Bibliography Graphic organizers (Refer to Library Curriculum for additional activities)</p>	<p>Performance Assessments:</p> <p>Teacher observations Outlines Reports Teacher-made assessment Computer lesson assessment Written response to questions Rubrics Journal writing Book projects or reports Portfolio Bibliography Written work</p>