

## **I. PHILOSOPHY**

The PSSA Reading course of the Pine Grove Area School District has been structured to systematically review the anchor reading concepts including the meaning of unfamiliar words, the organization of text, the comprehension of literature including fiction, nonfiction, poetry and drama, and the writing of well-developed content appropriate to the topic. The course will allow for the accommodation of many learning styles, motivational levels, and academic abilities.

## **II. CORE CONCEPTS**

1. Quality of Writing - Ability to write using well-developed content appropriate for the topic
2. Text organization – Ability to identify facts and opinions, comparison and contrast, the flow of text including cause and effect, problem and solution, sequence, headings and graphics, and main idea and details
3. Comprehension - Ability to identify different types of literature, the literary elements of character, setting plot for both fiction and non-fiction, and the theme of the literature
4. Vocabulary – Ability to figure out word meanings and figurative language
5. Drama - Ability to identify, read, analyze, and interpret drama
6. Poetry - Ability to identify, read, analyze, and interpret poetry
7. Characteristics and Functions of the English Language - Ability to identify words from other languages and to identify word meanings that have changed over time

### III. COURSE OF STUDY

A. Course Name: PSSA Reading

B. Grade Level: Grade 5

C. Length of Course: Full year

1. Frequency: 60 days per school year

2. Duration: 42 minutes

D. Academic Level: Grade 5 (Basic and Below Basic PSSA students)

E. Credits: 0.333

F. Prerequisites: None

G. Course Description:

The PSSA reading course will prepare basic and below basic students for the PSSA reading exam given by the state of Pennsylvania. Practice questions and the answers to the questions will be discussed to ensure that students can find the correct answer and why those answers are correct. Modifications will be made for those students who need additional assistance.

IV. CONTENT: PSSA Reading Grade 5

CORE CONCEPT 1: Quality of writing

MAJOR OBJECTIVE: Ability to write using well-developed content appropriate for the topic

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.5..5</b> Write using well-developed content appropriate for the topic.</p> <ul style="list-style-type: none"> <li>Gather, organize and select the most effective information appropriate for the topic, task and audience.</li> <li>Write paragraphs that have a topic sentence and supporting details.</li> </ul>	<p>Teacher will guide students to identify the topic sentence and supporting sentences of a paragraph and to write paragraphs that have a topic sentence and supporting detail</p>	<p>Teacher evaluation of:</p> <p>Oral questions &amp; answers</p> <p>Student performance during writing activities</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 1.5.5</b> Present and/or defend written work for publication when appropriate.</p>	<p>Teacher will guide students in presenting and/or defending written work for publication as appropriate.</p> <p>Teacher will demonstrate how to evaluate constructed response samples.</p> <p>Teacher will present students with the scoring rubric used by the state of Pennsylvania as well as sample constructed responses.</p> <p>Teacher will guide students to evaluate sample responses.</p>	<p>Teacher evaluation of:</p> <p>Partner projects</p> <p>Whole class discussion</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

CONTENT: PSSA Reading Grade 5

CORE CONCEPT 1: Quality of writing

MAJOR OBJECTIVE: Ability to write using well-developed content appropriate for the topic

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.5.5</b> Write with controlled and/or subtle organization.</p> <ul style="list-style-type: none"><li>• Sustain a logical order within sentences and between paragraphs using meaningful transitions.</li><li>• Include an identifiable introduction, body and conclusion.</li></ul>	<p>Teacher will guide students to write constructed responses to PSSA practice test questions for both fiction and non-fiction passages.</p>	<p>Teacher evaluation of:  Student performance as it relates to the Pennsylvania Reading Assessment Rubric</p>	<p>Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials</p>
<p><b>PA Standard 1.5.5</b> Write with an understanding of the stylistic aspects of composition.</p> <ul style="list-style-type: none"><li>• Use different types and lengths of sentences.</li><li>• Use precise language including adjectives, adverbs, action verbs and specific details that convey the writer's meaning.</li><li>• Develop and maintain a consistent voice.</li></ul>	<p>Teacher will guide students to write constructed responses to PSSA practice test questions for both fiction and non-fiction passages.</p>	<p>Teacher evaluation of:  Student performance as it relates to the Pennsylvania Reading Assessment Rubric</p>	<p>Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials</p>

