

## Wilson Area School District Planned Course Guide

**Title of planned course:** Reading & Language Arts

**Subject Area:** ELA

**Grade Level:** 5

**Course Description:** This course is designed to provide students with strategies to develop reading comprehension skills, reading fluency, vocabulary recognition, the conventions of grammar, accurate spelling, and writing skills using the writing process.

**Time/Credit for this Course:** One Full Academic Year

**Curriculum Writing Committee:** Nicole Housel, Pamela Mertz, Joseph Wolfe

## Curriculum Map

**August:** Fluency/ phonics/ word study review

**September:** (1.1, 1.2, 1.3)

- Acadience/Study Island Benchmark
- Central idea, retell/summarize, author's purpose, point of view, theme, monitor and clarify, text structure, make inferences, literary elements, author's craft
- Context clues, prefixes (ex-/e-, ir-, il-) Greek roots (phon, photo, auto, bio) Latin roots (vis, aud)
- Spelling: words with short vowels, words with long a and e, words with long i and o
- Fluency: accuracy and self-correction, reading rate, expression
- Grammar/Writing: expository essay, parts of a sentence, compound sentences, fragments, run-ons, comma splices, kinds of sentences

**October:** (2.1, 2.2, 2.3, 3.1)

- Test and graphic features, synthesize, literary elements, figurative language, visualize, elements of drama, ask and answer questions, author's purpose, theme, author's craft, make and confirm predictions, text structure, content area words
- Context clues, synonyms and antonyms, multiple meaning words, Greek roots (graph, gram) Latin roots (rupt, fer), suffixes (-y, -ly-ily,) prefixes (un-, non-, dis-re-, pre-, post- fore- )
- Spelling: words with /oo/ and /yoo/, words with /ou/ and /oi/, r-controlled words /or/, /ar/, r-controlled words /ur/, /ir/
- Fluency: accuracy and self-correction, reading rate, expression, phrasing, intonation
- Grammar/writing: write a story, common and proper nouns, plural and irregular nouns, collective nouns, linking, action, main, and helping verbs, verb tenses, direct and indirect objects introduce parts of a text dependent analysis/analyze prompts/teacher modeling

**November:** (3.2, 3.3, 4.1)

- Study Island Benchmark
- Retell/summarize, media techniques, author's craft, central idea, ask and answer questions, text and graphic features, text structure
- Multiple meaning words, synonyms and antonyms, homographs and homophones, Greek root (geo), prefixes (inter-, com-, con-, cor-, mid), suffixes (-logy, -logist, -al, -ic)
- Spelling: compound words, VCCV syllable division pattern, VCV syllable division pattern
- Fluency: reading rate, phrasing, intonation
- Grammar/Writing: persuasive essay, coordinating and subordinating conjunctions, combining sentences, complex sentences, dependent and independent clauses, correlative conjunctions, quotations, quoting text, interjections, analyze text dependent analysis prompts/teacher modeling

**December:** (4.2, 4.3, 5.1)

- Monitor and clarify, central idea, text structure, media techniques, visualize, literary elements, point of view, varieties of English, ask and answer questions, author's purpose, ideas and support, author's craft
- Homographs/homophones, multiple meaning words, analogies, prefixes (trans-, mis-, mal-,) suffixes (-ous/-ious, -able/-ible, ive)
- Spelling: VCCCV syllable division pattern, VV syllable division pattern, final stable syllables al, el, il, le
- Fluency: reading rate, phrasing

- Grammar/Writing: write a letter, subject and object pronouns, pronouns-antecedent agreement, present, past, future tenses, consistent use of tenses, regular and irregular verbs, text dependent analysis teacher modeling/whole group work

**January:** (5.2, 5.3, 6.1, 6.2)

- Acadience/Study Island Benchmark
- Synthesize, elements of drama, literary elements, figurative language, monitor and clarify, text structure, text and graphic features, author's craft, make inferences, author's craft, central idea, visualize, point of view
- Analogies, Latin roots (dict, spect, bene, struct, prefixes (de-, super- micro-), suffixes (-ure, -ion, -ism,))
- Spelling: adding -ed, -ing (two lists), words with suffixes (-ant/-ent, -ance/-ence) Module 12.1, words with suffixes -ful, -ly, -ness, -less, -ment
- Fluency: expression, accuracy and self correction, reading rate
- Grammar/Writing: text dependent analysis writing in pairs, punctuation, transitions in writing, adjectives, adverbs

**February:** (6.3, 7.1, 7.2, 7.3)

- Ask and answer questions, theme, literary elements, figurative language, ideas and support, make and confirm predictions, text structure, text and graphic features, content area words, central idea, author's craft
- Shades of meaning, context clues, reference sources, analogies, prefixes (mega-, sub-, pro-, anti-), suffixes (-ant/-ent, able,) Latin roots (port, duc/duct, tract, chrono, gress, ped, dent)
- Spelling: words from other languages, homophones, prefixes in-, un-, mis-, dis-, words with suffixes -ion, -ian \* *use spelling 6.3, 8.1, 8.2, 8.3*
- Fluency: intonation, accuracy and self-correction, expression, reading rate
- Grammar/Writing: text dependent analysis writing in pairs/moving toward independence

