

READING - 5th

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| School | Teacher | Email | Course# | Grade Level |
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Show Icon

August 2015

First Quarter

| Content | Skills | Assessment | Resources |
|--|---|--|--|
| <p>Reading for Literature</p> <p>1. Making Inferences; Textual Evidence (RL.5.1)</p> <p>2. Theme; summarize (RL.5.2)</p> <p>4. Vocabulary Development (RL.5.4)</p> <p>6. Point of View (RL.5.6)</p> <p>7. Making Connections; Text Structure (RL.5.7)</p> | <p>Reading for Literature</p> <p>1.a. Explain text explicitly by quoting accurately from the text</p> <p>1.b. Draw inferences using textual information</p> <p>2.b. Summarize text</p> <p>2.d. Summarize the key ideas and details of a 1) story, 2) drama, 3) poem indicating how characters respond to challenges or how the speaker in a poem reflects upon a topic</p> <p>4.b. Determine the meaning of words and phrases in texts, figurative meaning of words and phrases, including metaphors and similes as used in text</p> <p>6.b. Identify narrator's or speaker's point of view</p> <p>6.c. Infer the characteristics of the narrator or speaker</p> <p>6.d. Describe how the: narrator's point of view influences the description of the event, speaker's point of view influences how the events are described</p> <p>7.a. Define "analyze" (in the context of visual and multimedia elements) Students will analyze how images and multimedia add to the text.</p> <p>7.b. Identify multimedia and visual elements within a text (use of illustrations)</p> <p>7.c. Recognize the following in a text: meaning, tone, beauty</p> <p>7.d. Analyze how visual elements contribute to text: meaning, tone, beauty</p> <p>7.e. Analyze how multimedia elements contribute to text: meaning, tone, beauty</p> <p>Reading for Information</p> <p>1.a. Explain text explicitly by quoting accurately from the text</p> <p>1.b. Draw inferences using textual information</p> <p>2.a. Explain how the supporting details of a text determine the main ideas</p> <p>2.b. Summarize text</p> | <p>A variety of assessments may be used based on the novel unit or Storytown selected. Such as</p> <ol style="list-style-type: none"> 1. AR test 2. Vocabulary Quizzes/Test 3. Comprehension Question/Literature Guides 4. Comprehension Quizzes/test 5. Performance Based Assessment Activity (creating a keynote, Glogster, timeline, storymap, character board etc...) <p>"Rope Burn" posttest</p> <p>"Line Drive" - posttest</p> <p>"Chang and the Bamboo" posttest</p> <p>"The Night of San Juan" posttest</p> | <p>Disclaimer - teachers do use additional, supplemental resources using their own discretion. The sequence in which some skills are covered may change from year-to-year, and teacher-to-teacher.</p> <p>Novels: There's a Boy in the Girls' Bathroom WoodsRunner by: Gary Paulsen</p> <p>2.b. "Rope Burn" - Story Town</p> <p>2.d. "Line Drive" - Story Town "Ninth Inning" (poem) - Story Town, T-131</p> <p>4.b. "Chang and the Bamboo Flute" - Story Town, T-175</p> <p>6.b. "The Night of San Juan" - Story Town, T-47 6.c. "The Night of San Juan" - Story Town, T-47 6.d. "The Night of San Juan" - Story Town, T-47</p> <p>7.a. "Chang and the Bamboo Flute" - Story Town, T-175 7.b. "Chang and the Bamboo Flute" - Story Town, T-176, T-178 7.c. "The Daring Nellie Bly" - Story Town 7.d. "The Daring Nellie Bly" - Story Town 7.e. "When Washington Crossed the Delaware" - Story Town -Video of same title</p> <p>1.a. "Tree Houses for Everyone" - Story Town, T-54-55</p> |