CONTENT: PSSA Reading Grade 5

CORE CONCEPT 1: Quality of writing

MAJOR OBJECTIVE: Ability to write using well-developed content appropriate for the topic

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.5.5</b> Revise writing to improve organization and word choice; check the logic, order of ideas and precision of vocabulary.	Teacher will guide students to write constructed responses to PSSA practice test questions for both fiction and non-fiction passages.	Teacher evaluation of:  Student performance as it relates to the Pennsylvania Reading Assessment Rubric	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials
<b>PA Standard 1.5.5</b> Edit writing using the conventions of language. <ul style="list-style-type: none"><li>• Spell common, frequently used words correctly.</li><li>• Use capital letters correctly.</li><li>• Punctuate correctly (periods, exclamation points, question marks, commas, quotation marks, apostrophes).</li><li>• Use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly.</li><li>• Use complete sentences (simple, compound, declarative, interrogative, exclamatory and imperative).</li></ul>	Teacher will guide students to write constructed responses to PSSA practice test questions for both fiction and non-fiction passages.	Teacher evaluation of:  Student performance as it relates to the Pennsylvania Reading Assessment Rubric	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials

CONTENT: PSSA Reading Grade 5

CORE CONCEPT 2: Reading Critically in All Content Areas

MAJOR OBJECTIVE: Ability to read and understand essential content of informational texts and documents in all academic areas

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.2.5</b> Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> <li>Differentiate fact from opinion across texts.</li> </ul>	<p>Teacher will guide students to identify statements of fact, opinion, and stereotype in text.</p>	<p>Teacher evaluation of:</p> <p>Student performance during fact and opinion activity</p> <p>Oral question and answer</p> <p>Independent activities</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 1.2.5</b> Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"> <li>Make inferences about similar concepts in multiple texts and draw conclusions.</li> </ul>	<p>Teacher will guide students to cite evidence from the text to support generalizations.</p>	<p>Teacher evaluation of:</p> <p>Student performance during inference and conclusion activity</p> <p>Teacher observation</p> <p>Oral question and answer</p> <p>Independent activities</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

CONTENT: PSSA Reading Grade 5

CORE CONCEPT 2: Reading Critically in All Content Areas

MAJOR OBJECTIVE: Ability to read and understand essential content of informational texts and documents in all academic areas

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.2.5</b> Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"><li>Distinguish between essential and nonessential information across a variety of texts, identifying stereotypes and exaggeration where present.</li></ul>	<p>Teacher will guide students to distinguish between essential information and nonessential information across a variety of texts while identifying stereotyping and exaggeration where present through the use of all content area material.</p>	<p>Teacher evaluation of:</p> <p>Student performance during inference and conclusion activity</p> <p>Teacher observation</p> <p>Oral question and answer</p> <p>Independent activities</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

CONTENT: PSSA Reading Grade 5

CORE CONCEPT 2: Reading Critically in All Content Areas

MAJOR OBJECTIVE: Ability to read and understand essential content of informational texts and documents in all academic areas

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.2.5</b> Read and understand essential content of informational texts and documents in all academic areas.</p> <ul style="list-style-type: none"><li>• Differentiate fact from opinion across texts.</li><li>• Make inferences about similar concepts in multiple texts and draw conclusions.</li></ul>	<p>Teacher will guide student to differentiate fact from opinion across a variety of texts in content areas as well as make inferences about similar concepts in multiple texts and draw conclusions.</p>	<p>Teacher evaluation of:</p> <p>Student performance during text organization activity</p> <p>Teacher observation of whole group and small group work</p> <p>Oral question and answers</p> <p>Completion of Venn diagram</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

CONTENT: PSSA Reading Grade 5

CORE CONCEPT 2: Reading Critically in All Content Areas

MAJOR OBJECTIVE: Ability to read and understand essential content of informational texts and documents in all academic areas

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.2.5</b> Read and understand essential content of informational texts and documents in all academic areas.	Teacher will guide the student to identify and summarize the main idea of a passage and to identify and interpret relevant supporting details.	Teacher evaluation of:  Student performance during summarization activity  Teacher observation of whole group and small group work  Oral question and answer period  Independent activities	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials

CONTENT: PSSA Reading Grade 5

CORE CONCEPT 3: Reading, Analyzing, and Interpreting Literature

MAJOR OBJECTIVE: Ability to compare the use of literary elements within and among texts

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.5</b> Compare the use of literary elements within and among texts including characters, setting, plot, theme and point of view.</p>	<p>The teacher will guide the student to compare character actions, motives, dialogue, emotions/feeling traits, and relationships among characters within or across fiction or literary non-fiction text.</p>	<p>Teacher evaluation of: Student performance Teacher observation Oral question and answer Independent activities</p>	<p>Textbook resources Computer programs/web sites Journal or notebook Supplemental materials</p>
<p><b>PA Standard 1.3.5</b> Describe how the author uses literary devices to convey meaning.</p> <ul style="list-style-type: none"> <li>• Sound techniques (e.g., rhyme, rhythm, meter, alliteration).</li> <li>• Figurative language (e.g., personification, simile, metaphor, hyperbole).</li> </ul>	<p>The teacher will guide the student to compare literary devices and their meaning.</p>	<p>Teacher evaluation of: Student performance Teacher observation Oral question and answer Independent activities</p>	<p>Textbook resources Computer programs/web sites Journal or notebook Supplemental materials</p>

CONTENT: PSSA Reading Grade 5

CORE CONCEPT 4: Learning to Read Independently

MAJOR OBJECTIVE: Ability to acquire a reading vocabulary by correctly identifying and using words

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.1.5</b> Use knowledge of phonics, syllabication, prefixes, suffixes, dictionary or context clues to decode and understand new words during reading. Use these words accurately in writing and speaking.</p>	<p>The teacher will guide the student to apply the basic strategies of phonics, syllabication, prefixes, suffixes, use of the dictionary or context clues to decode and understand new words during reading.</p>	<p>Teacher evaluation of:  Student performance of basic strategies application  Students during oral question and answer  Students during whole group and small group instruction  Independent activities</p>	<p>Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials</p>
<p><b>PA Standard 1.1.5</b> Acquire a reading vocabulary by correctly identifying and using words (e.g., synonyms, homophones, homographs, words with roots, suffixes, prefixes). Use a dictionary or related reference.</p>	<p>The teacher will guide the student to identify words that have similar or opposite meaning, determine the meaning of a word intended by the writer when the word has more than one meaning added to the beginning or the ending, figure out the root word, and to understand the meaning of affixes (groups of letters of root words.</p>	<p>Teacher evaluation of:  Student performance of reading vocabulary  Students during oral question and answer  Students during whole group and small group instruction  Independent activities</p>	<p>Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials</p>

CONTENT: PSSA Reading Grade 5

CORE CONCEPT 5: Reading, Analyzing and Interpreting Literature

MAJOR OBJECTIVE: Ability to analyze drama as information source, entertainment, persuasion or transmitter of culture

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.5</b> Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, verse form).</p> <p>Identify the structures in drama (e.g. dialogue, story enactments, acts and scenes)</p>	<p>The teacher will guide the student to identify and respond to the effects of sound and structure in poetry. Identify common parts of plays such as dialogue, stage directions and acts and scenes.</p>	<p>Teacher evaluation of:</p> <p>Student performance in identifying structures in drama</p> <p>Students during oral question and answer</p> <p>Students during whole group and small group instruction</p> <p>Independent activities</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>
<p><b>PA Standard 1.3.5</b> Analyze drama as information source, entertainment, persuasion or transmitter of culture.</p>	<p>The teacher will guide the student to analyze drama as information source, entertainment, persuasion, or transmitter of culture.</p>	<p>Teacher evaluation of:</p> <p>Student performance in analyzation of drama</p> <p>Students during oral question and answer</p> <p>Students during whole group and small group instruction</p> <p>Independent activities</p>	<p>Textbook resources</p> <p>Computer programs/web sites</p> <p>Journal or notebook</p> <p>Supplemental materials</p>

CONTENT: PSSA Reading Grade 5

CORE CONCEPT 5: Reading, Analyzing and Interpreting Literature

MAJOR OBJECTIVE: Ability to analyze drama as information source, entertainment, persuasion or transmitter of culture

