



Northern York County School District

Curriculum Overview

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| Course: English Language Arts (READING) | |
| Grade Level: 5 | |
| Development/Revision Date: May 2022 | Length of Time: 180 Days |
| Course Description: Elementary students in the Northern York County School District experience reading and writing through a comprehensive literacy model. In this model, English Language Arts (Reading) curriculum addresses the following categories: phonemic awareness, phonics, vocabulary, fluency and comprehension. In addition, students are also taught to construct written responses to text. Through teacher direct instruction and modeling, small group instruction, and independent work, students develop the strategies and skills to be proficient readers and writers based on the PA Core Standards . Students read and analyze a variety of genres through independent work, small group discussions, and written responses. | |
| Course Objectives: <ul style="list-style-type: none">• Gain a working knowledge of spelling patterns, affixes and Greek and Latin roots• Read and comprehend literary fiction, nonfiction, and informational text on grade level, reading independently and proficiently.• Develop communication skills that lead to collaborative conversations that deepen understanding of grade level appropriate topics and texts.• Read complex texts and provide a critical response by drawing evidence from text(s) to support analysis and reflection using effective communication skills to write an essay | |
| Foundational Skills: Foundational skills are interwoven into all units. <ul style="list-style-type: none">• Greek and Latin Roots• Affixes• Context Clues• Vocabulary | Literature and Informational Text Units: <ul style="list-style-type: none">• Metacognitive Thinking Strategies• Summarizing• Theme/Central Message• Written Response to Reading• Compare and Contrast (Fiction and Nonfiction)• Point of View/Perspective• Nonfiction- Main Idea and Supporting Details, Text Structure• Analysis- Multiple Texts (Fiction and Nonfiction) |
| Related Standards: 1.1.Foundational Skills: Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions. 1.2 Reading Informational Text: Students read, understand, and respond to informational text--with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence. | |

1.3 Reading Literature: Students read and respond to works of literature--with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

1.4 Writing: Students write for different purposes and audiences. Students write clear and focused to convey a well-defined perspective and appropriate content.

1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussion.

Concepts:

- Grade-level phonics and word analysis skills
- Specific vocabulary instruction
- Text analysis that extends within, beyond and about the text
- Critical thinking, concise communication, and active listening

Competencies:

- Read with accuracy and fluency to support comprehension.
- Utilize vocabulary strategies to determine or clarify the meaning of words and phrases.
- Utilize reading comprehension strategies to deepen understanding of the text including making connections, asking questions, visualizing, predicting, inferring and summarizing.
- Identify and read a variety of genres.
- Informational Text
 - Identify the main idea and retell key details of text.
 - Use various text features and search tools to locate key facts or information in a text.
 - Compare and contrast events or topics from different points of view
 - Consult multiple texts to gain an understanding of a topic
 - Identify and use text structure to gain a deeper understanding of the text.
- Literature
 - Describe characters, settings, and major events in a story, using key details.
 - Identify the central message or lesson or moral.
 - Determine theme and compare and contrast themes
 - Compare and contrast points of view
 - Cite specific text evidence to support thinking
- Participate in collaborative conversations with peers and adults in small and larger groups.

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| Learning Activities: <ul style="list-style-type: none"> • Interactive Read Aloud • Shared Reading • Guided Reading/Book Clubs • Independent Reading • Vocabulary | Performance Tasks: <ul style="list-style-type: none"> • Written responses to text • Common Assessments (Per Unit) • Multi-paragraph Essays • Text discussions |
| Other Assessment Measures: Developmental Reading Assessment, AIMSweb Plus, I-Ready, Common Assessments | |
| Textbook/Primary Resource: Fountas and Pinnell (Interactive Read Aloud lessons), Fountas and Pinnell (Reading Mini-lesson Book) | |
| Supplemental Resource Materials: RAZ Plus, 95% Group Chip Kits, Storyworks, Vocabulary Surge, Words their Way | |