**March:**

- Study Island Benchmark
- PSSA prep (comprehension, vocabulary, grammar, text dependent analysis writing)
- Spelling using Into Reading modules 9.1,9.2, 9.3, 10.1 (prefixes/suffixes, Greek and Latin word parts)
- Grammar/Writing: using Into Reading and other teacher-created materials: perfect tenses of verbs, progressive tenses of verbs, use negatives correctly, use commas correctly: in a series, introductory words, tag questions, etc., use easily confused words correctly, Comparative and superlative adjectives and adverbs text dependent analysis writing independently

**April:**

- PSSA prep using PA practice materials and state-released item sampler (comprehension, vocabulary, grammar, text dependent analysis writing)
- Spelling using Into Reading modules 10.2,11.2 (suffixes and words from other languages)
- Grammar using Into Reading and other teacher created materials: Use contractions with "not" and pronouns correctly, identify appositives (10.1) use possessive pronouns (9.1), use frequently misspelled words correctly, identify and use specific language in writing, identify situations requiring formal and informal language
- Text dependent analysis writing
- PSSA testing

**May:** (8.1, 8.2, 8.3, 9.1)

- Acadience
- Text structure, visualize, theme, elements of poetry, author's craft, make inferences, literary elements, ask and answer questions, text and graphic features, author's purpose, make and confirm predictions, figurative language
- Analogies, context clues, multiple meaning words, spiral review of roots and affixes
- Spelling: words with final syllables -ain, -ture, -sure, words with final syllable /ij/, /iv/, /is/, words with unstressed syllables
- Fluency: phrasing, intonation, accuracy and self-correction
- Grammar/Writing: grammar review

## Wilson Area School District Planned Course Materials

**Course Title:** Reading and Language Arts Grade 5

**Textbook:** Houghton Mifflin Harcourt Into Reading

**Supplemental Books:**

- Into Reading student workbooks
- Into Reading guided reading books
- Grammar Workshop
- Our Friend Mikayla
- High Fives
- Big Heart
- Super Brady
- PSSA Materials (Teacher made, PDE released, etc.)

**Teacher Resources:**

- Study Island, Spellingcity, and other websites (Readworks, Newsela, CommonLit, Flocabulary etc)
- Teacher created worksheets and activities/worksheets from online ELA resources
- Supplemental Text Dependent Analysis materials

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 5

**Module:** 1

**Time frame:** Three Weeks

**State Standards:** CC.1.1.5.D-E; CC.1.2.5.A-L; CC.1.3.5.A-G; CC.1.3.5.I-K; CC.1.4.4.M-T; CC.1.4.5.X; CC.1.5.5.A-D; CC.1.5.5.G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Comprehension**
  - Identify the central idea and supporting evidence of a text using the terms *main idea* and *supporting details*
  - Retell/summarize/paraphrase text to maintain meaning and logical order
  - Monitor comprehension and clarify text by asking relevant questions, rereading, and annotating text
  - Identify the author's purpose and message in a text
  - Identify first and third person point of view in a text
  - Identify the theme and supporting evidence of a text
  - Discuss text to make relevant comments, develop oral language, and respond to points made by others during discussion
  - Identify text structure: cause and effect and sequence of events and the transitional words and phrases that signal the text structure
  - Analyze plot elements and the relationships and conflicts among characters
  - Make inferences with supporting text evidence
  - Analyze the author's craft: how word choice and language develop an author's voice
  - Write a response to a prompt
- **Vocabulary**
  - Use prefixes "ex-, e-, ir-, and il-"to understand unfamiliar words
  - Use the Greek roots *meter, phon, photo, vis, aud, bio* to understand unfamiliar words
  - Continue to practice to master the following skills:
    - Activate prior knowledge of words
    - Use context clues to determine the meaning of unfamiliar words
    - Use newly acquired vocabulary correctly and make real-life connections between words and their use
- **Phonics and Spelling**
  - Spell words with short vowels, words with long a, long e, long i and long o
- **Grammar and Writing**
  - Identify complete sentences, fragments, run-ons, and comma splices
  - Write a variety of complete sentences
  - Identify declarative, interrogative, imperative, and exclamatory sentences
  - Identify compound sentences
  - Ensure subject/verb agreement
  - Identify complete subjects and predicates
  - Write an expository essay

- **Fluency**
  - Read grade level text with expression, appropriate phrasing, rate, accuracy, and employ self-correction strategies

**Core Activities:** Students will complete/participate in the following:

- **Comprehension**
  - Graphic Organizers/ Concept Maps for module skills
  - Text Connections (self, world, text)
  - Use the questioning strategy (literal, interpretive, and evaluative questions) to make predictions and further understand text
  - Use read alouds to identify to reinforce module specific skills
  - Use cold reads to make connections to text
  - Post-its to identify and mark module specific skills
  - SQRRR
  - Make cross curricular connections to content areas
  - Use task cards to reinforce module specific skill
  - Use Scholastic News to practice informational text comprehension skills
  - Use Study Island to practice skills
  - Whole class and small group read alouds and discussion of texts
  - Model think alouds to improve comprehension
  - Highlight and annotate text evidence to support answers
  - TDA prompt with organizer
- **Vocabulary**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and word parts and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
  - Other graphic organizers
- **Phonics and Spelling**
  - Into Reading series spelling assignments
  - Daily review of spelling words using games such as Sparkle, etc.
  - Online practice such as Spelling City
- **Grammar and Writing**
  - Into reading series grammar assignments
  - Practice writing complete sentences
  - Daily editing practice with emphasis on identification and capitalization of proper nouns
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish
- **Fluency**
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
  - Read text with expression, appropriate phrasing, rate, and accuracy

