

Wilson Area School District Planned Course Guide

Title of Planned Course: Reading/ Language Arts Grade 5

Subject Area: Reading/ Language Arts

Grade Level: 5

Course Description: The units within this course contain concepts that connect the curriculum from start to finish, scaffolding students' prior knowledge. All content is closely aligned with Pennsylvania anchors and standards. Sustained concept and language development accelerates students' ability to comprehend, discuss, and write about what they are reading.

Time/Credit for this Course: 1 Academic Year

Curriculum Writing Committee:

Curriculum Map

- August:** Placement Testing
Red Kayak
Targeted Skills: Character, Plot, Monitor & Clarify, Homographs
- September:** *Thunder Rose*
Targeted Skills: Cause & Effect, Summarize, Homonyms
Island of the Blue Dolphins
Targeted Skills: Theme, Setting, Inferring
Satchel Paige
Targeted Skills: Fact & Opinion, Questioning, Antonyms
Ten Mile Day
Targeted Skills: Cause & Effect, Text Structure, Multiple Meaning Words
- October:** Benchmark Testing (Unit 1) and Personal Narrative Writing Piece
At the Beach
Targeted Skills: Compare & Contrast, Visualize, Context Clues
Hold the Flag High
Targeted Skills: Sequence, Inferring, Unknown Word Strategies
The Chilin' Purse
Targeted Skills: Compare & Contrast, Story Structure
- November:** *A Summer's Trade*
Targeted Skills: Author's Purpose, Monitor & Clarify
The Midnight Ride of Paul Revere
Targeted Skills: Author's Purpose, Background Knowledge, Suffixes
Benchmark Testing (Unit 2) and Writing a Comic Book or Graphic Novel
The Fabulous Perpetual Motion Machine
Targeted Skills: Sequence, Summarize, Context Clues
- December:** *Leonardo's Horse*
Targeted Skills: Main Idea, Supporting Details, Text Structure, Word Structure
The Dinosaurs of Waterhouse Hawkins
Targeted Skills: Fact & Opinion, Predict and Set Purpose for Reading, Homonyms
Mahalia Jackson
Targeted Skills: Main Idea and Supporting Details, Text Structure, Antonyms
- January:** PSSA Preparation – Reading and Writing Coach Workbooks
Chapter Book Study / Literature Circles / Centers / Reading Workshop

Targeted Skills: Story Elements – Character, Setting, Plot, Conflict, Rising Action, Resolution, Theme
Special Effects in Film and Television
Targeted Skills: Graphic Sources & Important Ideas, Prefixes
Benchmark Testing (Unit 3) and Writing a Compare / Contrast Essay
Weslandia
Targeted Skills: Drawing Conclusions, Questioning, Word Structure

February: PSSA Preparation – Reading and Writing Coach Workbooks
Chapter Book Study / Literature Circles / Centers / Reading Workshop
Targeted Skills: Story Elements – Character, Setting, Plot, Conflict, Rising Action, Resolution, Theme
Tripping Over the Lunch Lady
Targeted Skills: Generalize, Predict & Set Purpose, Context Clues
Exploding Ants
Targeted Skills: Graphic Sources, Selecting Important Ideas, Synonyms
The Stormi Giovanni Club
Targeted Skills: Generalize, Story Structure, Context Clues

March: PSSA Preparation – Reading and Writing Coach Workbooks
The Gymnast
Targeted Skills: Drawing Conclusions, Questioning, Suffixes
No Benchmark Testing due to PSSA, Writing a Cause and Effect Essay (Fable) (Unit 4)
Reading, Writing, Math PSSA Testing

April: Chapter Book Study / Literature Circles / Centers / Reading Workshop
Targeted Skills: Story Elements – Character, Setting, Plot, Conflict, Rising Action, Resolution, Theme
The Skunk Ladder
Targeted Skills: Character, Plot, Background Knowledge
The Unsinkable Wreck of the RMS Titanic
Targeted Skills: Graphic Sources, Inferring, Using a Dictionary / Glossary
Talk with an Astronaut
Targeted Skills: Author's Purpose, Monitor & Clarify, Multiple Meaning Words
Journey to the Center of the Earth
Targeted Skills: Cause & Effect, Summarize, Unknown Word Strategies, Context Clues

May:

Chapter Book Study / Literature Circles / Centers / Reading Workshop

Targeted Skills: Story Elements – Character, Setting, Plot, Conflict, Rising Action, Resolution, Theme

Ghost Towns of the American Southwest

Targeted Skills: Generalize, Questioning, Word Structure, Prefixes
Benchmark Testing (Unit 5) and Writing a Persuasive Essay

The Truth About Austin's Amazing Bats

Targeted Skills: Draw Conclusions, Important Ideas, Word Structure

The Mystery of Saint Matthew Island

Targeted Skills: Main Idea and Supporting Details, Text Structure, Suffixes

June:

King Midas and the Golden Touch

Targeted Skills: Compare & Contrast, Story Structure, Suffixes

Curriculum Scope and Sequence

Planned Course: Reading & Language Arts

Grade: 5

Time Frame: 6 weeks

Unit 1: Meeting Challenges

State Standards: R1.1.5.A, B, C, D, E; R1.2.5.A, B, C, D, E; R1.3.5.A, B, C, D;
W1.4.5A, B, C, D, E, F; SL 1.6.5.A, B; SL1.7.5.A

Eligible Content:

R5.A.1.1.1 & R5.A.2.1.1 Identify and/or interpret meaning of multiple-meaning words used in text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text. (Fiction including poetry and drama)

R5.A.1.2.2 & R5.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.3.1 & R5.A.2.3.1 Make inferences and/or draw conclusions based on information from text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.5.1 & R5.A.2.5.1 Summarize the key details and events of a fictional and steps processes of a non-fictional text as a whole. (Fiction including poetry and drama & Non-Fiction)

R5.A.2.1.2 Identify and/or interpret meaning of content-specific words used in text (Non-Fiction and poetry)

R5.B.1.1.1 Identify, explain, interpret, compare, describe, and/or analyze components of fiction and literary nonfiction (Including: Character, Setting, Plot, Theme in Fiction including poetry and drama & Non-Fiction)

R5.B.1.2.1 Identify, explain, interpret, compare, describe, and/or analyze connections between texts. (Fiction including poetry and drama & Non-Fiction)

R5.B.3.1.1 Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.

