

## SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

**Curriculum Area:** Reading

**Course Length:** Full Year

**Grade:** 5th

**Date Last Approved:** June 2015; **Reviewed** Spring 2021

### Stage 1: Desired Results

#### **Course Description and Purpose:**

In fifth grade, student readers are asked to use previously learned knowledge in a way that will allow them to delve deeper into complex literature and informative texts. Students will read and respond to a wide variety of genres. Students will also be enlightened as to how literature can provide insight into culture, history, and everyday life. Through conversations, collaboration with peers and staff, students will refine their comprehension and appreciation of literature. Similarly, students will understand the power of informative, or nonfiction text, and how they can learn from it in ways that will directly impact their lives. Strategies will include a review of schema, as well as direct instruction and practice in the areas of visualization, questioning, using text features, inferring, determining important ideas, analyzing text structure, and summarizing and synthesizing information from text.

**Swallow School Reading and Language Art Curriculum across all grade levels includes: Reader's Workshop, Spelling/Word Study, Disciplinary Literacy, Vocabulary, Keyboarding, Handwriting, and Writing**

#### **Enduring Understanding(s):**

1. Reading expands understanding of the world, people and oneself.
2. Effective readers use strategies to construct and extend meaning.
3. Various types of texts and media are used to communicate ideas.
4. Knowledge and ideas are developed by evaluating multiple sources of text to gain information and create perspectives.
5. Effective written communication relies on choosing the proper form of writing to clearly communicate ideas.
6. Control of mechanics and proper grammar promote effective spoken and written communication.
7. Listening and speaking skills are critical for learning and communicating.

#### **Essential Question(s):**

1. How does reading benefit my life?
2. How does text carry meaning and what strategies are used to access it effectively.
3. What is the relationship between reading and writing?
4. How and why is information organized in different ways?
5. How are ideas uniquely communicated to others?

#### **Learning Targets:**

1. Students can evaluate fiction text including a variety of genres and formats. (Reasoning) (R)
2. Students can evaluate nonfiction text including a variety of genres and formats. (Reasoning) (R)
5. Students can organize and communicate ideas to others. (Product) (R/W/S/L)

R=Reading S=Speaking  
W=Writing L=Listening

### Stage 2: Learning Plan

#### **I. Visualizing strategy for reading**

#### **Standards:**

**CCSS:** RL.5.3, RL.5.7, RI.5.2

- A. Definition: recall or form mental images or pictures.
- B. How to visualize:
- teacher modeling
  - movie in your head
  - classroom discussions
- C. What tools can help visualize:
- graphic organizers
  - written responses
  - story maps
- D. Student application and reflection:

**CCRA:** R.2, R.6, R.10, SL.2

**Learning Targets Addressed:** Target 1, Target 2

#### Key Unit Resources

- Making Meaning implemented via the workshop model

#### Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> <li>revisit visualizing</li> <li>whole group modeling</li> <li>classroom discussions</li> <li>partner talk</li> </ul>
Formative	knowledge reasoning	<ul style="list-style-type: none"> <li>graphic organizers</li> <li>written response</li> <li>comprehension questions</li> </ul>
Summative	knowledge reasoning	<ul style="list-style-type: none"> <li>select and use a tool to demonstrate how it helps visualize the story content</li> </ul>

## II. Questioning Strategy for Reading

- A. Definition: think deeply and display intellectual curiosity before, during, and after reading.
- B. How to question:
- teacher modeling
  - written responses
  - oral responses
  - classroom discussions
- C. What tools can help question:
- stop and jots
  - graphic organizers
- D. Student application and reflection