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional, higher level texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice decodable readers
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

**Materials & Resources:**

- HMH Into Reading Teacher's Guide
- Into Reading digital materials
- Into Reading workbooks
- Practice Decodable Readers
- "Wheelchair Sports" (expository text)
- Fluency passages
- Leveled reading books
- Trade books
- Grammar Workshop Textbook
- Vocabulary cards
- Chromebooks
- Various teacher made items
- Various materials from websites, reproducible practice books
- PSSA state testing materials

**Assessments:**

- MAZE
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Teacher observation



## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 5

**Module:** 2

**Time frame:** Three Weeks

**State Standards:** CC.1.1.5.D-E; CC.1.2.5.A-L; CC.1.3.5.A-E; CC.1.3.5.F-G; CC.1.3.5 I-K; CC.1.4.5.A-F; CC.1.4.5.K-U; CC.1.4.5.W-X; CC.1.5.5.A-D; CC.1.5.5.G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Comprehension**
  - Use graphic features to create meaning with text
  - Synthesize information to create new understanding
  - Identify literary elements in literature
  - Identify and interpret figurative language
  - Visualize while reading text to create understanding
  - Identify and use elements of drama
  - Ask and answer literal, interpretive, and evaluative questions
  - Analyze and interpret elements of poetry
  - Identify author's purpose
  - Understand and identify theme of a story
- **Vocabulary**
  - Understand synonyms and antonyms
  - Use Greek root "bio"
  - Use prefixes un-, non-, dis-, pre-, post, fore, and suffixes -y, -ly, -ily, -ful, -less, -ment, -ness
  - Continue to practice to master the following skills:
    - Activate prior knowledge of words
    - Use context clues to determine the meaning of unfamiliar words
    - Understand the meaning of content area words
    - Use newly acquired vocabulary correctly and make real-life connections between words and their use
- **Phonics and Spelling**
  - Spell words with /oo/ and /yoo/
  - Spell words with /ou/, /o/, and /oi/
  - Spell r-controlled vowels /or/, /ar/
- **Grammar and Writing**
  - Recognize common and proper nouns
  - Capitalize proper nouns
  - Identify plural nouns and form the plural of nouns
  - Identify collective nouns
  - Distinguish between and use action and linking verbs
  - Identify and use main and helping verbs
  - Identify and form verb tenses
  - Use the writing process to write a story

- **Fluency**
  - Read grade level text with expression, appropriate phrasing, rate, and accuracy

**Core Activities:** Students will complete/participate in the following:

- **Comprehension**
  - Graphic Organizers/ Concept Maps for module skills
  - Text Connections (self, world, text)
  - Use the questioning strategy (literal, interpretive, and evaluative questions) to make predictions and further understand text
  - Use read alouds to identify to reinforce module specific skills
  - Use cold reads to make connections to text
  - Post-its to identify and mark module specific skills
  - SQRRR
  - Make cross curricular connections to content areas
  - Use task cards to reinforce module specific skill
  - Use Scholastic News to practice informational text comprehension skills
  - Use Study Island to practice skills
  - Whole class and small group read alouds and discussion of texts
  - Model think alouds to improve comprehension
  - Highlight and annotate text evidence to support answers
  - TDA prompt with organizer
- **Vocabulary**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and word parts and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
  - Other graphic organizers
- **Phonics and Spelling**
  - Into Reading series spelling assignments
  - Daily review of spelling words using games such as Sparkle, etc.
  - Online practice such as Spelling City
- **Grammar and Writing**
  - Into reading series grammar assignments
  - Practice writing complete sentences
  - Daily editing practice with emphasis on identification and capitalization of proper nouns
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish
- **Fluency**
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
  - Read text with expression, appropriate phrasing, rate, and accuracy

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional, higher level texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice decodable readers
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

**Materials & Resources:**

- HMH Into Reading Teacher's Guide
- Into Reading digital materials
- Into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Leveled reading books
- Trade books
- Grammar Workshop Textbook
- Vocabulary cards
- Chromebooks
- Various teacher made items
- Various materials from websites, reproducible practice books
- PSSA state testing materials

**Assessments:**

- MAZE
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 5

**Module:** 3

**Time frame:** Three Weeks

**State Standards:** CC.1.1.5.D-E; CC.1.2.5.A-L; CC.1.3.5.A-H; CC.1.3.5.I-K; CC.1.4.5.A-I; CC.1.4.5.L-S; CC.1.4.5.S-T; CC.1.4.5.W-X; CC.1.5.5.A-D; CC.1.5.5.G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Comprehension**

- Analyze the author’s craft: how word choice and language develop an author’s voice
- Identify text structure: cause and effect and sequence of events and the transitional words and phrases that signal the text structure
- Make and confirm predictions about a text
- Identify and interpret figurative language
- Retell/summarize/paraphrase text to maintain meaning and logical order
- Identify various media techniques to aid comprehension
- Identify the central idea and supporting evidence of a text using the terms main idea and supporting details
- Ask and answer literal, interpretive, and evaluative questions
- Use graphic features to create meaning with text
- Identify and internalize content-area words

