

HADDONFIELD PUBLIC SCHOOLS
Grade 5 Curriculum Map/Reading

First Trimester—September/October/November

Targeted Standard(s): NJCCCS

3.1: All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Enduring Understandings (The big ideas):

1. **Concepts about Print** – Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
2. **Decoding and Word Recognition** – Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
3. **Fluency** – Fluent readers group words quickly to help them gain meaning from what they read.
4. **Reading Strategies** – Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
5. **Vocabulary and Concept Development** – Words powerfully affect meaning.
6. **Comprehension Skills and Response to Text** – Good readers compare, infer, synthesize, and make connection(text to text, text to world, text to self) to make text personally relevant and useful.
7. **Inquiry and Research** – Researchers gather and critique information from different sources for specific purposes.

Essential Questions:

1. **Concepts about Print** – How does understanding a text’s structure help me better understand its meaning?
2. **Decoding and Word Recognition** – How do I figure out a word I do not know?
3. **Fluency** – How does fluency affect comprehension?
4. **Reading Strategies** – What do readers do when they do not understand everything in a text?
5. **Vocabulary and Concept Development** – Why do readers need to pay attention to a writer’s choice of words?
6. **Comprehension Skills and Response to Text** – How do readers construct meaning from text?
7. **Inquiry and Research** – Why conduct research? How do I conduct research?

District Assessments

- Benchmark Assessment administered within first 4-8 weeks of school year

Core Content/Objectives	Instructional Actions	
Concepts and Skills <i>What students will know/What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>

Genre: Informational Books (Shared, Guided, and Independent Reading)

Text Materials: Use TREK informational texts, National Geographic Texts, and Social Studies textbook.

<p>1. Concepts of Print Students will understand an informational text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</p> <p>1a. Use a text index and glossary appropriately 1b. Survey and explain text features that contribute to comprehension (e.g., headings, illustrations, maps, charts).</p>	<p>1. Have students complete an analysis of an informational book—complete graphic organizer located at: http://books.heinemann.com/comprehending/pdfs/iBookPrintFeatures.pdf</p> <p>2. Questions to Ask about Factual Texts. Questions located at: http://books.heinemann.com/comprehending/pdfs/QuestionsToAskAboutFactualTexts.pdf</p>	<p>1a. During guided reading have students use a text index and glossary. Take observational notes.</p> <p>1b. During guided reading, have students locate and identify an example of each concept of print for informational text. Use a grid to record which students have identified which concept of print.</p> <p>1b. Photocopy a page from the guided reading text and have students identify concepts of print. Give the name of the concept of print, tell what it</p>
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		<p>looks like, and tell how it is used. (Name, form, function)</p> <p>1b. Students in writing will write an informational text. This text can be used to assess knowledge and understanding of concepts of print for informational texts.</p>
<p>2. Decoding and Word Recognition Students will use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</p> <p>2a. Use the pronunciation key of a dictionary to decode new words. 2b. Use context clues or knowledge of phonics, syllabication, prefixes, and suffices to decode new words.</p>	<p>2a. Use dictionary to complete word sorts based on phonetic and syllabication patterns.</p>	<p>2a. Have students use a dictionary to determine pronunciation of new words during guided reading and reading conferences. Take observational notes.</p> <p>2b. Photocopy a page from the guided reading text and use it to take a reading running record. Analyze and score the record for decoding strategies (3 cueing system: syntax, phonics, and semantics).</p> <p>2b. Administer an informal phonics survey, having students read a list of nonsense words that are single and multi-syllable.</p> <p>2b. Administer a qualitative spelling checklist. See Morris-McCall Spelling List (Grades 2-9) in Michael C. McKenna & Steven A. Stahl 2003. <i>Assessment for Reading Instruction</i>. New York: The Guilford Press.</p>
<p>3. Fluency Students will group words quickly to help them gain meaning from what they Read.</p> <p>3a. Adjust reading speed appropriately for different purposes and audiences. 3b. Apply knowledge of letter-sound associations, language structures, and context to recognize words.</p>	<p>3a. Model fluency during teacher read alouds.</p>	<p>3a. Use running records while conferencing with students or during guided reading.</p> <p>3a./3b. Benchmark Assessment using informational text.</p> <p>3a/b. Complete a scale for assessing fluency located at: http://books.heinemann.com/comprehending/pdfs/ScaleForAssessingFluency.pdf</p>
<p>4. Reading Strategies Students will employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> <p>4a. Activate prior knowledge and anticipate what will be read or heard. 4b. Vary reading strategies according to their purpose for reading and the nature of the text. 4c. Reread to make sense of difficult paragraphs or sections of text.</p>	<p>4a. Use interactive read-aloud as a support for instructions. See Linda Hoyt. 2007. <i>Interactive Read-Alouds: Linking Standards, Fluency, and Comprehension Grades 4-5</i>. Portsmouth, NH: Heinemann. Pages ix-xxi provide excellent list of titles and mentor texts.</p>	<p>4a/d. Complete observation notes: Talking about Reading: Observing for Evidence of Thinking—can be found at: http://books.heinemann.com/comprehending/pdfs/TalkingAboutReadingObservingAGroup.pdf</p> <p>4a. Provide student with a short passage with</p>

