

## Loyalsock Township School District

### Benchmarks: What Students Should Know and Be Able to Do

## PA Core English Language Arts (ELA)

The PA Core English Language Arts Curriculum Framework specifies what is to be taught for each subject in the curriculum. In Pennsylvania, Curriculum Frameworks include **Long Term Transfer Goals, Big Ideas, Concepts, Competencies,** and **Essential Questions** aligned to Standards and Assessment Anchors and, where appropriate, Eligible Content.

### Curriculum Framework Definitions:

- **Long Term Transfer Goals:** Statements that identify what we want students to be able to do when they confront new challenges - both inside and outside of school. They give purpose to our learning and become the guiding force in designing instruction.
- **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- **Concepts:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- **Competencies:** Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.
- **Essential Questions:** Questions connected to the SAS framework and are specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.

### Long Term Transfer Goals

1. Comprehend and evaluate complex texts across a range of types and disciplines.
2. Be a critical consumer of text and other media to recognize, understand, and appreciate multiple perspectives and cultures.
3. Produce writing to address task, purpose, perspective, and intended audience; research and gather evidence to create a clear and coherent message.
4. Communicate effectively for varied purposes and audiences.
5. Listen actively to engage in a range of conversations, to analyze and synthesize idea and positions, and to evaluate accuracy in order to learn, reflect, and respond.

## Grade 5 Overview

### Foundational Skills

Phonics & Word Recognition \* Fluency

### Listening and Speaking/Comprehension and Collaboration

Collaborative Discussion \* Critical Listening \* Evaluating Information

### Listening and Speaking/Conventions of Standard English

Conventions of Standard English

### Listening and Speaking/Integration of Knowledge and Ideas

Multimedia

### Listening and Speaking/Presentation of Knowledge and Ideas

Purpose, Audience, and Task \* Context

### Reading Informational Text/Craft and Structure

Point of View \* Text Structure \* Vocabulary

### Reading Informational Text/ Integration of Knowledge and Ideas

Diverse Media \* Evaluating Arguments \* Analysis across Texts

### Reading Informational Text/ Key Ideas and Details

Main Idea \* Text Analysis

### Reading Informational Text/ Range of Reading

Range of Reading

### Reading Informational Text/ Vocabulary Acquisition and Use

Vocabulary Acquisition and Use

### Reading Literature/Craft and Structure

Point of View \* Text Structure \* Vocabulary

### Reading Literature/Integration of Knowledge and Ideas

Sources of Information \* Text Analysis

### Reading Literature/Key Ideas and Details

Theme \* Text Analysis \* Literary Elements

### Reading Literature/Range of Reading

Range of Reading

### Reading Literature/Vocabulary Acquisition and Use

Strategies \* Vocabulary Acquisition and Use

### Writing

Focus for Writing \* Content for Writing \* Organization for Writing \* Production and Distribution of Writing \*  
Writing Style \* Writing Conventions \* Response to Literature \* Technology and Publication \*  
Conducting Research \* Credibility, Reliability, and Validity of Sources \* Range of Writing

## Foundational Skills

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Question**
  - How do strategic readers create meaning from informational and literary text?

Concepts	Competencies
Phonics and Word Recognition	Students will use combined knowledge of all letter-sound correspondences, syllabication, patterns, and morphology to read accurately unfamiliar multi-syllabic words.
Fluency	Students will read on level text with purpose and understanding with accuracy and fluency. Students will read on level text orally with accuracy, appropriate rate, and expression on successive readings. Students will use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Listening and Speaking/Comprehension and Collaboration

- **Big Idea**
  - Active listeners make meaning from what they hear by questioning, reflecting, responding and evaluating.
- **Essential Questions**
  - What do good listeners do?
  - How do active listeners make meaning?
  - How do active listeners know what to believe in what they hear?

Concepts	Competencies
Collaborative Discussion	Students will engage effectively in a range of collaborative discussions on grade level topics and texts, building on others' ideas and expressing their own clearly.
Critical Listening	Students will summarize the main points of written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
Evaluating Information	Students will summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

## Listening and Speaking/Conventions of Standard English

- **Big Idea**
  - Effective speakers prepare and communicate messages to address the audience and purpose.
- **Essential Questions**
  - How do task, purpose, and audience influence how speakers craft and deliver a message?
  - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Conventions of Standard English	Students will demonstrate command of the conventions of standard English when speaking based on Grade 5 level and content.

## Listening and Speaking/Integration of Knowledge and Ideas

- **Big Idea**
  - Effective speakers prepare and communicate messages to address the audience and purpose.
- **Essential Question**
  - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Multimedia	Students will include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

## Listening and Speaking/Presentation of Knowledge and Ideas

- **Big Idea**
  - Effective speakers prepare and communicate messages to address the audience and purpose.
- **Essential Questions**
  - How do task, purpose, and audience influence how speakers craft and deliver a message?
  - How do speakers employ language and utilize resources to effectively communicate a message?

Concepts	Competencies
Purpose, Audience, and Task	Students will report on a topic or present an opinion, <b>sequencing</b> ideas <b>logically</b> and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly with adequate volume, appropriate pacing, and clear pronunciation.
Context	Students will adapt speech to a variety of contexts and tasks, using formal English when appropriate to the task and situation.