#### Standards:

**CCSS:** RL 5.1, RL 5.3, RI 5.8, RI 5.6, SL 5.1

**CCRA:** R.3, R.7, R.10, SL.2, SL.3, W.7, W.9

**Learning Targets Addressed:** Target 1, Target 2

#### Key Unit Resources

- Making Meaning implemented via the workshop model

#### Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> <li>develop levels of questioning</li> <li>whole group modeling</li> <li>classroom discussions</li> <li>partner talk</li> </ul>
Formative	knowledge reasoning	<ul style="list-style-type: none"> <li>graphic organizers</li> <li>written response</li> <li>comprehension questions</li> <li>informal conference</li> <li>stop and jots</li> <li>classroom discussions/ literature circles</li> </ul>
Summative	knowledge	<ul style="list-style-type: none"> <li>written responses</li> </ul>

	<table><tr><td></td><td>reasoning</td><td><ul style="list-style-type: none"><li>formal conference</li></ul></td></tr></table>		reasoning	<ul style="list-style-type: none"><li>formal conference</li></ul>											
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<b>III. Using Text Features</b>  A. Definition: look at unique components that distinguish texts B. How to use text features: a. teacher modeling b. classroom discussions c. oral responses C. What tools can help use text features: a. various texts b. graphic organizers c. multimedia D. Student application and reflection	<b>Standards:</b> <b>CCSS:</b> RL 5.2, RL 5.7, RI 5.1, RI 5.4, RI 5.10 <b>CCRA:</b> R.1, R.10, W.9  <b>Learning Targets Addressed:</b> Target 1, Target 2  <table><tr><td><b>Key Unit Resources</b></td></tr><tr><td><ul style="list-style-type: none"><li>Making Meaning implemented via the workshop model</li></ul></td></tr></table> <b>Assessment Map:</b> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>knowledge</td><td><ul style="list-style-type: none"><li>develop understanding of text features</li><li>whole group modeling</li><li>classroom discussions</li><li>partner talk</li></ul></td></tr><tr><td>Formative</td><td>knowledge reasoning</td><td><ul style="list-style-type: none"><li>graphic organizers</li><li>written response</li><li>comprehension questions</li><li>informal conference</li></ul></td></tr><tr><td>Summative</td><td>knowledge reasoning</td><td><ul style="list-style-type: none"><li>written responses</li><li>comprehension questions</li></ul></td></tr></table>	<b>Key Unit Resources</b>	<ul style="list-style-type: none"><li>Making Meaning implemented via the workshop model</li></ul>	Type	Level	Assessment Detail	Practice	knowledge	<ul style="list-style-type: none"><li>develop understanding of text features</li><li>whole group modeling</li><li>classroom discussions</li><li>partner talk</li></ul>	Formative	knowledge reasoning	<ul style="list-style-type: none"><li>graphic organizers</li><li>written response</li><li>comprehension questions</li><li>informal conference</li></ul>	Summative	knowledge reasoning	<ul style="list-style-type: none"><li>written responses</li><li>comprehension questions</li></ul>
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<b>IV. Making Inferences</b>  A. Definition: make a logical assumption based on evidence presented in a text. B. How to make inferences: a. teacher modeling b. written responses c. oral responses d. classroom discussions C. What tools can help us make inferences: a. various texts b. graphic organizers c. multimedia D. Student application and reflection	<b>Standards:</b> <b>CCSS:</b> RL 5.1, RL 5.2, RL 5.7, RI 5.1, RI 5.4, RI 5.10 <b>CCRA:</b> R.1, R.6, R.8, R.9, R.10  <b>Learning Targets Addressed:</b> Target 1, Target 2  <table><tr><td><b>Key Unit Resources</b></td></tr><tr><td><ul style="list-style-type: none"><li>Making Meaning implemented via the workshop model</li></ul></td></tr></table> <b>Assessment Map:</b> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>knowledge</td><td><ul style="list-style-type: none"><li>develop how to make inferences</li><li>whole group modeling</li><li>partner talk</li><li>classroom discussions</li></ul></td></tr></table>	<b>Key Unit Resources</b>	<ul style="list-style-type: none"><li>Making Meaning implemented via the workshop model</li></ul>	Type	Level	Assessment Detail	Practice	knowledge	<ul style="list-style-type: none"><li>develop how to make inferences</li><li>whole group modeling</li><li>partner talk</li><li>classroom discussions</li></ul>						