<p>4d. Apply graphic organizers to illustrate key concepts and relationships in a text.</p>	<p>4d. Teach students how to make a mind map in the guided reading group.</p>	<p>multiple concepts and have the student do a Think-Aloud using the four comprehension strategies of predict, clarify, question, and summarize.</p> <p>4d. Have student make a mind map for a text that is on their guided reading level.</p>
<p>5. Vocabulary and Concept Development Students will understand how words powerfully affect meaning.</p> <p>5a. Infer specific word meanings in the context of reading passages.</p> <p>5b. Use a grade-level appropriate dictionary independently to define</p>	<p>5a/b. Confirming word meaning exercise. Graphic organizer for this activity located: http://books.heinemann.com/comprehending/pdfs/vPredictingConfirmingWordMeaning.pdf</p>	<p>5a/b. Performance task: Have students look up unknown words in the dictionary. Check for accuracy and if the student has chosen the correct definition as related to the text.</p>
<p>6. Comprehension Skills and Response to Texts Students will compare, infer, synthesize, and make connection (text to text, text to world, text to self) to make text personally relevant and useful.</p> <p>6a. Identify and analyze text types, formats, and elements in nonfiction.</p> <p>6b. Recognize common organizational patterns in text that support comprehension (e.g., headings, captions).</p>	<p>6b. Use a Coaching Session Guide Sheet during guided Reading. You will want students to learn how to identify text structure and also to vary the retelling of the text bases on the structure of the text. Include over time examples of each of these text structures:</p> <ul style="list-style-type: none"> • Description • Problem/Solution • Time/Order • Comparison/Contrast • Cause/Effect • Directions <p>6b. Explicitly teach Signal Words that help a reader anticipate the organizational structure of a non-fiction text. See Irene C. Fountas & Gay Su Pinnell. 2006 <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8</i>. Portsmouth, NH: Heinemann (p. 22). Use symbols for teaching and identifying structures in factual texts. See Irene C. Fountas & Gay Su Pinnell. 2006 <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8</i>. Portsmouth, NH: Heinemann (p. 186).</p>	<p>6a. Have students write literal and interpretive questions for a short guided reading passage.</p> <p>6b. Photocopy several passages with different organizational structures and have students highlight the signal words and identify the structure each text.</p>
<p>Genre: News Articles from Newspapers, Magazines, Websites(Shared and Guided Reading) Text Materials: Times for Kids, Scholastic News, Ranger Rick, Courier Times, and other publications to locate high interest or important content stories to be used during guided reading.</p>		
<p>1. Concepts of Print</p> <p>1a. Survey and explain text features that contribute to comprehension (e.g., headings, illustrations, maps, charts).</p>	<p>1a. Introduce and identify: Headlines, inverted structure of a news story, the Five W's and One H (who, what, where, why</p>	<p>1a. Provide students with a news article and have them identify in writing the 5 W's and One H.</p>