- **Vocabulary**

- Understand multiple meaning words
- Use Latin roots “rupt” and “fer”, and Greek roots “graph”, “gram”, “geo”, “logy”, “logist”
- Use prefixes “inter”, “com/con/cor” to understand unfamiliar words
- Continue to practice to master the following skills:
  - Activate prior knowledge of words
  - Use context clues to determine the meaning of unfamiliar words
  - Use newly acquired vocabulary correctly and make real-life connections between words and their use
  - Understand synonyms and antonyms

- **Phonics and Spelling**

- Spell words with r-controlled vowels /ur/, /ir/
- Spell compound words
- Spell words with VCCV syllable division pattern

- **Grammar and Writing**

- Identify direct objects and compound direct objects
- Identify indirect objects
- Use coordinating conjunctions and, but, or
- Combine sentences and ideas
- Identify subordinating and correlative conjunctions
- Identify complex sentences and the dependent and independent clauses
- Use the writing process to write a persuasive essay

- **Fluency**

- Read grade level text with expression, appropriate phrasing, rate, and accuracy

**Core Activities:** Students will complete/participate in the following:

- **Comprehension**
  - Graphic Organizers/ Concept Maps for module skills
  - Text Connections (self, world, text)
  - Use the questioning strategy (literal, interpretive, and evaluative questions) to make predictions and further understand text
  - Use read alouds to identify to reinforce module specific skills
  - Use cold reads to make connections to text
  - Post-its to identify and mark module specific skills
  - SQRRR
  - Make cross curricular connections to content areas
  - Use task cards to reinforce module specific skill
  - Use Scholastic News to practice informational text comprehension skills
  - Use Study Island to practice skills
  - Whole class and small group read alouds and discussion of texts
  - Model think alouds to improve comprehension
  - Highlight and annotate text evidence to support answers
  - TDA prompt with organizer
- **Vocabulary**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and word parts and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
  - Other graphic organizers
- **Phonics and Spelling**
  - Into Reading series spelling assignments
  - Daily review of spelling words using games such as Sparkle, etc.
  - Online practice such as Spelling City
- **Grammar and Writing**
  - Into reading series grammar assignments
  - Practice writing complete sentences
  - Daily editing practice with emphasis on identification and capitalization of proper nouns
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish
- **Fluency**
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
  - Read text with expression, appropriate phrasing, rate, and accuracy

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional, higher level texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice decodable readers
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

**Materials & Resources:**

- HMH Into Reading Teacher's Guide
- Into Reading digital materials
- Into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Leveled reading books
- Trade books
- Grammar Workshop Textbook
- Vocabulary cards
- Chromebooks
- Various teacher made items
- Various materials from websites, reproducible practice books
- PSSA state testing materials

**Assessments:**

- MAZE
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 5

**Module:** 4

**Time frame:** Three Weeks

**State Standards:** CC.1.1.5.D-E; CC.1.2.5.A-L; CC.1.3.5.A-K; CC.1.4.5.M-T; CC.1.4.5.W-X; CC.1.5.5.A-D; CC.1.5.5.G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Comprehension**
  - Identify text structure: cause and effect and sequence of events and the transitional words and phrases that signal the text structure
  - Synthesize information to further understand a text
  - Identify the central idea and supporting evidence of a text using the terms main idea and supporting details
  - Identify text structure: cause and effect and sequence of events and the transitional words and phrases that signal the text structure
  - Analyze the author's craft: how word choice and language develop an author's voice
  - Monitor comprehension and clarify text by asking relevant questions, rereading, and annotating text
  - Identify various media techniques to aid comprehension
  - Visualize while reading text to create understanding
  - Identify literary elements in literature
  - Identify first and third person point of view in a text
  - Differentiate between formal and informal language
- **Vocabulary**
  - Use homophones and homographs correctly
  - Use prefixes mid-, trans-, mis-, ma-l to understand unfamiliar words
  - Use suffixes -al, -ic, -ous/-ious, able/-ible to understand unfamiliar words
  - Continue to practice to master the following skills:
    - Activate prior knowledge of words
    - Use context clues to determine the meaning of unfamiliar words
    - Use newly acquired vocabulary correctly and make real-life connections between words and their use
    - Understand multiple meaning words
- **Phonics and Spelling:**
  - Spell words with VCV syllable division pattern
  - Spell words withVCCCV syllable division pattern
  - Spell words with VV syllable division pattern
- **Grammar and Writing:**
  - Correctly punctuate direct quotations (dialogue) and quote text correctly
  - Identify interjections
  - Identify subject and object pronouns
  - Use correct pronoun-antecedent agreement
  - Identify past, present, and future verb tenses
  - Use verb tenses consistently
  - Use the writing process to write a letter

- **Fluency**
  - Read grade level text with expression, appropriate phrasing, rate, intonation and accuracy

**Core Activities:** Students will complete/participate in the following:

- **Comprehension**
  - Graphic Organizers/ Concept Maps for module skills
  - Text Connections (self, world, text)
  - Use the questioning strategy (literal, interpretive, and evaluative questions) to make predictions and further understand text
  - Use read alouds to identify to reinforce module specific skills
  - Use cold reads to make connections to text
  - Post-its to identify and mark module specific skills
  - SQRRR
  - Make cross curricular connections to content areas
  - Use task cards to reinforce module specific skill
  - Use Scholastic News to practice informational text comprehension skills
  - Use Study Island to practice skills
  - Whole class and small group read alouds and discussion of texts
  - Model think alouds to improve comprehension
  - Highlight and annotate text evidence to support answers
  - TDA prompt with organizer
- **Vocabulary**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and word parts and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
  - Other graphic organizers
- **Phonics and Spelling**
  - Into Reading series spelling assignments
  - Daily review of spelling words using games such as Sparkle, etc.
  - Online practice such as Spelling City
- **Grammar and Writing**
  - Into reading series grammar assignments
  - Practice writing complete sentences
  - Daily editing practice with emphasis on identification and capitalization of proper nouns
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish
- **Fluency**
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
  - Read text with expression, appropriate phrasing, rate, and accuracy