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| <p>4. Vocabulary Development (RI.5.4)</p> <p>Foundations of Literature</p> <p>3. Word Analysis/Decoding/Phonics (RF.5.3)</p> | <p>4.a. Identify: general academic words and phrases in a text relevant to a grade 5 topic or subject area; domain-specific words or phrases in a text relevant to a grade 5 topic or subject area</p> <p>4.b. Determine the meaning of: general academic words and phrases in a text relevant to a grade 5 topic or subject area; domain-specific words or phrases in a text relevant to a grade 5 topic or subject area</p> <p>Foundations of Literature</p> <p>3.e. Apply grade-level phonics and word analysis skills in decoding words</p> <p>3.f. Synthesize phonics and word analysis skills to decode words</p> | | <p>2.b. "Nellie Bly's Book: Around the World in Seventy-Two Days" - Story Town, T-250-251</p> <p>4.a. Every story from Story Town series -new vocabulary with each story/unit/chapter -Math, Science, Language Arts, and Social Studies text included</p> <p>- All Story Town book and Spelling series</p> |
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September 2015

First Quarter-cont.

| Content | Skills | Assessment | Resources |
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October 2015

End of First Quarter -- Starting Second Quarter

| Content | Skills | Assessment | Resources |
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| <p>Reading for Literature</p> <p>3. Compare and Contrast (RL.5.3)</p> <p>4. Vocabulary Development (RL.5.4)</p> <p>9. Compare and Contrast; Theme: Genre (RL.5.9)</p> <p>Reading for Information</p> <p>3. Making connections; Main ideas/details (RI.5.3)</p> | <p>Reading for Literature</p> <p>3.a. Define terms compare and contrast (mastery)</p> <p>3.c. Identify similarities of: characters, settings, events in a story or drama</p> <p>3.d. Identify differences between two or more characters in a story or drama (mastery)</p> <p>4.a. Recognize examples of figurative language in text, such as similes and metaphors (master similes)</p> <p>4.b. Determine the meaning of words and phrases in texts, figurative meaning of words and phrases, including metaphors and similes as used in text</p> <p>9.b. Compare and contrast how two or more stories of the same genre approach a similar theme or topic</p> <p>Reading for Information</p> <p>3.b. Explain the relationships or interactions between two or more: individuals, events, ideas, concepts in multiple types in informational text</p> <p>3.c. Use specific information from text to support the relationship identified between: individuals, ideas, concepts in multiple types of informational texts</p> | <p>A variety of assessments may be used based on the novel unit or Storytown selected. Such as</p> <ol style="list-style-type: none"> 1. AR test 2. Vocabulary Quizzes/Test 3. Comprehension Question/Literature Guides 4. Comprehension Quizzes/test 5. Performance Based Assessment Activity (creating a keynote, Glogster, timeline, storymap, character board etc...) | <p>3.c. "Sailing Home" - Story Town, T-39</p> <p>9.b "Leonardo's Horse" - Story Town "Bellerophon and Pegasus" - Story Town, T-254-255</p> <p>3.b. "The Daring Nellie Bly" - Story Town, T-239</p> |

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| <p>2. Summarizing: Main idea/details (RI.5.2)</p> <p>4. Vocabulary Development (RI.5.4)</p> <p>6. Point of View (RI.5.6)</p> <p>7. Making Connections (RI.5.7)</p> <p>8. Questioning; Main idea/details; Evidence (RI.5.8)</p> <p>Foundations of Literature</p> <p>3. Word Analysis/Decoding/Phonics (RF.5.3)</p> | <p>Reading for Information</p> <p>2.c. Determine two or more ideas of a text</p> <p>2.d. Explain how multiple ideas are supported by key ideas</p> <p>2.e. Summarize the multiple ideas of a text using key details</p> <p>4.a. Identify: general academic words and phrases in a text relevant to a grade 5 topic or subject area; domain-specific words or phrases in a text relevant to a grade 5 topic or subject area</p> <p>4.b. Determine the meaning of: general academic words and phrases in a text relevant to a grade 5 topic or subject area; domain-specific words or phrases in a text relevant to a grade 5 topic or subject area</p> <p>6.c. Compare and contrast multiple accounts of the same event or topic use supplemental materials (i.e. TFK, Nat. Geo, Encyclopedia)</p> <p>6.d. Describe the similarities and differences in each point of view (author's opinion)</p> <p>6.e. Support your analysis with evidence from the texts</p> <p>7.a. 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.</p> <p>8.a. Identify: an author's particular points in a text; which evidence and reasons support each point</p> <p>8.b. Explain how an author uses evidence and reasons to support particular points in a text</p> <p>Foundations of Literature</p> <p>3.d. Read accurately words with Latin roots</p> <p>3.e. Apply grade-level phonics and word analysis skills in decoding words</p> <p>3.f. Synthesize phonics and word analysis skills to decode words</p> | | <p>2.c. "The Ultimate Field Trip 3" -Story Town, T3-115</p> <p>2.d. "The Ultimate Field Trip 3" -Story Town, T3-115</p> <p>2.e. "The Ultimate Field Trip 3" -Story Town, T3-115</p> <p>4.a. Every story from Story Town series -new vocabulary with each story/unit/chapter -Math, Science, Language Arts, and Social Studies text included</p> <p>6.c. National Geographic magazine/Science textbook -"The Cay"/ "Sister Anne's Hands" -"Ruby Bridges" biography -Scholastic magazine (Grundy supplemental)</p> <p>6.d. National Geographic magazine/Science textbook -"The Cay"/ "Sister Anne's Hands" -"Ruby Bridges" biography -Scholastic magazine (Grundy supplemental)</p> <p>6.e. National Geographic magazine/Science textbook -"The Cay"/ "Sister Anne's Hands" -"Ruby Bridges" biography -Scholastic magazine (Grundy supplemental)</p> <p>8.a. "Inventing the Future" - Story Town, T4-249 -Thomas Edison</p> <p>8.b. "Inventing the Future" - Story Town, T4-249 -Thomas Edison</p> <p>3.d. Spelling Lesson 28 - Story Town, T6-160</p> <p>- All Story Town book and Spelling series</p> |
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February 2016