R5.B.3.2.1 Identify exaggeration (bias) in nonfictional text. (Non-Fiction)

R5.B.3.2.2 Identify, explain, and/or interpret how the author uses exaggeration (bias) in nonfictional text. (Non-Fiction)

Essential Content / Objectives: By the end of the unit, students will be able to:

- **Phonics / Spelling:**
 - Week 1 - Short Vowels – VCCV, VCV
 - Week 2 – Long Vowels – VCV
 - Week 3 – Long Vowel Digraphs
 - Week 4 – Adding –ed and –ing
 - Week 5 – Contractions
 - Additional Skills (not taught to mastery): Suffix –ly, Greek & Latin Roots, Compound Words, Breaking Words into Meaningful Parts, Suffix –ing

- **Fluency:**
 - Week 1 – Expression
 - Week 2 – Rate
 - Week 3 – Expression
 - Week 4 – Phrasing (punctuation cues)
 - Week 5 - Accuracy
- **Comprehension:**
 - Week 1 - Literary Elements: Character & Plot, Monitor & Clarify (self talk, question, reread, answer)
 - Week 2 – Cause & Effect, Summarize
 - Week 3 – Literary Elements: Theme & Setting, Inferring
 - Week 4 – Fact & Opinion, Questioning (self talk, question, reread, answer)
 - Week 5 – Cause & Effect, Text Structure
 - Additional Skills (not taught to mastery): Rising Action, Conflict, Resolution, Sequence, Graphic Sources, Genres
- **Vocabulary:**
 - Week 1 – Homographs, Context Clues
 - Week 2 – Homonyms, Context Clues
 - Week 3 – Using a Dictionary / Glossary to define unknown words
 - Week 4 – Antonyms, Context Clues
 - Week 5 – Multiple Meaning Words, Context Clues
 - Additional Skills (not taught to mastery): Point of View, Hyperbole, Imagery, Idiom, Sensory Details
- **Language Arts:**
 - Week 1 - Four Kinds of Sentences, Writing Step by Step Directions
 - Week 2 – Subjects and Predicates, Writing with Voice and using Sensory Details
 - Week 3 – Independent and Dependent Clauses, Writing with Focus & sufficient Content
 - Week 4 – Compound and Complex Sentences, Writing considering quality Word Choice
 - Week 5 – Common, Proper, and Collective Nouns, Writing with Organization
 - Week 6 – Writing a Personal Narrative

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

- **Phonics / Spelling:**
 - Pre-test
 - “Friday” test
 - Incorporation in writing
 - Reader & Writer’s Notebook
 - Mimio Sort It / Categorizing Center
 - Word Wise Flip Chart Center
 - Word Work Flip Chart Center
 - Spellingcity Center
 - Spelling games
 - Crossword puzzles
 - Scrabble

- **Fluency:**
 - Buddy reading
 - SSR
 - Choral reads
 - Reader's Theatre
- **Comprehension:**
 - Read for Meaning Flip Chart Center
 - Story Maps
 - Graphic Organizers / Concept Maps
 - Journaling
 - Post Its
 - Think Pair Share
 - Discussion
 - Reader & Writer's Notebook
 - Targeted Skill Work
 - Scrapbooking
 - Sequence Strips
 - Cause & Effect Cards
 - Literature Circles
 - Reading Coach Workbook
 - Computer Research
 - Webquest, SQRRR
 - Before/During/After Reading strategies – preview, predict, retell, decide, etc.
 - Guided Reading
 - Leveled Groups
 - Cross curricular connections
 - Jigsaw
 - Think Alouds
 - Text Connections (self, world, text)
 - Cold Reads
 - Fresh Reads workbook
 - PSSA Item Sampler
 - Use of Fables to Connect to Theme / Setting
 - Guided related video clips
 - Extend Thinking – Think Critically
- **Vocabulary:**
 - Oral Vocabulary Development
 - Spellingcity Center
 - Flashcards
 - I Have..., Who Has...
 - Graphic Organizers
 - Memory Match Games
 - Writer's Notebook
 - Categorizing
 - Word Walls
 - PearsonLearning.com Center

- **Language Arts:**
 - Journaling
 - Writing Prompts
 - Grammar Centers
 - Whiteboard Mini Lessons
 - Peer Editing
 - “Grading” Student Work
 - Reader & Writer’s Notebook
 - Daily Fix It
 - Biographical Sketches
 - Personal Narrative
 - Writing Coach Workbook
 - Brainstorming
 - Graphic Organizers
 - Interviewing
 - Writer’s Workshop
 - Look Back and Write

Extensions:

- **Phonics / Spelling:**
 - Challenge words
 - Dictation sentences
 - Vocabulary component
- **Fluency:**
 - Higher level texts (leveled readers, readinga-z.com)
- **Comprehension:**
 - Powerpoint projects
 - Book reports
 - Collages
 - Dioramas
 - TV scripts
 - Reader’s Theatre
 - Damas
 - Student created questions
 - Demonstration speech
 - Advanced Level Reader
- **Vocabulary:**
 - Amazing Words
 - Thesauri / Dictionary practice
- **Language Arts:**
 - Friendly letter
 - Invitation
 - Grade the Story
 - Newspaper articles
 - Tall tale

Remediation:

- **Phonics / Spelling:**
 - Shorter word list
 - Multiple opportunities for practice
- **Fluency & Comprehension:**
 - Pair with higher achieving student
 - Small group / one on one for higher level skill opportunities to show what they know on explicit skills
 - Concept Reader
 - Below level Reader
 - Fresh Reads
 - Shorter Passages
 - Stopping more often to ensure comprehension
 - More Think Alouds
 - Assistance from Title 1, Special Ed, and ESL teachers
- **Vocabulary:**
 - Concerted effort to make terms meaningful to particular student
 - Flashcard practice
- **Language Arts:**
 - More one on one assistance
 - Bracketing of text needed to edit
 - Repetition of grammar terms
 - Opportunities for students to show knowledge using other modalities

Instructional Methods:

- Whole group, small group
- Leveled grouping
- Partner work
- Heterogeneous groups
- Literature circles
- Centers
- Guided reading
- Modeling
- Jigsaw
- Think Alouds
- Lecture
- Powerpoint
- Mimio documents
- “Bell ringer”
- “Ticket out”
- Multisensory approach
- Targeted skills
- Student proficiency approach, cross curricular approach, thematic units, time to explore with words / word parts

Materials & Resources:

- PA State Standards, Assessment Anchors, and Eligible Content
- Scott Foresman Reading Streets Anthology
- Fresh Reads for Fluency and Comprehension (Pearson Learning)
- Leveled Readers (Pearson Learning)
- Weekly Tests (Pearson Learning)
- Reader and Writer's Notebook (Pearson Learning)
- Classroom Management Handbook and Flip Charts for Differentiated Instruction Practice Stations (Pearson Learning)
- Online Access Pack and Related CDs (Pearson Learning)
- First Stop (series tutorial) (Pearson Learning)
- Writing Rubrics (Pearson Learning)
- Reader's Theatre Anthology (Pearson Learning)

Online Resources:

- www.pearsonlearning.com
- <http://web2650.grainvalley.k12.mo.us/gvsd/dreamweaver2/reading/reading.htm>

Assessments:

- **Diagnostic:**
 - Large group discussion
 - Think, pair, share
 - Observation
 - Interest inventories
 - Review of student work - report cards, PSSA, 4Sight, pre-tests
- **Formative:**
 - Observation
 - Questioning
 - Discussion
 - Peer / self assessments
 - Bell ringers
 - Journaling
 - Scrapbooking
 - Graphic organizers
 - Exit tickets
 - Homework
 - Whiteboard practice
 - Post its
 - Think pair share
 - 4Sight
- **Summative:**
 - Weekly tests
 - Benchmark tests
 - PSSA
 - Writing pieces
 - Projects