**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional, higher level texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice decodable readers
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

**Materials & Resources:**

- HMH Into Reading Teacher's Guide
- Into Reading digital materials
- Into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Leveled reading books
- Trade books
- Grammar Workshop Textbook
- Vocabulary cards
- Chromebooks
- Various teacher made items
- Various materials from websites, reproducible practice books
- PSSA state testing materials

**Assessments:**

- MAZE
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 5

**Module:** 5

**Time frame:** Three Weeks

**State Standards:** CC.1.1.5.D-E; CC.1.2.5.A-L; CC.1.3.5.A-D; CC.1.3.5.F-G; CC.1.3.5.I-K; CC.1.4.5.M-T; CC.1.4.5.X; CC.1.5.5.A-D; CC.1.5.5.G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Comprehension**

- Identify the central idea and supporting evidence of a text using the terms main idea and supporting details
- Identify text structure: cause and effect and sequence of events and the transitional words and phrases that signal the text structure
- Analyze the author's craft: how word choice and language develop an author's voice
- Monitor comprehension and clarify text by asking relevant questions, rereading, and annotating text
- Ask and answer literal, interpretive, and evaluative questions
- Identify the author's purpose and message in a text
- Synthesize information to further understand a text
- Identify and use elements of drama
- Identify literary elements in literature
- Identify and interpret figurative language
- Use graphic features to create meaning with text

- **Vocabulary**

- Use analogies to determine the meanings of unknown words
- Use suffixes “-ive”, and “-ure” to understand unfamiliar words
- Use Latin roots “dict”, “spect”, and “bene” to understand unfamiliar words
- Continue to practice to master the following skills:
  - Activate prior knowledge of words
  - Use context clues to determine the meaning of unfamiliar words
  - Use newly acquired vocabulary correctly and make real-life connections between words and their use
  - Review homophones/homographs

- **Phonics and Spelling**

- Spell words with final schwa + //
- Spell words by adding -ed and -ing words (2 lists)

- **Grammar and Writing**

- Identify regular and irregular verbs and form the past tense
- Correctly punctuate compound and complex sentences
- Use commas in direct address and tag questions
- Introductory elements
- Identify and understand the purpose of transitions in writing
- Use the writing process to write an editorial

- **Fluency**

- Read grade level text with expression, appropriate phrasing, rate, and accuracy

**Core Activities:** Students will complete/participate in the following:

- **Comprehension**
  - Graphic Organizers/ Concept Maps for module skills
  - Text Connections (self, world, text)
  - Use the questioning strategy (literal, interpretive, and evaluative questions) to make predictions and further understand text
  - Use read alouds to identify to reinforce module specific skills
  - Use cold reads to make connections to text
  - Post-its to identify and mark module specific skills
  - SQRRR
  - Make cross curricular connections to content areas
  - Use task cards to reinforce module specific skill
  - Use Scholastic News to practice informational text comprehension skills
  - Use Study Island to practice skills
  - Whole class and small group read alouds and discussion of texts
  - Model think alouds to improve comprehension
  - Highlight and annotate text evidence to support answers
  - TDA prompt with organizer
- **Vocabulary**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and word parts and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
  - Other graphic organizers
- **Phonics and Spelling**
  - Into Reading series spelling assignments
  - Daily review of spelling words using games such as Sparkle, etc.
  - Online practice such as Spelling City
- **Grammar and Writing**
  - Into Reading series grammar assignments
  - Practice writing complete sentences
  - Daily editing practice with emphasis on identification and capitalization of proper nouns
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish
- **Fluency**
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
  - Read text with expression, appropriate phrasing, rate, and accuracy

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional, higher level texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice decodable readers
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

**Materials & Resources:**

- HMH Into Reading Teacher's Guide
- Into Reading digital materials
- Into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Leveled reading books
- Trade books
- Grammar Workshop Textbook
- Vocabulary cards
- Chromebooks
- Various teacher made items
- Various materials from websites, reproducible practice books
- PSSA state testing materials