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.3.5</b> Read and respond to nonfiction and fiction including poetry and drama	The teacher will guide the student to identify character actions, motives, dialogue, emotions/feelings, traits, and relationships among characters within or across fiction or literary non-fiction text as it relates to drama.	Teacher evaluation of:  Student performance in analyzation of drama  Students during oral question and answer  Students during whole group and small group instruction  Independent activities	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials

CONTENT: PSSA Reading Grade 5

CORE CONCEPT 6: Reading, Analyzing, and Interpreting Literature

MAJOR OBJECTIVE: Ability to identify and respond to the effects of sound and structure in poetry

**CURRICULUM STANDARD:**

State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<p><b>PA Standard 1.3.5</b> Describe how the author uses literary devices to convey meaning.</p> <ul style="list-style-type: none"> <li>• Sound techniques (e.g., rhyme, rhythm, meter, alliteration).</li> <li>• Figurative language (e.g., personification, simile, metaphor, hyperbole).</li> </ul>	<p>The teacher will guide the student to describe how the author uses the following literary devices to convey meaning: sound techniques of rhyme, rhythm, meter, and alliteration and figurative language techniques of personification, simile, metaphor, and hyperbole.</p>	<p>Teacher evaluation of:  Student performance of literature analysis  Students during oral question and answer  Students during whole group and small group instruction  Independent activities</p>	<p>Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials</p>
<p><b>PA Standard 1.3.5</b> Identify and respond to the effects of sound and structure in poetry (e.g., alliteration, rhyme, verse form).</p>	<p>The teacher will guide the student to identify and respond to the effects of sound and poetry (e.g. alliteration, rhyme, and structure in verse form).</p>	<p>Teacher evaluation of:  Student performance of literature analysis  Students during oral question and answer  Students during whole group and small group instruction  Independent activities</p>	<p>Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials</p>

CONTENT: PSSA Reading Grade 5

CORE CONCEPT 6: Reading, Analyzing, and Interpreting Literature

MAJOR OBJECTIVE: Ability to identify and respond to the effects of sound and structure in poetry

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.3.5</b> Read and respond to nonfiction and fiction including poetry and drama.	The teacher will guide the student to read and respond to nonfiction and fiction including poetry.	Teacher evaluation of:  Student response to poetry  Students during oral question and answer  Students during whole group and small group instruction  Independent activities	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials

CONTENT: PSSA Reading Grade 5

CORE CONCEPT 7: Characteristics and Functions of the English Language

MAJOR OBJECTIVE: Ability to identify words from other languages that are commonly used English words as well as word meanings that have changed over time

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.7.5</b> Identify words from other languages that are commonly used English words. Use a dictionary to find the meanings and origins of these words	The teacher will guide the students to identify words that come from other languages and to understand the meaning of the words.	Teacher evaluation of:  Student ability understand meanings of words  Students during oral question and answer  Students during whole group and small group instruction  Independent activities  Partner and group activities	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials

CONTENT: PSSA Reading Grade 5

CORE CONCEPT 7: Characteristics and Functions of the English Language

MAJOR OBJECTIVE: Ability to identify words from other languages that are commonly used English words as well as word meanings that have changed over time

<b>CURRICULUM STANDARD:</b>			
State Standard/Student Expectation	Specific Content	Assessments	Resources/Materials
<b>PA Standard 1.7.5</b> Identify word meanings that have changed over time (e.g., cool, mouse).	The teacher will guide the student to identify word meanings that have changed over time (e.g., cool, mouse).	Teacher evaluation of:  Student ability to identify words that have evolved over time  Students during oral question and answer  Students during whole group and small group instruction  Independent activities  Partner and group activities	Textbook resources  Computer programs/web sites  Journal or notebook  Supplemental materials

V. EXPECTED LEVELS OF ACHIEVEMENT

A. Students are expected to reach the passing level of achievement in PSSA Reading Grade 5. These skills include all of those noted in the specific content area of this curriculum.

B. Percentages are used to designate a pupil's progress.

90% -100%	=	A	=	Excellent
80% - 89%	=	B	=	Above Average
70% - 79%	=	C	=	Average
60% - 69%	=	D	=	Passing
0% - 59%	=	F	=	Failure

C. Each student's grade will be determined at the conclusion of each semester.