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<b>V. Determining Important Ideas</b>  A. Definition: identify key points within a text B. How to determine important ideas: a. teacher modeling b. written responses c. oral responses C. What tools can help us determine important ideas: a. various texts b. graphic organizers c. multimedia D. Student application and reflection	<b>Standards:</b> <b>CCSS:</b> RL 5.1, RL 5.2, RL 5.3, RL 5.10, RI 5.2, RI 5.10, SL 5.2, SL 5.3 <b>CCRA:</b> R.1, R.2, R.6, R.8, R.9, R.10, SL.5, W.8, W.9  <b>Learning Targets Addressed:</b> Target 1, Target 2  <table><tr><th>Key Unit Resources</th></tr><tr><td><ul style="list-style-type: none"><li>• Making Meaning implemented via the workshop model</li></ul></td></tr></table> <b>Assessment Map:</b> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>knowledge</td><td><ul style="list-style-type: none"><li>• develop how to determine important ideas</li><li>• whole group modeling</li><li>• partner talk</li><li>• classroom discussions</li></ul></td></tr><tr><td>Formative</td><td>knowledge reasoning product</td><td><ul style="list-style-type: none"><li>• graphic organizers</li><li>• written responses</li><li>• comprehension questions</li><li>• informal conference</li><li>• stop and jots</li><li>• classroom discussions/literature circles</li></ul></td></tr><tr><td>Summative</td><td>knowledge reasoning</td><td><ul style="list-style-type: none"><li>• written responses</li></ul></td></tr></table>	Key Unit Resources	<ul style="list-style-type: none"><li>• Making Meaning implemented via the workshop model</li></ul>	Type	Level	Assessment Detail	Practice	knowledge	<ul style="list-style-type: none"><li>• develop how to determine important ideas</li><li>• whole group modeling</li><li>• partner talk</li><li>• classroom discussions</li></ul>	Formative	knowledge reasoning product	<ul style="list-style-type: none"><li>• graphic organizers</li><li>• written responses</li><li>• comprehension questions</li><li>• informal conference</li><li>• stop and jots</li><li>• classroom discussions/literature circles</li></ul>	Summative	knowledge reasoning	<ul style="list-style-type: none"><li>• written responses</li></ul>
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<b>VI. Analyzing Text Structure</b>  A. Definition: use organization of information and style within a text B. How to analyze text structure: a. teacher modeling b. written responses c. oral responses C. What tools can help us analyze text	<b>Standards:</b> <b>CCSS:</b> RL 5.3, RL 5.5, RL 5.7, RI 5.1, RI 5.5, RI 5.7, RI 5.8 <b>CCRA:</b> R.1, R.4, R.5, R.6, R.10  <b>Learning Targets Addressed:</b> Target 1, Target 2  <table><tr><th>Key Unit Resources</th></tr><tr><td><ul style="list-style-type: none"><li>• Making Meaning implemented via the workshop model</li></ul></td></tr></table>	Key Unit Resources	<ul style="list-style-type: none"><li>• Making Meaning implemented via the workshop model</li></ul>												
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<div>VII. Summarizing</div> <div><div>A. Definition: extract the most important information and put it in our own words.</div><div>B. How to summarize:<div><div>a. teacher modeling</div><div>b. written responses</div><div>c. oral responses</div></div></div><div>C. What tools can help us summarize:<div><div>a. various texts</div><div>b. graphic organizers</div><div>c. multimedia</div></div></div><div>D. Student application and reflection</div></div>	<div>Standards:</div> <div>CCSS: RL5.2,RI 5.2, SL 5.1, SL 5.2, SL 5.4</div> <div>CCRA: R.2, R.5, R.7, R.10, SL.1, SL.2, W.8, W.9</div> <div>Learning Targets Addressed: Target 1, Target 2</div> <div>Key Unit Resources</div> <div><div></div><div>Making Meaning implemented via the workshop model</div></div> <div>Assessment Map:</div> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>knowledge</td><td><div><div></div><div>develop summarizing</div><div>whole group modeling</div><div>partner talk</div><div>classroom discussions</div></div></td></tr><tr><td>Formative</td><td>knowledge reasoning product</td><td><div><div></div><div>graphic organizers</div><div>written responses</div><div>comprehension questions</div><div>informal conference</div><div>stop and jots</div><div>classroom discussions/literature circles</div></div></td></tr><tr><td>Summative</td><td>knowledge reasoning</td><td><div><div></div><div>written responses</div><div>formal conference</div></div></td></tr></table>	Type	Level	Assessment Detail	Practice	knowledge	<div><div></div><div>develop summarizing</div><div>whole group modeling</div><div>partner talk</div><div>classroom discussions</div></div>	Formative	knowledge reasoning product	<div><div></div><div>graphic organizers</div><div>written responses</div><div>comprehension questions</div><div>informal conference</div><div>stop and jots</div><div>classroom discussions/literature circles</div></div>	Summative	knowledge reasoning	<div><div></div><div>written responses</div><div>formal conference</div></div>
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Summative	knowledge reasoning	<div><div></div><div>written responses</div><div>formal conference</div></div>											
<div>VIII. Fluency</div>	<div>Standards:</div> <div>CCSS: SL 5.1, SL 5.2, SL 5.1, SL5.5, SL 5.6, RF.5.3, RF.5.4</div>												