**Assessments:**

- MAZE
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 5

**Module:** 6

**Time frame:** Three Weeks

**State Standards:** CC.1.1.5.D-E; CC.1.2.5.A-L; CC.1.3.5.A-D; CC.1.3.5.F-H; CC.1.3.5.I-K; CC.1.4.5.M-T; CC.1.4.5.X; CC.1.5.5.A-E; CC.1.5.4.G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Comprehension**
  - Understand author’s craft: language and techniques an author uses to make writing more interesting
  - Make inferences and use text evidence to support understanding
  - Identify central ideas and supporting details of informational text
  - Text Structure: logical order and order of importance
  - Visualize to create mental images to deepen understanding of a text
  - Literary element character: analyze character development and relationship between characters
  - Differentiate between first and third person points of view
  - Ask and answer questions about a text to gain information and deepen understanding
  - Determine theme of a text with supporting evidence
  - Literary element plot: understand the historical and cultural development of the plot
  - Identify types of figurative language within text
- **Vocabulary**
  - Use print and digital reference materials to clarify meanings
  - Use prefixes de-, super- and micro- to understand unfamiliar words
  - Use suffixes -ion, -ism, -ant/-ent to understand unfamiliar words
  - Latin word parts “struct”, “port”, “duc/duct” to understand unfamiliar words
  - Understand shades of meaning
  - Continue to practice to master the following skills:
    - Activate prior knowledge of words
    - Use context clues to determine the meaning of unfamiliar words
    - Use newly acquired vocabulary correctly and make real-life connections between words and their use
    - Review analogies
- **Phonics and Spelling**
  - Spell words with suffixes -ent/-ence, -ant/-ance (module 12.1) PSSA prep list
  - Spell words with suffixes -ful, -ly, -ness, -less, -ment
  - Spell words from other languages

- **Grammar and Writing**
  - Identify adjectives
  - Use adjectives after linking verbs
  - Identify articles: a,an,the
  - Identify and use adverbs the tell “how”, “where”, “when” and “how often”
  - Use conjunctive adverbs
  - Identify prepositions and prepositional phrases
  - Combine sentences
  - Use the writing process to write a personal narrative
  
- **Fluency**
  - Read grade level text with expression, appropriate phrasing, rate, and accuracy

**Core Activities:** Students will complete/participate in the following:

- **Comprehension**
  - Graphic Organizers/ Concept Maps for module skills
  - Text Connections (self, world, text)
  - Use the questioning strategy (literal, interpretive, and evaluative questions) to make predictions and further understand text
  - Use read alouds to identify to reinforce module specific skills
  - Use cold reads to make connections to text
  - Post-its to identify and mark module specific skills
  - SQRRR
  - Make cross curricular connections to content areas
  - Use task cards to reinforce module specific skill
  - Use Scholastic News to practice informational text comprehension skills
  - Use Study Island to practice skills
  - Whole class and small group read alouds and discussion of texts
  - Model think alouds to improve comprehension
  - Highlight and annotate text evidence to support answers
  - TDA prompt with organizer
  
- **Vocabulary**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and word parts and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
  - Other graphic organizers
  
- **Phonics and Spelling**
  - Into Reading series spelling assignments
  - Daily review of spelling words using games such as Sparkle, etc.
  - Online practice such as Spelling City
  
- **Grammar and Writing**
  - Into reading series grammar assignments
  - Practice writing complete sentences
  - Daily editing practice with emphasis on identification and capitalization of proper nouns
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish

- **Fluency**
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
  - Read text with expression, appropriate phrasing, rate, and accuracy

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional, higher level texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice decodable readers
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

**Materials & Resources:**

- HMH Into Reading Teacher's Guide
- Into Reading digital materials
- Into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Leveled reading books
- Trade books
- Grammar Workshop Textbook
- Vocabulary cards
- Chromebooks
- Various teacher made items
- Various materials from websites, reproducible practice books
- PSSA state testing materials

**Assessments:**

- MAZE
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 5

**Module:** 7

**Time frame:** Three Weeks

**State Standards:** CC.1.1.5.D-E; CC.1.2.5.A-L; CC.1.3.5.A-D; CC.1.3.5.F-H; CC.1.3.5.I-K; CC.1.4.5.M-T; CC.1.4.5.X; CC.1.5.5.A-E; CC.1.5.5.G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Comprehension**
  - Recognize central ideas and support evidence in informational text
  - Make, correct and confirm predictions about text
  - Analyze the use of text structure
  - Recognize text and graphic features
  - Identify and internalize content area words
  - Analyze the author's craft: how word choice and language develop an author's voice
  - Determine theme of a text with supporting evidence
  - Ask and answer questions about a text to gain information and deepen understanding
  - Analyze sequence of events in narrative text including conflicts, events, and resolution
- **Vocabulary**
  - Use prefixes mega-, sub-, pro, anti to understand unfamiliar words
  - Use Latin roots tract, chrono, gress, ped, dent to understand unfamiliar words
  - Continue to practice to master the following skills:
    - Activate prior knowledge of words
    - Use context clues to determine the meaning of unfamiliar words
    - Use newly acquired vocabulary correctly and make real-life connections between words and their use
- **Phonics and Spelling**
  - Spell homophones (module 8.1) PSSA prep list
  - Spell words with prefixes in-, un-, dis-, mis- (module 8.2) PSSA prep list
  - Spell words with -ion, -ian (module 8.3) PSSA prep list
- **Grammar and Writing**
  - Identify indefinite pronouns
  - identify possessive pronouns
  - Identify interrogative pronouns
  - Capitalize and punctuate titles correctly
  - Use the verbs "be" and "have"
  - Use verb phrases with "be" and "have"
  - Review Prepositions and Prepositional Phrases
  - Use the writing process to organize and write a text dependent analysis
- **Fluency**
  - Read grade level text with expression, appropriate phrasing, rate, and accuracy