	when, how)	
2. Decoding and Word Recognition 2a. Interpret new words correctly in context.	2a. Have students choose 2 new words from their text that they are unsure about. It can be a new word or a known word that us being used in a new way. Then have students complete the cart located at: http://books.heinemann.com/comprehending/pdfs/vFiguringOutWhatWordsMean.pdf	2a. Reading running records 2b. Observational notes from guided reading
3. Fluency 3a. Apply self-correcting strategies to decode and gain meaning from print both, orally and silently. 3b. Read aloud in ways that reflect understanding of proper phrasing and intonation.	3a. Explicitly teach the six dimensions of fluency. Pausing, phrasing, stress, intonation, rate, integration. See Irene C. Fountas & Gay Su Pinnell. 2006 <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8</i> . Portsmouth, NH: Heinemann (p. 69). 3b. Have students write a summary of a news story and read the summary fluently to the class.	3a. Audiotape students. 3b. Running records of portion of news story. 3c. Take notes when students read news report to class. 3a/b. Complete a scale for assessing fluency located at: http://books.heinemann.com/comprehending/pdfs/ScaleForAssessingFluency.pdf
4. Reading Strategies 4a. Activate prior knowledge and anticipate what will be read or heard. 4b. Make revisions to text predictions during and after reading.	4a. Thinking and Evidence chart located at: http://books.heinemann.com/comprehending/pdfs/gThinkingAndEvidence.pdf 4b. Predicting and confirming. See chart located at: http://books.heinemann.com/comprehending/pdfs/gPredictingAndConfirming.pdf	4a/b. Anale reading behaviors to sustain processing (See http://books.heinemann.com/comprehending/pdfs/AnalyzingReadingBehaviorsToSustainProcessing.pdf)
5. Vocabulary and Concept Development 5a. Use a grade-level appropriate dictionary independently to define unknown words. 5b. Infer specific word meanings in the context of reading passages.	5a/b. Confirming word meaning exercise. Graphic organizer for this activity located: http://books.heinemann.com/comprehending/pdfs/vPredictingConfirmingWordMeaning.pdf	5a. Use passages/sentences with unknown word. Have students determine the meaning of several unknown words using a dictionary. 5b. Use passages/sentences with unknown word. Ensure that the text provides enough known context to allow for inference. Have students determine the meaning of several unknown words without using a dictionary.
6. Comprehension Skills and Response to Texts 6a. Identify genre by their distinctive elements. 6b. Identify author's purpose, views, and beliefs. 6c. Identify and analyze text types, formats, and elements in nonfiction	6b. Have students do Reciprocal Teaching. In a small group students predict, clarify, question, and summarize. The goal is to have students internalize and use these comprehension strategies independently when they are reading an informational text.	6a., 6b. 6c. Create a Group Discussion Log that lists horizontally the names of the members of the guided reading group. Vertically list the comprehension strategies that you are going to focus on with this text. Share the group discussion log with students before you use it. Check mark

