

Reading Curriculum Map: Fifth Grade 2nd Semester

Essential Questions

GRAMMAR:

How do readers interpret language?

PHONICS and SPELLING:

How are words formed?

How are words condensed?

VOCABULARY:

Why should I utilize context clues while reading?

How can words be compared?

COMPREHENDING FICTION:

How do I read critically?

Why should I analyze text?

What strategies can I use to comprehend?

Why is it important to cite my understandings?

How can I communicate my understandings?

COMPREHENDING NONFICTION:

How do readers examine text critically and analytically?

What strategies can I utilize to assist my text comprehension?

Why is it important to cite my learning?

How can I communicate my understandings?

FLUENCY:

What does a fluent reader sound like?

What strategies does a fluent reader use?

Enduring Understandings

GRAMMAR:

Readers interpret figurative language, word relationships and meanings.

Possession is demonstrated by word choice.

PHONICS and SPELLING:

Words are formed from roots and syllabication patterns.

Greek or Latin roots can be identified within words.

Words can be abbreviated.

VOCABULARY:

Readers use context clues to determine meanings of new vocabulary.

Words share relationships.

COMPREHENDING FICTION:

Readers read critically and analytically.

Readers reference text when writing and reading.

Readers apply strategies appropriate to reading task.

Readers demonstrate story understandings through a variety of presentations.

COMPREHENDING NONFICTION:

Readers read text critically and analytically.

Information can be synthesized, integrated and summarized, demonstrating essential understandings.

Readers reference text when writing and reading.

Readers apply strategies before, during and after reading.

Readers demonstrate information learned through a variety of presentations.

FLUENCY:

Fluent readers read with appropriate, adjusted rate.

Fluent readers read with accuracy, intonation, and expression.

Readers self-correct.

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Instructional Skills	Instructional Strategies	Assessments	Resources
<p>GRAMMAR: Demonstrate understanding of figurative language (e.g. personification, onomatopoeia, hyperbole)</p> <p>Recognize and use possessives</p>	<p>Peer edit Read Read and highlight Write Reread</p>	<p>Writing Observations Peer editing checklists</p>	<p>Literature selections</p>
<p>PHONICS and SPELLING: Spell grade-level appropriate words accurately</p> <p>Use references when needed</p> <p>Use common Greek and Latin affixes, roots and clues</p> <p>Recognize and use abbreviations (e.g. Jr., Dr., Ms., Mr., Mrs.)</p>	<p>Weekly lists Writing Reading Speaking</p>	<p>Weekly tests Writing assignments Reading aloud Discussions</p>	<p>Open Court Spelling resources Dictionaries</p>
<p>VOCABULARY: Use context clues to interpret new vocabulary</p> <p>Use relationships between words to deepen understandings (e.g. synonyms, antonyms, homonyms, homographs)</p>	<p>Dictionary, glossary hunts Definition searches Writing Context clues hunts Audio recordings</p>	<p>Word lists Definition Read and respond</p>	<p>Open Court</p>
<p>COMPREHENDING FICTION: Provide specific examples or quotes</p>	<p>Modeled, shared, interactive and</p>	<p>Book reports</p>	<p>Open Court</p>

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<p>from text to support ideas, beliefs, feelings, opinions, interpretations, overall understandings</p> <p>Develop a book report identifying main idea and supporting details</p> <p>Include multimedia forms and visual displays in presentations</p> <p>Synthesize story details, events, and plot</p> <p>Summarize a variety of fiction</p>	<p>guided reading activities</p> <p>Independent reading</p> <p>Think-pair-share</p> <p>Turn and talk</p> <p>Partner reading</p> <p>Graphic organizers</p> <p>Discussions</p> <p>Notes for speaking, collaborating</p> <p>Questions</p> <p>Book reports</p>	<p>Projects</p> <p>Reading aloud</p> <p>Writing assignments</p> <p>Read and respond</p>	<p>Literature selections</p>
<p>COMPREHENDING NONFICTION:</p> <p>Synthesize information</p> <p>Summarize nonfiction topics</p> <p>Summarize a speaker's presentation or video/multimedia clip</p> <p>Report on a topic or text supporting main idea and supporting details</p> <p>Include multimedia forms and visual displays in presentations</p> <p>Gather evidence from a variety of sources</p> <p>Integrate information from a variety of resources to develop greater</p>	<p>Graphic organizers</p> <p>Note taking</p> <p>Highlight</p> <p>Various forms of nonfiction text</p> <p>Reports</p> <p>Speeches</p> <p>Collaborative discussion</p> <p>Reporting</p> <p>Venn diagrams</p>	<p>Informational reports</p> <p>Book reports</p> <p>Speeches</p> <p>Discussions</p> <p>Graphic organizers</p> <p>Writing assignments</p> <p>Reading assignments</p>	<p>Open Court</p> <p>Text choices</p>

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<p>understandings</p> <p>Explain author's intent</p>			
<p>FLUENCY:</p> <p>Adapt reading rate for an audience</p> <p>Read on-level text with purpose and understanding</p> <p>Read with appropriate accuracy</p> <p>Read with expression</p> <p>Apply self-correction strategies</p>	<p>Partner reading</p> <p>Literature circles</p> <p>Repeated readings</p> <p>Choral readings</p> <p>Echo reading</p> <p>Dramatic readings</p> <p>Poetry</p> <p>Prose</p>	<p>Checklists</p> <p>Reading aloud</p>	<p>Literature and text choices</p>

STANDARDS:

Reading Standards for Literature
Craft and Structure 6
Integration of Knowledge and Ideas 7
Range and Level of Text Complexity 10

Reading Standards for Informational Text
Key Ideas and Details 3
Craft and Structure 5
Integration of Knowledge and Ideas 7,8,9
Range and Level of Text Complexity 10

Foundational Skills
Phonics and Word Recognition 3.a
Fluency 4.a, 4.b, 4.c

Speaking and Listening
Comprehension and Collaboration 1.a, 1.b, 1.c, 1.d, 2, 3
Presentation of Knowledge and Ideas 4, 5, 6

Language Standards
Knowledge of Language 3.a
Conventions of Standard English 1.a, 1.d, 1.e, 2.e