Curriculum Scope and Sequence

Planned Course: Reading & Language Arts

Grade: 5

Unit 2: Doing the Right Thing

State Standards:

R1.1.5.A,B,C,D,E; R1.2.5.A,C,D,E; R1.3.5.A,B,C,D; W1.4.5A; W1.5.5.A,B,C,D,E,F;
SL 1.6.5.A,B

Reading Eligible Content

R5.A.1.2.1 & R5.A.2.2.1 Identify how the meaning of a word is changed when prefix or suffix is added; identify the meaning of a word from the text with prefix or suffix. (Fiction & Non-Fiction)

R5.A.1.2.2 & R5.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.3.1 & R5.A.2.3.1 Make inferences and/or draw conclusions based on information from text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.4.1 & R5.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.5.1 & R5.A.2.5.1 Summarize the key details and events of a fictional and steps / processes of a non-fictional text as a whole. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.6.1 & R5.A.2.6.1 Identify the author's intended purpose of text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.6.2 & R5.A.2.6.2 Identify, explain, and/or describe examples of text that support the author's intended purpose. (Fiction including poetry and drama & Non-Fiction)

R5.A.2.1.2 Identify and/or interpret meaning of content-specific words used in text. (Non-Fiction and poetry)

R5.B.1.1.1 Identify, explain, interpret, compare, describe, and/or analyze components of fiction and literary nonfiction (Including: Character, Setting, Plot, Theme in Fiction including poetry and drama & Non-Fiction)

R5.B.1.2.1 Identify, explain, interpret, compare, describe, and/or analyze connections between texts. (Fiction including poetry and drama & Non-Fiction)

R5.B.2.1 Identify, interpret, and describe figurative language in fiction and nonfiction including similes, metaphors, alliterations, and personifications. (Fiction including poetry and drama Non-Fiction)

R5.B.2.2.1 Identify, explain, interpret, and describe the point of view of the narrator as first person or third person point of view. (Fiction including poetry and drama & Non-Fiction)

R5.B.2.2.2 Explain, interpret, and/or describe the effectiveness of the point of view used by the author. (Fiction including poetry and drama & Non-Fiction)

Essential Content / Objectives: By the end of the unit, students will be able to:

- **Phonics / Spelling:**
 - Week 1 – Digraphs – th, sh, ch, ph
 - Week 2 – Irregular Plurals
 - Week 3 – Vowel Sounds with R
 - Week 4 – Final Syllables –en, -an, -el, -il, -le
 - Week 5 – Final Syllables –er, -ar, -or
 - Additional Skills (not taught to mastery): Spanish, French Word Origin, Suffixes –tion, -ion, Word Families
- **Fluency:**
 - Week 1 - Expression
 - Week 2 - Accuracy
 - Week 3 - Expression
 - Week 4 – Appropriate Phrasing (punctuation cues)
 - Week 5 - Rate
- **Comprehension:**
 - Week 1 – Compare & Contrast, Visualize
 - Week 2 – Sequence, Inferring
 - Week 3 – Compare & Contrast, Story Structure
 - Week 4 – Author’s Purpose, Monitor & Clarify (self talk, question, reread, answer)
 - Week 5 – Author’s Purpose, Background Knowledge
 - Additional Skills (not taught to mastery): Conflict, Climax, Resolution, Sequence
- **Vocabulary:**
 - Week 1 – Unfamiliar Word Strategies, Context Clues
 - Week 2 – Unknown Word Strategies, Dictionary / Glossary Skills
 - Week 3 - none specifically targeted
 - Week 4 - Unfamiliar Words Strategies, Context Clues
 - Week 5 – Inflected Endings –s, -ed, -ing, Word Structure
 - Additional Skills (not taught to mastery): Imagery, Foreshadowing, Symbolism, Greek & Latin Roots, Point of View, Rhyme, Rhythm, Cadence
- **Language Arts:**
 - Week 1 – Regular and Irregular Plural Nouns, Writing Descriptively and Varying Sentence Structure
 - Week 2 – Possessive Nouns, Writing with Voice
 - Week 3 – Action and Linking Verbs, Writing Poetry and using Figurative Language
 - Week 4 – Main and Helping Verbs, Using Quality Word Choices when Writing
 - Week 5 – Subject-Verb Agreement, Using Sensory Details when Writing
 - Week 6 – Writing a Comic Book or Graphic Novel

Core Activities: Students will participate in the following:

- **Phonics / Spelling:**
 - Pre-test
 - Friday” test
 - Incorporation in writing
 - Reader & Writer’s Notebook
 - Mimio Sort It / Categorizing Center
 - Word Wise Flip Chart Center
 - Word Work Flip Chart Center
 - Spellingcity Center
 - Spelling games
 - Crossword puzzles
 - Scrabble
- **Fluency:**
 - Buddy reading
 - SSR
 - Choral reads
 - Reader’s Theatre
- **Comprehension:**
 - Read for Meaning Flip Chart Center
 - Story Maps
 - Graphic Organizers / Concept Maps
 - Journaling
 - Post Its
 - Think Pair Share
 - Discussion
 - Reader & Writer’s Notebook
 - Targeted Skill Work
 - Scrapbooking
 - Sequence Strips
 - Cause & Effect Cards
 - Literature Circles
 - Reading Coach Workbook
 - Computer Research
 - Webquest
 - SQRRR
 - Before / During / After Reading strategies – preview, predict, retell, decide, etc.
 - Guided Reading
 - Leveled Groups
 - Cross curricular connections
 - Jigsaw
 - Think Alouds
 - Text Connections (self, world, text)
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- Use of Fables to Connect to Theme / Setting
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- **Vocabulary:**
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 - Daily Fix It
 - Biographical Sketches
 - Personal Narrative
 - Writing Coach Workbook
 - Brainstorming
 - Graphic Organizers
 - Interviewing
 - Writer's Workshop
 - Look Back and Write

Extensions:

- **Phonics / Spelling:** challenge words, dictation sentences, vocabulary component
- **Fluency:** higher level texts (leveled readers, readinga-z.com)
- **Comprehension:** Powerpoint projects, book reports, collages, dioramas, TV scripts, Reader's Theatre, dramas, student created questions, demonstration speech, Advanced Level Reader
- **Vocabulary:** Amazing Words, Thesauri / Dictionary practice
- **Language Arts:** friendly letter, invitation, Grade the Story, newspaper articles, tall tale

Remediation:

- **Phonics / Spelling:** shorter word list, multiple opportunities for practice
- **Fluency & Comprehension:** pair with higher achieving student, small group / one on one for higher level skills, opportunities to show what they know on

explicit skills, Concept Reader, Below level Reader, Fresh Reads, Shorter Passages, Stopping more often to ensure comprehension, more Think Alouds, assistance from Title 1, Special Ed, and ESL teachers