- A. Definition: communicate easily and accurately.
- B. How to be a fluent reader:
- teacher modeling
  - partner reading
- C. What tools can help us be a fluent reader:
- various texts
  - running records
  - conferencing
  - repeated reading
- D. Student application and reflection

**CCRA:** R.4, SL.1, SL.2, SL.6

**Learning Targets Addressed:** Target 5

#### Key Unit Resources

- Making Meaning implemented via the workshop model

#### Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> <li>develop fluency</li> <li>whole group modeling</li> <li>partner talk</li> <li>classroom discussions</li> </ul>
Formative	knowledge reasoning product	<ul style="list-style-type: none"> <li>informal conference</li> <li>classroom discussions/literature circles</li> </ul>
Summative	knowledge reasoning	<ul style="list-style-type: none"> <li>formal conference</li> <li>presentations</li> </ul>

### IX. Word Study/ Vocabulary

- A. Definition: knowledge of words that shape understanding of text and language
- B. How to understand words and vocabulary:
- teacher modeling
  - classroom discussions
- C. What tools can help us understand language and vocabulary:
- various texts
  - word work
  - graphic organizers
- D. Student application and reflection

#### Standards:

**CCSS:** RL 5.4, RI 5.4, SL 5.6, L 5.4, L5.5, L 5.6

**CCRA:** R.4, SL.4, SL.6, W.3, W.4, W.5

**Learning Targets Addressed:** Target 4, Target 5

#### Key Unit Resources

- Words Their Way

#### Assessment Map:

Type	Level	Assessment Detail
Practice	knowledge	<ul style="list-style-type: none"> <li>develop understanding of word study and vocabulary</li> <li>whole group modeling</li> <li>partner talk</li> <li>classroom discussions</li> </ul>
Formative	knowledge reasoning product	<ul style="list-style-type: none"> <li>graphic organizers</li> <li>written responses</li> <li>comprehension questions</li> <li>stop and jots</li> <li>classroom discussions/literature circles</li> </ul>
Summative	knowledge	<ul style="list-style-type: none"> <li>written responses</li> </ul>

		reasoning <ul style="list-style-type: none"><li>• graphic organizer</li></ul>