## Reading Informational Text/Craft and Structure

- **Big Ideas**
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
  - An expanded vocabulary enhances one's ability to express ideas and information.
- **Essential Questions**
  - How do readers know what to believe in what they read, hear, and view?
  - What strategies and resources do I use to figure out unknown vocabulary?

Concepts	Competencies
Point of View	Students will analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Text Structure	Students will use text structure to interpret information (e.g., chronology, comparison, cause/effect, and problem/solution).
Vocabulary	Students will determine the meaning of words and phrases as they are used in grade level text, including figurative language.

## Reading Informational Text/ Integration of Knowledge and Ideas

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How does interaction with text provoke thinking and response?
  - How do readers' know what to believe in what they read, hear, and view?

Concepts	Competencies
Diverse Media	Students will draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
Evaluating Arguments	Students will determine how an author supports particular points in a text through reasons and evidence.
Analysis Across Texts	Students will integrate information from several texts on the same topic to demonstrate understanding of that topic.

## Reading Informational Text/ Key Ideas and Details

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How does interaction with text provoke thinking and response?

Concepts	Competencies
Main Idea	Students will determine two or more main ideas in a text and explain how they are supported by key details; summarizing the text.
Text Analysis	Students will cite textual evidence by <b>quoting</b> accurately from the text to explain how they are supported by key details; summarizing the text.
Text Analysis	Students will explain the relationship or interaction between two or more individuals, events, ideas, or concepts in a text based on specific information in the text.

## Reading Informational Text/ Range of Reading

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about? How do readers know what to believe?
  - How does what readers read influence how they should read it?
  - How does a reader's purpose influence how text should be read?

Concepts	Competencies
Range of Reading	Students will read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

## Reading Informational Text/ Vocabulary Acquisition and Use

- **Big Ideas**
  - An expanded vocabulary enhances one's ability to express ideas and information.
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
  - Why learn new words?
  - How do strategic readers create meaning from informational and literary text?
  - What strategies and resources do learners use to figure out unknown vocabulary?

Concepts	Competencies
Vocabulary Acquisition and Use	Students will acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.
Vocabulary Acquisition and Use	Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

## Reading Literature/Craft and Structure

- **Big Ideas**
  - Critical thinkers effectively and skillfully interpret, analyze, evaluate and synthesize information.
  - Effective readers use appropriate strategies to construct meaning.
  - An expanded vocabulary enhances one's ability to express ideas and information.
- **Essential Questions**
  - How do readers know what to believe in what they read, hear and view?
  - How does interaction with text provoke thinking and response?
  - How do strategic readers create meaning from informational and literary text?
  - How does what readers read influence how they should read?
  - Why learn new words?
  - What strategies and resources do learners use to figure out unknown vocabulary?
  - How do learners develop and refine their vocabulary?

Concepts	Competencies
Point of View	Students will analyze multiple <b>accounts</b> of the same event or topic, noting important <b>similarities</b> and <b>differences</b> in the point of view they represent.
Text Structure	Students will explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
Vocabulary	Students will determine the meaning of words and phrases as they are used in grade level text, including <b>interpretation</b> of figurative language.

## Reading Literature/Integration of Knowledge and Ideas

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How does what readers read influence how they should read it?
  - How does a reader's purpose influence how text should be read?
  - How does interaction with text provoke thinking and response?

Concepts	Competencies
Sources of Information	Students will <b>analyze</b> how visual and <b>multimedia</b> elements contribute to the meaning, <b>tone</b> , or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
Text Analysis	Students will compare and contrast texts in the same <b>genre</b> on their approaches to similar themes and topics as well as additional literary elements.

## Reading Literature/Key Ideas and Details

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How does interaction with text provoke thinking and response?

Concepts	Competencies
Theme	Students will determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
Text Analysis	Students will cite textual <b>evidence</b> by <b>quoting</b> accurately from the text to explain what the text says explicitly and make inferences.
Literary Elements	Students will compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text.

## Reading Literature/Range of Reading

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How do readers know what to believe?
  - How does what readers read influence how they should read it?
  - How does a reader's purpose influence how text should be read?

Concepts	Competencies
Range of Reading	Students will read and comprehend literature on grade level, reading independently and proficiently.

## Reading Literature/Vocabulary Acquisition and Use

- **Big Ideas**
  - An expanded vocabulary enhances one's ability to express ideas and information.
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
  - Why learn new words?
  - What strategies and resources does the learner use to figure out unknown vocabulary?
  - How do strategic readers create meaning from informational and literary text?

Concepts	Competencies
Vocabulary Acquisition and Use	Students will acquire and use accurately grade appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.
Vocabulary Acquisition and Use	Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

## Reading Literature/Craft and Structure

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - An expanded vocabulary enhances one’s ability to express ideas and information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - How does what readers read influence how they should read?
  - Why learn new words?
  - What strategies and resources do I use to figure out unknown vocabulary?