- **Vocabulary:** concerted effort to make terms meaningful to particular student, flashcard practice
- **Language Arts:** more one on one assistance, bracketing of text needed to edit, repetition of grammar terms, opportunities for students to show knowledge using other modalities

Instructional Methods:

- Whole group, small group, leveled grouping, heterogeneous groups
- Partner work
- Literature circles, centers
- Guided reading
- Modeling
- Jigsaw
- Think alouds
- Lecture
- Powerpoint
- Mimio documents
- “Bell ringer”
- “Ticket out”
- Multisensory approach
- Targeted skills / student proficiency approach
- Cross curricular approach
- Thematic units
- Time to explore with words / word parts

Materials & Resources:

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Assessments:

- **Diagnostic:**
 - Large group discussion
 - Think
 - Pair
 - Share
 - Observation
 - Interest inventories
 - Review of student work - report cards, PSSA, 4Sight, pre-tests
- **Formative:**
 - Observation
 - Questioning
 - Discussion
 - Peer / self assessments
 - Bell ringers
 - Journaling
 - Scrapbooking
 - Graphic organizers
 - Exit tickets
 - Homework
 - Whiteboard practice
 - Post its
 - Think pair share
 - 4Sight
- **Summative:**
 - Weekly tests
 - Benchmark tests
 - PSSA
 - Writing pieces
 - Project

Curriculum Scope and Sequence

Planned Course: Reading & Language Arts

Unit 3: Inventors and Artists

State Standards:

R1.1.5.A,B,C,D,E; R1.2.5.A,B,C,E; R1.3.5.A,B,C,D; W1.4.5A,C; W1.5.5.A,B,C,D,E,F;
SL 1.6.5.A,B; SL1.7.5.A

Reading Eligible Content

R5.A.1.1.1 & R5.A.2.1.1 Identify and/or interpret meaning of multiple-meaning words used in text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text. (Fiction including poetry and drama)

R5.A.1.2.1 & R5.A.2.2.1 Identify how the meaning of a word is changed when prefix or suffix is added; identify the meaning of a word from the text with prefix or suffix. (Fiction & Non-Fiction)

R5.A.1.2.2 & R5.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.4.1 & R5.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.5.1 & R5.A.2.5.1 Summarize the key details and events of a fictional and steps / processes of a non-fictional text as a whole. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.6.1 & R5.A.2.6.1 Identify the author's intended purpose of text. (Fiction Including poetry and drama & Non-Fiction)

R5.A.1.6.2 & R5.A.2.6.2 Identify, explain, and/or describe examples of text that support the author's intended purpose. (Fiction including poetry and drama & Non-Fiction)

R5.A.2.1.2 Identify and/or interpret meaning of content-specific words used in text. (Non-Fiction and poetry)

R5.B.1.1.1 Identify, explain, interpret, compare, describe, and/or analyze components of fiction and literary nonfiction (Including: Character, Setting, Plot, Theme in Fiction including poetry and drama & Non-Fiction)

R5.B.1.2.1 Identify, explain, interpret, compare, describe, and/or analyze connections between texts. (Fiction including poetry and drama & Non-Fiction)

R5.B.2.1 Identify, interpret, and describe figurative language in fiction and nonfiction including similes, metaphors, alliterations, and personifications. (Fiction including poetry and drama & Non-Fiction)

R5.B.3.1.1 Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.

Essential Content / Objectives: By the end of the unit, students will be able to:

- **Phonics / Spelling:**
 - Week 1 Words with schwa
 - Week 2 Compound Words
 - Week 3 Words with Consonant Sounds /j/, /ks/, /sk/, /s/
 - Week 4 One Consonant or Two
 - Week 5 Prefixes un-, de-, dis-
 - Additional Skills (not taught to mastery): shades of meaning, Greek & Latin Roots, Suffixes –tion, -sion, -ous
- **Fluency:**
 - Week 1 Expression
 - Week 2 Rate
 - Week 3 Phrasing
 - Week 4 Rate
 - Week 5 Accuracy
- **Comprehension:**
 - Week 1 Sequence, Summarize
 - Week 2 Main Idea & Supporting Details, Visualize
 - Week 3 Fact & Opinion, Predict and Set Purpose for Reading
 - Week 4 Main Idea and Supporting Details, Text Structure
 - Week 5 Graphic Sources & Important Ideas
 - Additional Skills (not taught to mastery): Rising Action, Conflict & Resolution, Sequence, Description / Definition, Headings
- **Vocabulary:**
 - Week 1 Multiple Meaning Words, Context Clues
 - Week 2 Greek and Latin Roots, Word Structure
 - Week 3 Homonyms, Context Clues,
 - Week 4 Antonyms, Context Clues
 - Week 5 Word Structure, Prefixes pre-, re-
 - Additional Skills (not taught to mastery): Foreshadowing, Tone, Flashback, Imagery, Jargon
- **Language Arts:**
 - Week 1 Past, Present, and Future Tenses, Writing Dialogue
 - Week 2 Principal Parts of Regular Verbs, Focus & Content in Persuasive Writing
 - Week 3 Principal Parts of Irregular Verbs, Using Quality Word Choice in Writing
 - Week 4 Troublesome Verbs, Descriptive Writing – Using Precise Words and Vivid Adjectives
 - Week 5 Prepositions & Prepositional Phrases, Writing Solid Introductions and Conclusions
 - Week 6 Write a Compare & Contrast Essay

Core Activities: Students will participate in the following:

- **Phonics / Spelling:**
 - Pre-test
 - “Friday” test
 - Incorporation in writing
 - Reader & Writer’s Notebook
 - Mimio Sort It / Categorizing Center
 - Word Wise Flip Chart Center
 - Word Work Flip Chart Center
 - Spellingcity Center
 - Spelling games
 - Crossword puzzles
 - Scrabble
- **Fluency:**
 - Buddy reading
 - SSR
 - Choral reads
 - Reader’s Theatre
- **Comprehension:**
 - Read for Meaning Flip Chart Center
 - Story Maps
 - Graphic Organizers / Concept Maps
 - Journaling
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 - Reader & Writer’s Notebook
 - Targeted Skill Work
 - Scrapbooking
 - Sequence Strips
 - Cause & Effect Cards
 - Literature Circles
 - Reading Coach Workbook
 - Computer Research
 - Webquest
 - SQRRR
 - Before / During / After Reading strategies – preview, predict, retell, decide, etc.
 - Guided Reading
 - Leveled Groups
 - Cross curricular connections
 - Jigsaw
 - Think Alouds
 - Text Connections (self, world, text)
 - Cold Reads
 - Fresh Reads workbook
 - PSSA Item Sampler

- Use of Fables to Connect to Theme / Setting
- Guided related video clips
- Extend Thinking – Think Critically
- **Vocabulary:**
 - Oral Vocabulary Development
 - Spellingcity Center
 - Flashcards
 - I Have..., Who Has...
 - Graphic Organizers
 - Memory Match Games
 - Writer's Notebook
 - Categorizing
 - Word Walls
 - PearsonLearning.com Center
- **Language Arts:**
 - Journaling
 - Writing Prompts
 - Grammar Centers
 - Whiteboard Mini Lessons
 - Peer Editing
 - "Grading" Student Work
 - Reader & Writer's Notebook
 - Daily Fix It
 - Biographical Sketches
 - Personal Narrative
 - Writing Coach Workbook
 - Brainstorming
 - Graphic Organizers
 - Interviewing
 - Writer's Workshop
 - Look Back and Write