		<p>when comprehension strategy is well done and a minus mark when student need improvement.</p> <p>6a., 6b., 6c. Have students to a textbook passage rewrite or a student-authored study guide for a social studies topic.</p> <p>See: Larry Lewin. 2006. <i>Reading Response That Really Matters to Middle Schoolers</i>. Scholastic Teaching Resources.</p>
<p>Genre: Realistic Fiction (Shared, Guided Reading and Independent Reading)</p> <p>Text Materials: Scholastic Leveled Reading book collection, core book collection, TREK fiction books, and library books.</p>		
<p>1. Concepts of Print</p> <p>1a. Survey and explain text features that contribute to comprehension (e.g., headings, illustrations, maps, charts).</p>	<p>1a. Review title, setting, plot, main character, theme, climax.</p> <p>1a. Introduce flashback, foreshadowing, point-of-view (omniscient, third person, first person).</p>	
<p>2. Decoding and Word Recognition</p> <p>2a. Interpret new words correctly in context.</p>	<p>2a. Have students choose 2 new words from their text that they are unsure about. It can be a new word or a known word that us being used in a new way. Then have students complete the cart located at: http://books.heinemann.com/comprehending/pdfs/vFiguringOutWhatWordsMean.pdf</p>	<p>2a/ 3a/ 3b. During first or second session of guided reading lessons, take a reading running record to determine that text is a good match for student and to assess with student one strategy to focus on during guided reading of this text. Photocopy several pages for the text to use for reading running records. Limit the reading running record to 100 words per reader.</p>
<p>3. Fluency</p> <p>3a. Apply knowledge of letter-sound associations, language structures, and context to recognize words.</p> <p>3b. Apply self-correcting strategies to decode and gain meaning from print both, orally and silently.</p>	<p>3a/b. Explicitly demonstrate how to put known words together in phrased units and prompt them to do so as well.</p> <p>3a/b. Review “Established Fluency in Both Oral and Silent Reading; Levels J-Z on pg. 79-80 in <i>Teaching for Comprehension and Fluency</i> (Fountas and Pinnell)</p>	<p>3a/b. Complete a scale for assessing fluency located at: http://books.heinemann.com/comprehending/pdfs/SscaleForAssessingFluency.pdf</p>
<p>4. Reading Strategies</p> <p>4a. Apply graphic organizers to illustrate key concepts and relationships in a text.</p> <p>4b. Make revisions to text predictions during and after reading.</p>	<p>4b. Have students do Reciprocal Teaching. In a small group students read and think aloud and tell others when and how they predict, clarify, question, and summarize the text. The goal is to have students internalize and use these comprehension strategies independently when they are reading.</p>	<p>4b. Think Aloud – Have students read a page from their independent fiction book. Ask them to demonstrate how they are predicting, clarifying, questioning, and summarizing as they read. Collect observations on a recording sheet developed for this assessment.</p>
<p>5. Vocabulary and Concept Development</p> <p>5a. Use a thesaurus to identify alternative word choices and meanings.</p> <p>5b. Identify and correctly use antonyms, synonyms, homophones, and homographs.</p>	<p>5a/b. Have students circle/identify words in text for which they must use a thesaurus to substitute a new word while not altering the meaning of the sentence/idea.</p>	<p>5 a/b. Check for accurate/appropriate word choice and use.</p>

<p>6. Comprehension Skills and Response to Texts</p> <p>6a. Identify and analyze text types, formats, and elements in fiction.</p> <p>6b. Recognize common organizational patterns in text that support comprehension (e.g., headings, captions).</p> <p>6c. Interpret idiomatic expressions.</p> <p>6d. Anticipate and construct meaning from text by making conscious connections to self, an author, and others.</p>	<p>6a. Develop a shared language for talking about fiction texts.</p> <p>6a. Elements of Story Structure: Plot, Theme, Problem, Solution, Main idea, setting, primary characters, secondary characters, setting, key versus secondary events, point of view, climax.</p> <p>6a. Literary Devices: Analogy, alliteration, caricature, atmosphere, foreshadowing, flashback-forward, mood, imagery, simile, inference, stereotype, influence of pictures, symbolism, irony, tensions, metaphor, parody, personification, satire.</p> <p>See Irene C. Fountas & Gay Su Pinnell. 2006 <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8</i>. Portsmouth, NH: Heinemann (pp. 243 - 244).</p> <p>6c. Explicitly teach the meaning of an idiom. Have students collect idioms on a class chart and in their Reader's Notebook. You may want the class chart to include a picture for the literal meaning of the idiom and a picture and explanation for the figurative shared meaning of the idiom.</p> <p>6d. Use Interactive text read aloud to model how to make connections to the text.</p>	<p>6a. Team Retelling: Students in guided reading group take turns retelling the story with emphasis on the targeted elements of story design. Use a Card Set to identify the targeted elements. Goal is for students to use the literary terms correctly in their retelling.</p> <p>See Linda Hoyt. 1999. <i>Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension</i>. Portsmouth, NH: Heinemann.</p> <p>6a. Use Reader's Notebook to have students write a response to an open-ended question. Highlight use of precise language written to talk about fiction.</p> <p>6c. Use the Reader's Notebook to have students collect idioms that they find in their independent reading. Idiom literal meaning figurative shared meaning</p> <p>6d. Use Reader's Notebook to have students write a response to an open-ended questions that requires them to make conscious connections to self, an author, and or others. Highlight use of precise language to identify the connections.</p>
<p>Biographies (Shared and Independent Reading) Text materials: Students will read books/websites about famous artist and write a research paper/Powerpoint presentation. Books can be borrowed from libraries. (See research unit developed by L. Bushey and D. Licorish.)</p>		
<p>1. Concepts of Print</p> <p>1a. Survey and explain text features that contribute to comprehension).</p>	<p>1a. Develop a shared language for talking about biography Include setting, subject, themes, accuracy of information, structure, illustrations, and graphic features.</p> <p>See Irene C. Fountas & Gay Su Pinnell. 2006 <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8</i>. Portsmouth, NH: Heinemann (p. 244).</p> <p>2. In writer's notebooks, have students complete a comparison of fiction vs. nonfiction. Graphic organizer located at:</p>	<p>1. Have students complete an analysis of an biographical book—complete graphic organizer located at: http://books.heinemann.com/comprehending/pdfs/itBookPrintFeatures.pdf</p>