**Core Activities:** Students will complete/participate in the following:

- **Comprehension**
  - Graphic Organizers/ Concept Maps for module skills
  - Text Connections (self, world, text)
  - Use the questioning strategy (literal, interpretive, and evaluative questions) to make predictions and further understand text
  - Use read alouds to identify to reinforce module specific skills
  - Use cold reads to make connections to text
  - Post-its to identify and mark module specific skills
  - SQRRR
  - Make cross curricular connections to content areas
  - Use task cards to reinforce module specific skill
  - Use Scholastic News to practice informational text comprehension skills
  - Use Study Island to practice skills
  - Whole class and small group read alouds and discussion of texts
  - Model think alouds to improve comprehension
  - Highlight and annotate text evidence to support answers
  - TDA prompt with organizer
- **Vocabulary**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and word parts and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
  - Other graphic organizers
- **Phonics and Spelling**
  - Into Reading series spelling assignments
  - Daily review of spelling words using games such as Sparkle, etc.
  - Online practice such as Spelling City
- **Grammar and Writing**
  - Into reading series grammar assignments
  - Practice writing complete sentences
  - Daily editing practice with emphasis on identification and capitalization of proper nouns
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish
- **Fluency**
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
  - Read text with expression, appropriate phrasing, rate, and accuracy

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional, higher level texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice decodable readers
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

**Materials & Resources:**

- HMH Into Reading Teacher's Guide
- Into Reading digital materials
- Into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Leveled reading books
- Trade books
- Grammar Workshop Textbook
- Vocabulary cards
- Chromebooks
- Various teacher made items
- Various materials from websites, reproducible practice books
- PSSA state testing materials

**Assessments:**

- MAZE
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 5

**Unit:** PSSA Prep

**Time frame:** Six Weeks

**State Standards:** CC.1.1.5.D-E; CC.1.2.5.A-L; CC.1.3.5.A-K; CC.1.4.5.A-F; CC.1.4.5.R-T; CC.1.4.5.; CC.1.5.5.A-E; CC.1.5.5.G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Comprehension**

- Identify the author's claim
- Analyze and interpret text and graphic features
- Synthesize information to further understand a text
- Identify the author's purpose
- Analyze the author's craft and text structure
- Understand the meaning of content area words
- Visualize to aid in comprehension
- Identify the point of view of a text
- Identify the author's viewpoint/opinion/bias
- Identify the central idea of a text
- Ask and answer literal, interpretive, and evaluative questions
- Identify and interpret figurative language
- Monitor and clarify to aid in comprehension
- Analyze characters and character traits
- Put story events into the correct sequence
- Use the summarize strategy to aid comprehension
- Compare and contrast different points of view
- Compare and contrast two texts
- Understand literary elements-character, setting, and plot
- Identify and interpret adages and proverbs
- Understand elements of poetry and drama
- Make inferences using evidence from the text
- Analyze text structure
- Identify the theme of a text and locate supporting details of the theme within the text
- TDA prompts

- **Vocabulary**

- Identify context clues in sentences
- Identify prefixes and suffixes and list additional words which contain them
- Use and understand prefixes "uni-", "mono-", "bi-", "tri-", "semi" correctly
- Use suffixes, prefixes, and roots to understand unfamiliar words
- Use and understand prefixes Latin roots "fac", "fec", "fy" "voc", "ject"
- Use formal and informal language in the correct situations
- Identify the most specific vocabulary to describe a topic by using shades of meaning
- Identify homophones/homographs, synonyms/antonyms, and multiple meaning words

- **Phonics and Spelling**
  - Spell words with prefixes com-, con-, pre-, pro- (module 9.1) PSSA prep list
  - Spell words with suffixes -ant, -ent, -able, -ible, -ism, -ist (module 9.2) PSSA prep list
  - Spell words with Greek word parts (module 9.3) PSSA prep list
  - Spell words with Latin roots (module 10.1) PSSA prep list
  - Spell words with suffixes -ion, -ation (module 10.2) PSSA prep list
  - Spell words from other languages (module 11.2) PSSA prep list
- **Grammar and Writing**
  - Write a text dependent analysis essay independently
  - Use correct punctuation and capitalization in writing
  - Identify and use perfect tenses of verbs
  - Identify and use progressive tenses of verbs
  - Use negatives correctly
  - Use commas correctly: in a series, introductory words, tag questions, etc.
  - Use easily confused words correctly
  - Identify and use comparative and superlative adjectives and adverbs
  - Use contractions with “not” and pronouns correctly
  - Identify appositives (10.1)
  - Use possessive pronouns (9.1)
  - Use frequently misspelled words correctly
  - Identify and use specific language in writing
  - Identify situations requiring formal and informal language
- **Fluency**
  - Read grade level text with expression, appropriate phrasing, rate, and accuracy

**Core Activities:** Students will complete/participate in the following:

- **Comprehension**
  - Use the questioning strategy (literal, interpretive, and evaluative questions)
  - Use a story map to label the characters, setting, and plot of stories
  - Use texts on the same topic to practice point of view
  - Use ELA coach book, assessment books, and state provided item sampler to practice skills with complex texts
  - TDA writing
- **Grammar and Writing**
  - Into Reading series grammar assignments
  - Use ELA coach book, assessment books, and state provided item sampler to practice skills
  - Use Study Island assignments to practice skills
  - Complete practice text dependent analysis essays independently
  - Review of TDA rubrics and student scoring of item sampler essays
- **Fluency**
  - Repeated reading of high frequency words, read decodable grade-level passages and text in groups and pairs
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:** Intervention groups for specific skills