Extensions:

- **Phonics / Spelling:** challenge words, dictation sentences, vocabulary component
- **Fluency:** higher level texts (leveled readers, readinga-z.com)
- **Comprehension:** Powerpoint projects, book reports, collages, dioramas, TV scripts, Reader's Theatre, dramas, student created questions, demonstration speech, Advanced Level Reader
- **Vocabulary:** Amazing Words, Thesauri / Dictionary practice
- **Language Arts:** friendly letter, invitation, Grade the Story, newspaper articles, tall tale

Remediation:

- **Phonics / Spelling:** shorter word list, multiple opportunities for practice
- **Fluency & Comprehension:** pair with higher achieving student, small group / one on one for higher level skills, opportunities to show what they know on

explicit skills, Concept Reader, Below level Reader, Fresh Reads, Shorter Passages, Stopping more often to ensure comprehension, more Think Alouds, assistance from Title 1, Special Ed, and ESL teachers

- **Vocabulary:** concerted effort to make terms meaningful to particular student, flashcard practice
- **Language Arts:** more one on one assistance, bracketing of text needed to edit, repetition of grammar terms, opportunities for students to show knowledge using other modalities

Instructional Methods:

- Whole group, small group, leveled grouping, heterogeneous groups
- Partner work
- Literature circles, centers
- Guided reading
- Modeling
- Jigsaw
- Think Alouds
- Lecture
- Powerpoint
- Mimio documents
- “Bell ringer”
- “Ticket out”
- Multisensory approach
- Targeted skills / student proficiency approach
- Cross curricular approach
- Thematic units
- Time to explore with words / word parts

Materials & Resources:

- PA State Standards, Assessment Anchors, and Eligible Content
- Scott Foresman Reading Streets Anthology
- Fresh Reads for Fluency and Comprehension (Pearson Learning)
- Leveled Readers (Pearson Learning)
- Weekly Tests (Pearson Learning)
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- Online Access Pack and Related CDs (Pearson Learning)
- First Stop (series tutorial) (Pearson Learning)
- Writing Rubrics (Pearson Learning)
- Reader’s Theatre Anthology (Pearson Learning)

Online Resources:

- www.pearsonlearning.com
- <http://web2650.grainvalley.k12.mo.us/gvsd/dreamweaver2/reading/reading.htm>

Assessments:

- **Diagnostic:**
 - Large group discussion
 - Think, pair, share
 - Observation
 - Interest inventories
 - Review of student work - report cards, PSSA, 4Sight, pre-tests
- **Formative:**
 - Observation
 - Questioning
 - Discussion
 - Peer / self assessments
 - Bell ringers
 - Journaling
 - Scrapbooking
 - Graphic organizers
 - Exit tickets
 - Homework
 - Whiteboard practice
 - Post its
 - Think pair share
 - 4Sight
- **Summative:**
 - Weekly tests
 - Benchmark tests
 - PSSA
 - Writing pieces
 - Project

Curriculum Scope and Sequence

Planned Course: Reading & Language Arts

Unit 4: Adapting

State Standards:

R1.1.5.A,B,C,D,E; R1.2.5.C,D,E; R1.3.5.A,C,D; W1.4.5A,B,C,D,E,F; SL 1.6.5.A,B; SL1.7.5.A

Reading Eligible Content

R5.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text. (Fiction including poetry and drama)

R5.A.1.2.1 & R5.A.2.2.1 Identify how the meaning of a word is changed when prefix or suffix is added; identify the meaning of a word from the text with prefix or suffix. (Fiction & Non-Fiction)

R5.A.1.2.2 & R5.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.3.1 & R5.A.2.3.1 Make inferences and/or draw conclusions based on information from text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.3.2 Cite evidence from text to support generalizations. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.4.1 & R5.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.5.1 & R5.A.2.5.1 Summarize the key details and events of a fictional and steps / processes of a non-fictional text as a whole. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.6.1 & R5.A.2.6.1 Identify the author's intended purpose of text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.6.2 & R5.A.2.6.2 Identify, explain, and/or describe examples of text that support the author's intended purpose. (Fiction including poetry and drama & Non-Fiction)

R5.A.2.1.2 Identify and/or interpret meaning of content-specific words used in text. (Non-Fiction and poetry)

R5.B.1.1.1 Identify, explain, interpret, compare, describe, and/or analyze components of fiction and literary nonfiction (Including: Character, Setting, Plot, Theme in Fiction including poetry and drama & Non-Fiction)

R5.B.1.2.1 Identify, explain, interpret, compare, describe, and/or analyze connections between texts. (Fiction including poetry and drama & Non-Fiction)

R5.B.2.1 Identify, interpret, and describe figurative language in fiction and nonfiction including similes, metaphors, alliterations, and personifications. (Fiction including poetry and drama & Non-Fiction)

Essential Content / Objectives: By The end of the unit, students will be able to:

- **Phonics / Spelling:**
 - Week 1 Words From Many Cultures
 - Week 2 Prefixes over-, under-, sub-, super-, out-

- Week 3 Homophones
- Week 4 Suffixes –ible, -able
- Week 5 Negative Prefixes
- Additional Skills (not taught to mastery): Word Endings –ing, -ed, -s, Suffixes –ly, -ian, -ize, Prefixes com-, pro-, epi-, Idioms
- **Fluency:**
 - Week 1 Phrasing
 - Week 2 Accuracy
 - Week 3 Rate
 - Week 4 Expression
 - Week 5 Phrasing
- **Comprehension:**
 - Week 1 Drawing Conclusions, Questioning
 - Week 2 Generalize, Predict & Set Purpose
 - Week 3 Graphic Sources, Selecting Important Ideas
 - Week 4 Generalize, Story Structure
 - Week 5 Drawing Conclusions, Questioning
 - Additional Skills (not taught to mastery): Resolution, Climax, Headings, Resolution, Sequence
- **Vocabulary:**
 - Week 1 Word Structure, Endings –ing, -ed, -s
 - Week 2 Unfamiliar Words, Context Clues
 - Week 3 Synonyms, Context Clues
 - Week 4 Unfamiliar Word Strategies, Context Clues
 - Week 5 Word Structure, Suffixes –ion, ish
 - Additional Skills (not taught to mastery): Idiom, Hyperbole, Metaphor, Dialogue, Simile
- **Language Arts:**
 - Week 1 Subject and Object Pronouns, Telling a Story in Your Writing (Narrative)
 - Week 2 Pronouns and Antecedents, Writing Simple and Compound Sentences
 - Week 3 Possessive Pronouns, Writing using the Components of a Letter
 - Week 4 Indefinite and Reflexive Pronouns, Using Graphic Elements to Add to your Writing
 - Week 5 Using Who and Whom, Using Voice in your Writing
 - Week 6 Writing a Cause & Effect Essay