Third Quarter-cont.

Content

Skills

Assessment

Resources

| March 2016 | | | |
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| End of Third Quarter--Beginning of Fourth Quarter | | | |
| Content | Skills | Assessment | Resources |
| <p>Reading for Literature</p> <p>2. Theme; summarize (RL.5.2)</p> <p>3. Compare and Contrast (RL.5.3)</p> <p>4. Vocabulary Development (RL.5.4)</p> <p>5. Text Structure (RL.5.5) (may need moved to Quarter 3)</p> <p>6. Point of View (RL.5.6)</p> <p>10. Text Complexity (RL.5.10)</p> <p>Reading for Information</p> <p>2. Summarizing; Main idea/details (RI.5.2)</p> <p>3. Word Analysis/Decoding/Phonics (RF.5.3)</p> <p>4. Vocabulary Development (RI.5.4)</p> | <p>Reading for Literature</p> <p>2.a. Determine the theme of a 1) story, 2) drama, 3) poem using details in the text (mastery)</p> <p>2.b. Summarize text (mastery)</p> <p>2.c. Explain how characters in a story or drama respond to challenges (mastery)</p> <p>2.d. Summarize the key ideas and details of a 1) story, 2) drama, 3) poem indicating how characters respond to challenges or how the speaker in a poem reflects upon a topic (1 and 2 mastery)</p> <p>3.a. Define terms compare and contrast (master)</p> <p>3.b. Identify specific details that describe: characters, settings, events in a story or drama (master)</p> <p>3.e. Compare two or more: characters, settings, events in a text using specific details from a text (more than two)</p> <p>3.f. Contrast two or more: characters, settings, events in a text using specific details from a text (more than two)</p> <p>4.a. Recognize examples of figurative language in text, such as similes and metaphors (mastery)</p> <p>5.a. Explain how a series of chapters, scenes, stanzas fit together to provide the overall structure of a story, drama or poem (introduce stanzas in poems)</p> <p>6.b. Identify narrator's or speaker's point of view (mastery of third person)</p> <p>10.a. Identify the following in literary text: key ideas and details, craft and structure, integration of knowledge and ideas at appropriate levels of complexity (mastery)</p> <p>10.b. Interpret the following in literary text: key ideas and details, craft and structure, integration of knowledge and ideas at appropriate levels of complexity (mastery)</p> <p>Reading for Information</p> <p>2.a. Explain how the supporting details of a text determine the main ideas (mastery)</p> <p>2.b. Summarize text (mastery)</p> <p>3.e. Apply grade-level phonics and word analysis skills in decoding words</p> <p>3.f. Synthesize phonics and word analysis skills to decode words</p> | <p>A variety of assessments may be used based on the novel unit or Storytown selected. Such as</p> <ol style="list-style-type: none"> AR test Vocabulary Quizzes/Test Comprehension Question/Literature Guides Comprehension Quizzes/test Performance Based Assessment Activity (creating a keynote, Glogster, timeline, storymap, character board etc...) | <p>Novel book club: Students have a variety of novels to choose from. This will vary from classroom to classroom.</p> <p>Novels:</p> <ul style="list-style-type: none"> Runaway Ralph Boys at War The Secret Garden The Seekers My Side of the Mountain Storytown Storyworks magazine The Giver Landry News Roll of Thunder Hear My Cry Avi Study <p>3.e. "Chester Cricket's Pigeon Ride" - Story Town, T5-214</p> <p>3.f. "Chester Cricket's Pigeon Ride" - Story Town, T5-214</p> <p>5.a. "The Top of the World" - Story Town, T6</p> <p>"On Top of the World" (poem), T6-200</p> |