Concepts	Competencies
Point of View	Students will acknowledge differences in the <b>points of views</b> of characters, including by speaking in a different voice for each character when reading <b>dialogue</b> aloud.
Text Structure	Students will describe the overall <b>structure</b> of a story, including how the beginning serves as an <b>introduction</b> to the story and how the ending serves as the <b>conclusion</b> of the <b>action</b> .
Vocabulary	Students will describe how words and <b>phrases</b> supply rhythm and <b>meaning</b> in a story, poem, or song.

## Reading Literature/Integration of Knowledge and Ideas

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How does what readers read influence how text should be read?
  - How does interaction with text provoke thinking and response?

Concepts	Competencies
Sources of Information	Students will use information from illustrations and words, in print or <b>digital text</b> , to demonstrate understanding of characters, setting, or <b>plot</b> .
Text Analysis	Students will compare and contrast two or more versions of the same story by different authors or from different cultures.

## Reading Literature/Key Ideas and Details

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How does interaction with text provoke thinking and response?

Concepts	Competencies
Theme	Students will determine a <b>theme</b> of a text from details in the text and <b>summarize</b> the text.
Text Analysis	Students will <b>cite relevant</b> details from text to support what the text says <b>explicitly</b> and make inferences.
Literary Elements	Students will describe in depth a character, setting, or event in a story or <b>drama</b> , drawing on specific details in the text.

## Reading Literature/Range of Reading

- **Big Idea**
  - Effective readers use appropriate strategies to construct meaning.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - What is this text really about?
  - How do readers know what to believe?
  - How does what readers read influence how they should read it?
  - How does a reader's purpose influence how text should be read?

Concepts	Competencies
Range of Reading	Students will read and comprehend literary fiction on grade level, reading independently and proficiently.

## Reading Literature/Vocabulary Acquisition and Use

- **Big Ideas**
  - Effective readers use appropriate strategies to construct meaning.
  - An expanded vocabulary enhances one's ability to express ideas and information.
- **Essential Questions**
  - How do strategic readers create meaning from informational and literary text?
  - Why learn new words?
  - What strategies and resources does the learner use to figure out unknown vocabulary?
  - How do learners develop and refine their vocabulary?

Concepts	Competencies
Strategies	Students will determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content choosing flexibly from a range of strategies and tools.
Vocabulary Acquisition and Use	Students will acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

## Writing

- **Big Ideas**
  - Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.
  - Rules of grammar and convention of language support clarity of communications between writers/speakers, and readers/listeners.
  - Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
  - Effective research requires multiple sources of information to gain or expand knowledge.
- **Essential Questions**
  - Why do writers write?
  - What is the purpose?
  - What makes clear and effective writing?
  - Who is the audience?
  - What will work best for the audience?

- How do grammar and the conventions of language influence spoken and written communication?
- How does the interaction with text provoke thinking and response?
- How does one present findings best?
- What does a reader look for and how can s/he find it?
- How does a reader know a source can be trusted?

Concepts	Competencies
Focus for Writing	<p><b>Informational:</b> Students will identify and introduce the topic clearly.</p> <p><b>Opinion:</b> Students will introduce the topic and state an opinion on the topic.</p> <p><b>Narrative:</b> Students will orient the reader by establishing a situation and introducing a narrator and/or characters.</p>
Content for Writing	<p><b>Informative:</b> Students will develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic; include illustrations and multimedia when useful to aiding comprehension.</p> <p><b>Opinion:</b> Students will provide reasons that are supported by facts and details and draw from credible sources.</p> <p><b>Narrative:</b> Students will use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations.</p>
Organization for Writing	<p><b>Informational:</b> Students will group related information logically linking ideas within and across categories of information using words, phrases, and clauses; provide a concluding statement or section; include formatting when useful to aiding comprehension.</p> <p><b>Opinion:</b> Students will create an organizational structure that includes related ideas grouped to support the writer's purpose; link opinion and reasons using words, phrases, and clauses; and provide a concluding statement or section related to the opinion.</p> <p><b>Narrative:</b> Students will use narrative techniques such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations and use concrete words and phrases and sensory details to convey experiences and events precisely.</p>
Production and Distribution of Writing	With guidance and support from peers and adults, students will develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Writing Style	<p><b>Informational:</b> Students will write with awareness about informal and formal style.</p> <p><b>Opinion:</b> Students will write with awareness about informal and formal style.</p> <p><b>Narrative:</b> Students will write with awareness about informal and formal style.</p>
Writing Conventions	Students will demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling. Students will focus on the following vocabulary: <b>transitional words, phrases, clauses, concrete words, perfect tense, correlative conjunctions, verb shifts, underlining, and italics.</b>
Response to Literature	Students will draw evidence from text to support analysis, reflection, and research.
Technology and Publication	With some guidance and support, students will use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others and demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Conducting Research	With guidance and support from peers and adults, students will develop and strengthen their writing as needed by planning, revising, editing, rewriting, or trying a new approach.

# English Language Arts

**Grade  
5**

Credibility, Reliability, and Validity of Sources	Students will recall relevant information from experiences or gather relevant information from print and digital sources, summarize or paraphrase information in notes and finished work, and provide a list of sources.
Range of Writing	Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.