Core Activities: Students will participate in the following:

- **Phonics / Spelling:**
 - Pre-test
 - “Friday” test
 - Incorporation in writing
 - Reader & Writer’s Notebook
 - Mimio Sort It / Categorizing Center
 - Word Wise Flip Chart Center
 - Word Work Flip Chart Center

- Spellingcity Center
- Spelling games
- Crossword puzzles
- Scrabble
- **Fluency:**
 - Buddy reading
 - SSR
 - Choral reads
 - Reader's Theatre
- **Comprehension:**
 - Read for Meaning Flip Chart Center
 - Story Maps
 - Graphic Organizers / Concept Maps
 - Journaling
 - Post Its
 - Think Pair Share
 - Discussion
 - Reader & Writer's Notebook
 - Targeted Skill Work
 - Scrapbooking
 - Sequence Strips
 - Cause & Effect Cards
 - Literature Circles
 - Reading Coach Workbook
 - Computer Research
 - Webquest
 - SQRRR
 - Before / During / After Reading strategies – preview, predict, retell, decide, etc.
 - Guided Reading
 - Leveled Groups
 - Cross curricular connections
 - Jigsaw
 - Think Alouds
 - Text Connections (self, world, text)
 - Cold Reads
 - Fresh Reads workbook
 - PSSA Item Sampler
 - Use of Fables to Connect to Theme / Setting
 - Guided related video clips
 - Extend Thinking – Think Critically
- **Vocabulary:**
 - Oral Vocabulary Development
 - Spellingcity Center
 - Flashcards
 - I Have..., Who Has...
 - Graphic Organizers

- Memory Match Games
- Writer's Notebook
- Categorizing
- Word Walls
- PearsonLearning.com Center
- **Language Arts:**
 - Journaling
 - Writing Prompts
 - Grammar Centers
 - Whiteboard Mini Lessons
 - Peer Editing
 - "Grading" Student Work
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 - Daily Fix It
 - Biographical Sketches
 - Personal Narrative
 - Writing Coach Workbook
 - Brainstorming
 - Graphic Organizers
 - Interviewing
 - Writer's Workshop
 - Look Back and Write

Extensions:

- **Phonics / Spelling:** challenge words, dictation sentences, vocabulary component
- **Fluency:** higher level texts (leveled readers, readinga-z.com)
- **Comprehension:** powerpoint projects, book reports, collages, dioramas, TV scripts, Reader's Theatre, dramas, student created questions, demonstration speech, Advanced Level Reader
- **Vocabulary:** Amazing Words, Thesauri / Dictionary practice
- **Language Arts:** friendly letter, invitation, Grade the Story, newspaper articles, tall tale

Remediation:

- **Phonics / Spelling:** shorter word list, multiple opportunities for practice
- **Fluency & Comprehension:** pair with higher achieving student, small group / one on one for higher level skills, opportunities to show what they know on explicit skills, Concept Reader, Below level Reader, Fresh Reads, Shorter Passages, Stopping more often to ensure comprehension, more Think Alouds, assistance from Title 1, Special Ed, and ESL teachers
- **Vocabulary:** concerted effort to make terms meaningful to particular student, flashcard practice
- **Language Arts:** more one on one assistance, bracketing of text needed to edit, repetition of grammar terms, opportunities for students to show knowledge using other modalities

Instructional Methods:

- Whole group, small group, leveled grouping, heterogeneous groups
- Partner work, literature circles, centers
- Guided reading
- Modeling
- Jigsaw
- Think Alouds
- Lecture
- Powerpoint
- Mimio documents
- “Bell ringer”
- “Ticket out”
- Multisensory approach
- Targeted skills / student proficiency approach
- Cross curricular approach
- Thematic units
- Time to explore with words / word parts

Materials & Resources:

- PA State Standards, Assessment Anchors, and Eligible Content
- Scott Foresman Reading Streets Anthology
- Fresh Reads for Fluency and Comprehension (Pearson Learning)
- Leveled Readers (Pearson Learning)
- Weekly Tests (Pearson Learning)
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- Online Access Pack and Related CDs (Pearson Learning)
- First Stop (series tutorial) (Pearson Learning)
- Writing Rubrics (Pearson Learning)
- Reader’s Theatre Anthology (Pearson Learning)

Online Resources:

- www.pearsonlearning.com
- <http://web2650.grainvalley.k12.mo.us/gvsd/dreamweaver2/reading/reading.htm>

Assessments:

- **Diagnostic:**
 - Large group discussion
 - Think
 - Pair share
 - Observation
 - Interest inventories
 - Review of student work - report cards, PSSA, 4Sight, pre-tests
- **Formative:**
 - Observation
 - Questioning
 - Discussion
 - Peer / self assessments
 - Bell ringers
 - Journaling
 - Scrapbooking
 - Graphic organizers
 - Exit tickets
 - Homework
 - Whiteboard practice
 - Post its
 - Think pair share
 - 4Sight
- **Summative:**
 - Weekly tests
 - Benchmark tests
 - PSSA
 - Writing pieces
 - Project

Curriculum Scope and Sequence

Planned Course: Reading & Language Arts

Unit 5: Adventures

State Standards:

R1.1.5.A, B,C,D,E; R1.2.5.A,B,C,D,E; R1.3.5.A,B,C,D; W1.4.5A,C;
W1.5.5.A,B,C,D,E,F;
SL 1.6.5.A,B; SL1.7.5.A

Reading Eligible Content

R5.A.1.1.1 & R5.A.2.1.1 Identify and/or interpret meaning of multiple-meaning words used in text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.2.1 & R5.A.2.2.1 Identify how the meaning of a word is changed when prefix or suffix is added; identify the meaning of a word from the text with prefix or suffix. (Fiction & Non-Fiction)

R5.A.1.2.2 & R5.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.3.1 & R5.A.2.3.1 Make inferences and/or draw conclusions based on information from text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.3.2 Cite evidence from text to support generalizations. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.4.1 & R5.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.5.1 & R5.A.2.5.1 Summarize the key details and events of a fictional and steps / processes of a non-fictional text as a whole. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.6.1 & R5.A.2.6.1 Identify the author's intended purpose of text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.6.2 & R5.A.2.6.2 Identify, explain, and/or describe examples of text that support the author's intended purpose. (Fiction including poetry and drama & Non-Fiction)

R5.A.2.1.2 Identify and/or interpret meaning of content-specific words used in text. (Non-Fiction and poetry)

R5.B.1.1.1 Identify, explain, interpret, compare, describe, and/or analyze components of fiction and literary nonfiction (Including: Character, Setting, Plot, Theme in Fiction including poetry and drama & Non-Fiction)

R5.B.1.2.1 Identify, explain, interpret, compare, describe, and/or analyze connections between texts. (Fiction including poetry and drama & Non-Fiction)

R5.B.2.1 Identify, interpret, and describe figurative language in fiction and nonfiction including similes, metaphors, alliterations, and personifications. (Fiction including poetry and drama & Non-Fiction)