	http://books.heinemann.com/comprehending/pdfs/gnComparisonsFictionNonfiction.pdf	
<p>4. Reading Strategies</p> <p>4a. Apply graphic organizers to illustrate key concepts and relationship in a text.</p> <p>4b. Vary reading strategies according to their purpose for reading and the nature of the text.</p>	<p>4a/b. Recording Thinking with Supporting Evidence. Form located at: http://books.heinemann.com/comprehending/pdfs/gRecordingThinkingWithSupportingEvidence.pdf</p>	<p>4a/b. During guided reading group, observe for evidence of thinking/reading strategies using the following: http://books.heinemann.com/comprehending/pdfs/TalkingAboutReadingObservingFourStudents.pdf</p>
<p>5. Vocabulary and Concept Development</p> <p>5a. Use a thesaurus to identify alternative word choices and meanings.</p>		
<p>6. Comprehension Skills and Response to Texts</p> <p>6a. Recognize historical and cultural biases and different points of view.</p> <p>6b. Use cause and effect and sequence of events to gain meaning.</p>	<p>6a. Relating Character Traits and Goals: http://books.heinemann.com/comprehending/pdfs/cRelatingCharacterTraitsGoals.pdf</p> <p>6a. Analyzing Characters: http://books.heinemann.com/comprehending/pdfs/cAnalyzingCharacters1.pdf</p> <p>and/or</p> <p>http://books.heinemann.com/comprehending/pdfs/cAnalyzingCharacters2.pdf</p>	<p>6b. Have students complete and evaluate graphic organizers—templates can be found: http://books.heinemann.com/comprehending/pdfs/itUnderlyingStructuresCauseEffect1.pdf and/or http://books.heinemann.com/comprehending/pdfs/itUnderlyingStructuresCauseEffect2.pdf</p> <p>and/or</p> <p>http://books.heinemann.com/comprehending/pdfs/itUnderlyingStructuresProblemSolution3.pdf</p>
<p>7. Inquiry and Research</p> <p>Students will gather and critique information from different sources for specific purposes.</p> <p>7a. Use library classification systems, print or electronic, to locate information.</p> <p>7b. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.</p> <p>7c. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.</p> <p>7d. Summarize and organize information by taking notes, outlining ideas, and/or making charts.</p> <p>7e. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.</p>	<p>7a. See Laurie Rozakis. 2007. <i>Writing Great Research Papers</i>. New York: McGraw Hill.</p>	<p>7a. 7b. 7c. 7d. 7e. Written research report about artist. Demonstrate understanding of text features of a biography. Rubrics will be provided to guide for students to use in producing the research report and for the teacher to use to assess final project.</p>

HADDONFIELD PUBLIC SCHOOLS
Grade 5 Curriculum Map/Reading

Second Trimester—December/January/February

Targeted Standard(s): NJCCCS

3.1: All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Enduring Understandings (The big ideas):

1. **Concepts about Print** – Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
2. **Decoding and Word Recognition** – Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
3. **Fluency** – Fluent readers group words quickly to help them gain meaning from what they read.
4. **Reading Strategies** – Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
5. **Vocabulary and Concept Development** – Words powerfully affect meaning.
6. **Comprehension Skills and Response to Text** – Good readers compare, infer, synthesize, and make connection(text to text, text to world, text to self) to make text personally relevant and useful.
7. **Inquiry and Research** – Researchers gather and critique information from different sources for specific purposes.