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| <p>5. Text Structure; Compare and Contrast (RI.5.5)</p> | <p>4.a. Identify: general academic words and phrases in a text relevant to a grade 5 topic or subject area; domain-specific words or phrases in a text relevant to a grade 5 topic or subject area </p> | | |
| <p>6. Point of View (RI.5.6)</p> | <p>4.b. Determine the meaning of: general academic words and phrases in a text relevant to a grade 5 topic or subject area; domain-specific words or phrases in a text relevant to a grade 5 topic or subject area </p> | | |
| <p>7. Making Connections (RI.5.7)</p> | <p>5.c. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of: events, ideas, concepts, information in a text or part of a text in two or more texts </p> | | <p>- All Story Town book and Spelling series</p> |
| <p>9. Making Connections - Integrating Information (RI.5.9)</p> | <p>6.a. Describe the events or main ideas of multiple accounts (mastery) </p> | | <p>4.a. Every story from Story Town series -new vocabulary with each story/unit/chapter -Math, Science, Language Arts, and Social Studies text included</p> |
| <p>10. Text Complexity (RI.5.10)</p> | <p>7. 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 (mastery) </p> | | <p>5.c. "The Man who Went to the Far Side of the Moon" - Story Town, T6-228</p> |
| <p>Foundations of Literature</p> | <p>9.a. Identify the information from each text on the same topic (mastery) </p> <p>9.b. Integrate information from several texts on the same topic (mastery) </p> | | |
| <p>4. Fluency (RF.5.4)</p> | <p>10.a. Identify in an informational text: key ideas and details, craft and structure, integration of knowledge and ideas at appropriate levels of complexity (mastery) </p> | | |
| <p>Foundations of Literature</p> | <p>Foundations of Literature</p> | | |
| <p></p> | <p>4.h. Read on-level text fluently and accurately (mastery) </p> | | <p>4. All Story Town stories and Spelling series</p> |

| Fourth Quarter-cont. | | | |
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| Content | Skills | Assessment | Resources |
| May 2016 | | | |
| Fourth Quarter-cont. | | | |
| Content | Skills | Assessment | Resources |
| | | | <p>Novels and resources used at each elementary school:</p> <p>Lettie Brown - "Holes" "Number the Stars" "Hatchet" "The Secret School" "There's a Boy in the Girl's Bathroom" "War with Grandpa" "Double Fudge" "Stone Fox" "Sadako" "Where the Red Fern Grows" "Island of the Blue Dolphins" "18th Emergency" "Loser" "Call it Courage" "My Side of the Mountain"</p> <p>USA Studies Weekly Science Studies Weekly</p> <p>Grundy - "Wood's Runner" "Number the Stars" "Cricket in Times Square" "There's a Boy in the Girl's Bathroom" "I Survived: Hurricane Katrina"</p> <p>Storyworks - by Scholastic</p> <p>Jefferson - "Indian in the Cupboard" "The Invention of Hugo Cabet" "Hatchet" "Brian's Winter" "Pink and Say" "Swindle" "Half Moon Investigations" "Bull Run"</p> <p>Lincoln - "The Cay" "The Lion, the Witch, and the Wardrobe" "Tuck Everlasting" "My Side of the Mountain"</p> <p>National Geographic Magazine</p> |