Essential Content / Objectives: By The end of the unit, students will be able to:

- **Phonics / Spelling:**
 - Week 1 Multisyllabic Words
 - Week 2 Related Words
 - Week 3 Greek Word Parts
 - Week 4 Latin Roots
 - Week 5 Greek Word Parts
 - Additional Skills (not taught to mastery): Prefixes im-, Acronyms, Greek and Latin Roots, Spelling Patterns –ous, -ious, eous, Morphemes
- **Fluency:**
 - Week 1 Expression
 - Week 2 Expression
 - Week 3 Accuracy
 - Week 4 Appropriate Phrasing / Punctuation Cues
 - Week 5 Rate
- **Comprehension:**
 - Week 1 Character, Plot, Background Knowledge
 - Week 2 Graphic Sources, Inferring
 - Week 3 Author's Purpose, Monitor & Clarify
 - Week 4 Cause & Effect, Summarize
 - Week 5 Generalize, Questioning
 - Additional Skills (not taught to mastery): Climax, Photographs, Captions, Description / Definition, Conflict
- **Vocabulary:**
 - Week 1 Greek & Latin Roots
 - Week 2 Using a Dictionary / Glossary to Define Unknown Words
 - Week 3 Multiple Meaning Words, Context Clues
 - Week 4 Unknown Word Strategies, Context Clues
 - Week 5 Word Structure, Prefixes in-, over-
 - Additional Skills (not taught to mastery): Humor, Jargon, Idiom, Sensory Details
- **Language Arts:**
 - Week 1 Contractions & Negatives, Writing Poetry using Rhyming Words
 - Week 2 Adjectives & Articles, Paraphrasing in Writing
 - Week 3 This, That, These, and Those, Using Quotations in your Writing
 - Week 4 Comparative and Superlative Adjectives, Knowing your Audience and Setting a Purpose our Writing
 - Week 5 Adverbs, Summarizing your Writing
 - Week 6 Writing a Persuasive Essay

Core Activities: Students will participate in the following:

- **Phonics / Spelling:**
 - Pre-test
 - "Friday" test
 - Incorporation in writing
 - Reader & Writer's Notebook
 - Mimio Sort It / Categorizing Center

- Word Wise Flip Chart Center
- Word Work Flip Chart Center
- Spellingcity Center
- Spelling games
- Crossword puzzles
- Scrabble
- **Fluency:**
 - Buddy reading
 - SSR
 - Choral reads
 - Reader's Theatre
- **Comprehension:**
 - Read for Meaning Flip Chart Center
 - Story Maps
 - Graphic Organizers / Concept Maps
 - Journaling
 - Post Its
 - Think Pair Share
 - Discussion
 - Reader & Writer's Notebook
 - Targeted Skill Work
 - Scrapbooking
 - Sequence Strips
 - Cause & Effect Cards
 - Literature Circles
 - Reading Coach Workbook
 - Computer Research
 - Webquest
 - SQRRR
 - Before / During / After Reading strategies – preview, predict, retell, decide, etc.
 - Guided Reading
 - Leveled Groups
 - Cross curricular connections
 - Jigsaw
 - Think Alouds
 - Text Connections (self, world, text)
 - Cold Reads
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 - Use of Fables to Connect to Theme / Setting
 - Guided related video clips
 - Extend Thinking – Think Critically
- **Vocabulary:**
 - Oral Vocabulary Development
 - Spellingcity Center
 - Flashcards

- I Have..., Who Has...
- Graphic Organizers
- Memory Match Games
- Writer's Notebook
- Categorizing
- Word Walls
- PearsonLearning.com Center
- **Language Arts:**
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Extensions:

- **Phonics / Spelling:** challenge words, dictation sentences, vocabulary component
- **Fluency:** higher level texts (leveled readers, readinga-z.com)
- **Comprehension:** powerpoint projects, book reports, collages, dioramas, TV scripts, Reader's Theatre, dramas, student created questions, demonstration speech, Advanced Level Reader
- **Vocabulary:** Amazing Words, Thesauri / Dictionary practice
- **Language Arts:** friendly letter, invitation, Grade the Story, newspaper articles, tall tale

Remediation:

- **Phonics / Spelling:** shorter word list, multiple opportunities for practice
- **Fluency & Comprehension:** pair with higher achieving student, small group / one on one for higher level skills, opportunities to show what they know on explicit skills, Concept Reader, Below level Reader, Fresh Reads, Shorter Passages, Stopping more often to ensure comprehension, more Think Alouds, assistance from Title 1, Special Ed, and ESL teachers
- **Vocabulary:** concerted effort to make terms meaningful to particular student, flashcard practice

- **Language Arts:** more one on one assistance, bracketing of text needed to edit, repetition of grammar terms, opportunities for students to show knowledge using other modalities

Instructional Methods:

- Whole group, small group, leveled grouping, heterogeneous groups
- Partner work, literature circles, centers
- Guided reading
- Modeling
- Jigsaw
- Think Alouds
- Lecture
- Powerpoint
- Mimio documents
- “Bell ringer”
- “Ticket out”
- Multisensory approach
- Targeted skills / student proficiency approach
- Cross curricular approach
- Thematic units
- Time to explore with words / word parts

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Assessments:

- **Diagnostic:**
 - Large group discussion
 - Think, pair, share
 - Observation
 - Interest inventories
 - Review of student work - report cards, PSSA, 4Sight, pre-tests
- **Formative:**
 - Observation
 - Questioning
 - Discussion
 - Peer / self assessments
 - Bell ringers
 - Journaling
 - Scrapbooking
 - Graphic organizers
 - Exit tickets
 - Homework
 - Whiteboard practice
 - Post its
 - Think pair share
 - 4Sight
- **Summative:**
 - Weekly tests
 - Benchmark tests
 - PSSA
 - Writing pieces
 - Project

Curriculum Scope and Sequence

Planned Course: Reading & Language Arts

Unit 6: The Unexpected

State Standards:

R1.1.5.A,B,C,D,E; R1.2.5.A,B,C,D,E; R1.3.5.A,B,C; W1.4.5.B; W1.5.5.A,B,C,D,E,F;
SL 1.6.5.A,B; SL1.7.5.A

Reading Eligible Content

R5.A.1.1.1 & R5.A.2.1.1 Identify and/or interpret meaning of multiple-meaning words used in text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.1.2 Identify and/or interpret a synonym or antonym of a word used in text. (Fiction including poetry and drama)

R5.A.1.2.1 & R5.A.2.2.1 Identify how the meaning of a word is changed when prefix or suffix is added; identify the meaning of a word from the text with prefix or suffix. (Fiction & Non-Fiction)

R5.A.1.2.2 & R5.A.2.2.2 Define and/or apply how the meaning of words or phrases changes when using context clues given in explanatory sentences. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.3.1 & R5.A.2.3.1 Make inferences and/or draw conclusions based on information from text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.4.1 & R5.A.2.4.1 Identify and/or explain stated or implied main ideas and relevant supporting details from text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.5.1 & R5.A.2.5.1 Summarize the key details and events of a fictional and steps / processes of a non-fictional text as a whole. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.6.1 & R5.A.2.6.1 Identify the author's intended purpose of text. (Fiction including poetry and drama & Non-Fiction)

R5.A.1.6.2 & R5.A.2.6.2 Identify, explain, and/or describe examples of text that support the author's intended purpose. (Fiction including poetry and drama & Non-Fiction)

R5.A.2.1.2 Identify and/or interpret meaning of content-specific words used in text. (Non-Fiction and poetry)

R5.B.1.1.1 Identify, explain, interpret, compare, describe, and/or analyze components of fiction and literary nonfiction (Including: Character, Setting, Plot, Theme in Fiction including poetry and drama & Non-Fiction)

R5.B.1.2.1 Identify, explain, interpret, compare, describe, and/or analyze connections between texts. (Fiction including poetry and drama & Non-Fiction)

R5.B.3.1.1 Identify, explain, and/or interpret statements of fact and opinion in nonfictional text.