- Small group instruction
- Practice Decodable Readers daily
- Online vocabulary
- Comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion
- Modeling
- Independent practice

**Materials & Resources:**

- HMH Into Reading Teacher's Guide
- Fluency passages
- Chromebooks
- Various teacher made items
- Items from various websites
- PSSA item samplers
- State testing materials
- TDA practice materials

**Assessments:**

- Study Island assignment results
- PSSA practice tests
- Scholastic News test prep and other standardized test prep materials
- Spelling tests
- Teacher observation

## Curriculum Scope & Sequence

**Planned Course:** Reading and Language Arts Grade 5

**Module:** 8

**Time frame:** Three weeks

**State Standards:** CC.1.1.5.D-E; CC.1.2.5.A-L; CC.1.3.5A-D; CC.1.3.5.F-H; CC.1.3.5 I.-K; CC.1.4.5.M-T; CC.1.4.5.X; CC.1.5.5.A-E; CC.1.5.5.G

**Essential content/objectives:** At the end of the unit, students will be able to:

- **Comprehension**
  - Recognize a variety of text structures
  - Use visualization strategies to create mental images
  - Infer theme from poetry
  - Understand the elements of poetry
  - Analyze the author's craft: how word choice and language develop an author's voice
  - Make inferences and use text evidence to support understanding
  - Analyze plot elements including rising action, climax, falling action, and resolution
  - Generate questions about a text to deepen understanding and gain information
  - Infer multiple themes within a text using text evidence
  - Analyze and interpret text and graphic features to create understanding
  - Analyze and interpret text and graphic features
  - Understand the meaning of content area words
  - Identify the point of view of a text
  - Identify the central idea of a text
  - Monitor and clarify to aid in comprehension
  - Identify the point of view of a text
  - Analyze the author's purpose
  - Evaluate media techniques
  - Make and confirm predictions about a text
  - Interpret the meaning of common idioms
- **Vocabulary**
  - Review Greek and Latin roots
  - Review homophones/homographs
  - Review multiple meaning words
  - Continue to practice to master the following skills:
    - Activate prior knowledge of words
    - Use context clues to determine the meaning of unfamiliar words
    - Use newly acquired vocabulary correctly and make real-life connections between words and their use
- **Phonics and Spelling**
  - Spell words with final syllables -ain, ture, sure (module 7.1)
  - Spell words with unstressed final syllables /ij/, /iv/, /is/ (module 7.2)
  - Spell words with unstressed syllables (module 7.3)
- **Grammar and Writing**
  - Use all previous skills covered in writing

- **Fluency**
  - Read grade level text with expression, appropriate phrasing, rate, intonation and accuracy

**Core Activities:** Students will complete/participate in the following:

- **Comprehension**
  - Graphic Organizers/ Concept Maps for module skills
  - Text Connections (self, world, text)
  - Use the questioning strategy (literal, interpretive, and evaluative questions) to make predictions and further understand text
  - Use read alouds to identify to reinforce module specific skills
  - Use cold reads to make connections to text
  - Post-its to identify and mark module specific skills
  - SQRRR
  - Make cross curricular connections to content areas
  - Use task cards to reinforce module specific skill
  - Use Scholastic News to practice informational text comprehension skills
  - Use Study Island to practice skills
  - Whole class and small group read alouds and discussion of texts
  - Model think alouds to improve comprehension
  - Highlight and annotate text evidence to support answers
  - TDA prompt with organizer
- **Vocabulary**
  - Identify context clues in sentences
  - Create K-W-L charts to activate prior knowledge
  - Identify prefixes and suffixes and word parts and list additional words which contain them
  - Use the glossary to define vocabulary words
  - Participate in various center activities
  - Illustrate words and write sentences with the words used in the correct context
  - Other graphic organizers
- **Phonics and Spelling**
  - Into Reading series spelling assignments
  - Daily review of spelling words using games such as Sparkle, etc.
  - Online practice such as Spelling City
- **Grammar and Writing**
  - Into reading series grammar assignments
  - Practice writing complete sentences
  - Daily editing practice with emphasis on identification and capitalization of proper nouns
  - Use Study Island to practice skills
  - Choose a topic, organize, draft, revise, edit, and publish
- **Fluency**
  - Listen as text is read with expression, appropriate phrasing, rate, and accuracy
  - Read text with expression, appropriate phrasing, rate, and accuracy

**Extensions:**

- Additional challenging vocabulary and spelling words will be provided
- Additional, higher level texts will be used
- Creative and critical thinking questions will be provided for the weekly story
- Read additional texts of the same genre as the weekly story

**Remediation:**

- Intervention groups for specific skills
- Small group instruction
- Practice decodable readers
- Online vocabulary and comprehension practice

**Instructional Methods:**

- Direct instruction
- Large and small group instruction
- Discussion, modeling, and independent practice

**Materials & Resources:**

- HMH Into Reading Teacher's Guide
- Into Reading digital materials
- Into Reading workbooks
- Practice Decodable Readers
- Fluency passages
- Leveled reading books
- Trade books
- Grammar Workshop Textbook
- Vocabulary cards
- Chromebooks
- Various teacher made items
- Various materials from websites, reproducible practice books
- PSSA state testing materials

**Assessments:**

- MAZE
- Study Island Benchmark and assignment results
- Weekly tests and quizzes
- Spelling tests
- Teacher observation