Essential Content / Objectives: By the end of the unit, students will be able to:

- **Phonics / Spelling:**
 - Week 1 Suffixes –ous, -sion, -ion, -ation
 - Week 2 Final Syllable –ant, -ent, ance, -ence
 - Week 3 Latin Roots
 - Week 4 Related Words
 - Week 5 Easily Confused Words
 - Additional Skills (not taught to mastery): Compound Words, Russian Word Origin, Complex Spelling Patterns: ci = /sh/, ti = /sh/, ous = /us/, Word Families
- **Fluency:**
 - Week 1 Accuracy
 - Week 2 Appropriate Phrasing / Punctuation Cues
 - Week 3 Rate
 - Week 4 Appropriate Phrasing
 - Week 5 Expression
- **Comprehension:**
 - Week 1 Draw Conclusions, Important Ideas
 - Week 2 Main Idea and Supporting Details, Text Structure,
 - Week 3 Compare & Contrast, Story Structure
 - Week 4 Fact & Opinion, Predict and Set Purpose for Reading
 - Week 5 Sequence, Background Knowledge
 - Additional Skills (not taught to mastery): Cause & Effect, Text Structure, Maps, Conflict & Resolution, Illustrations / Captions
- **Vocabulary:**
 - Week 1 Unknown Words, Using a Dictionary / Glossary
 - Week 2 Word Structure, Endings –s, -es
 - Week 3 Word Structure, Suffixes –less, -ful
 - Week 4 Using Context Clues to Determine Unfamiliar Words
 - Week 5 Homographs, Context Clues
 - Additional Skills (not taught to mastery): Sensory Details, Word Choice, Foreshadowing, Symbolism, Point of View
- **Language Arts:**
 - Week 1 Modifiers, Using Voice in your Writing
 - Week 2 Conjunctions, Paraphrasing in your Writing
 - Week 3 Commas, Point of View / Voice in your Writing
 - Week 4 Quotations and Quotation Marks, Writing with Clear Organization and Using Important Details
 - Week 5 Punctuation Marks, Writing a Solid Topic Sentence
 - Week 6 Writing a Research Report

Core Activities: Students will participate in the following:

- **Phonics / Spelling:**
 - Pre-test
 - “Friday” test
 - Incorporation in writing
 - Reader & Writer’s Notebook

- Mimio Sort It / Categorizing Center
- Word Wise Flip Chart Center
- Word Work Flip Chart Center
- Spellingcity Center
- Spelling games
- Crossword puzzles
- Scrabble
- **Fluency:**
 - Buddy reading
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- **Comprehension:**
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 - Grammar Centers
 - Whiteboard Mini Lessons
 - Peer Editing
 - "Grading" Student Work
 - Reader & Writer's Notebook
 - Daily Fix It
 - Biographical Sketches
 - Personal Narrative
 - Writing Coach Workbook
 - Brainstorming
 - Graphic Organizers
 - Interviewing
 - Writer's Workshop
 - Look Back and Write

Extensions:

- **Phonics / Spelling:** challenge words, dictation sentences, vocabulary component
- **Fluency:** higher level texts (leveled readers, readinga-z.com)
- **Comprehension:** powerpoint projects, book reports, collages, dioramas, TV scripts, Reader's Theatre, dramas, student created questions, demonstration speech, Advanced Level Reader
- **Vocabulary:** Amazing Words, Thesauri / Dictionary practice
- **Language Arts:** friendly letter, invitation, Grade the Story, newspaper articles, tall tale

Remediation:

- **Phonics / Spelling:** shorter word list, multiple opportunities for practice
- **Fluency & Comprehension:** pair with higher achieving student, small group / one on one for higher level skills, opportunities to show what they know on explicit skills, Concept Reader, Below level Reader, Fresh Reads, Shorter

Passages, Stopping more often to ensure comprehension, more Think Alouds, assistance from Title 1, Special Ed, and ESL teachers

- **Vocabulary:** concerted effort to make terms meaningful to particular student, flashcard practice
- **Language Arts:** more one on one assistance, bracketing of text needed to edit, repetition of grammar terms, opportunities for students to show knowledge using other modalities

Instructional Methods:

- Whole group. small group, leveled grouping, heterogeneous groups
- Partners work, literature circles, centers
- Guided reading
- Modeling
- Jigsaw
- Think Alouds
- Lecture
- Powerpoint
- Mimio documents
- “Bell ringer”
- “Ticket out”
- Multisensory approach
- Targeted skills / student proficiency approach
- Cross curricular approach
- Thematic units
- Time to explore with words / word parts

Materials & Resources:

- PA State Standards, Assessment Anchors, and Eligible Content
- Scott Foresman Reading Streets Anthology
- Fresh Reads for Fluency and Comprehension (Pearson Learning)
- Leveled Readers (Pearson Learning)
- Weekly Tests (Pearson Learning)
- Reader and Writer’s Notebook (Pearson Learning)
- Classroom Management Handbook and Flip Charts for Differentiated Instruction Practice Stations (Pearson Learning)
- Online Access Pack and Related CDs (Pearson Learning)
- First Stop (series tutorial) (Pearson Learning)
- Writing Rubrics (Pearson Learning)
- Reader’s Theatre Anthology (Pearson Learning)

Online Resources:

- www.pearsonlearning.com
- <http://web2650.grainvalley.k12.mo.us/gvsd/dreamweaver2/reading/reading.htm>

Assessments:

- **Diagnostic:**
 - Large group discussion
 - Think, pair, share
 - Observation
 - Interest inventories
 - Review of student work - report cards, PSSA, 4Sight, pre-tests
- **Formative:**
 - Observation
 - Questioning
 - Discussion
 - Peer / self assessments
 - Bell ringers
 - Journaling
 - Scrapbooking
 - Graphic organizers
 - Exit tickets
 - Homework
 - Whiteboard practice
 - Post its
 - Think pair share
 - 4Sight
- **Summative:**
 - Weekly tests
 - Benchmark tests
 - PSSA
 - Writing pieces
 - Project