Essential Questions:

1. **Concepts about Print** – How does understanding a text’s structure help me better understand its meaning?
2. **Decoding and Word Recognition** – How do I figure out a word I do not know?
3. **Fluency** – How does fluency affect comprehension?
4. **Reading Strategies** – What do readers do when they do not understand everything in a text?
5. **Vocabulary and Concept Development** – Why do readers need to pay attention to a writer’s choice of words?
6. **Comprehension Skills and Response to Text** – How do readers construct meaning from text?
7. **Inquiry and Research** – Why conduct research? How do I conduct research?

District Assessment

- None

Core Content/Objectives	Instructional Actions	
Concepts and Skills <i>What students will know/What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>

Genre: Editorials/Essays (Guided Reading and Independent Reading Focus)

Text Materials: Editorials from Courier Times, Haddonfield Sun, Inquirer, and other print sources.

<p>1. Concepts of Print Students will understand an informational text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</p> <p>1a. Survey and explain text features that contribute to comprehension (e.g., headings, illustrations, maps, charts).</p>	<p>1a. Explicitly teach what MAY be found in an editorial: personal story, the thesis statement, explanation of the other side of the issue, examples to support point of view, reasons for point of view, quotations to support point of view, ending with a restatement of the thesis statement on a positive note</p> <p>1a. Have students complete an analysis of an informational book—complete graphic organizer</p>	<p>1a. Photocopy an editorial and have students name and locate concepts of print in an editorial.</p> <p>1a. Students will write an editorial and or persuasive essay to demonstrate knowledge of concepts of print.</p>
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	<p>located at: http://books.heinemann.com/comprehending/pdfs/itBookPrintFeatures.pdf</p> <p>1a. Questions to Ask about Factual Texts. Questions located at: http://books.heinemann.com/comprehending/pdfs/QuestionsToAskAboutFactualTexts.pdf</p>	
<p>2. Decoding and Word Recognition Students will use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.</p> <p>2a. Use the pronunciation key of a dictionary to decode new words. 2b. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.</p>	<p>2b. Focus on teaching and Identifying Greek and Latin Prefixes and Suffixes. See Trisha Callella. 2004. <i>Prefixes and Suffixes: Teaching Vocabulary to Improve Reading Comprehension</i>. Huntington Beach, CA: Creative Teaching Press, Inc. Create classroom list of Latin and Greek Prefixes and Suffixes and their meaning.</p>	<p>2a. Reading running record of an essay will be analyzed.</p> <p>2b. Have students list prefixes and suffixes in Reader’s Notebook – Vocabulary section and record words they find when reading. Word Text Prefix/Suffix Word Meaning</p>
<p>3. Fluency Students will group words quickly to help them gain meaning from what they Read.</p> <p>3a. Adjust reading speed appropriately for different purposes and audiences. 3b. Apply knowledge of letter-sound associations, language structures, and context to recognize words.</p>	<p>3a. Model fluency during teacher read alouds.</p>	<p>3a. Use running records while conferencing with students or during guided reading.</p> <p>3a./3b. Benchmark Assessment using informational text.</p> <p>3a/b. Complete a scale for assessing fluency located at: http://books.heinemann.com/comprehending/pdfs/ScaleForAssessingFluency.pdf</p>
<p>4. Reading Strategies Students will employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.</p> <p>4a. Reread to make sense of difficult paragraphs or sections of text.</p>	<p>4a. Explicitly teach and model for students how to read an editorial or essay. When reading an essay:</p> <ol style="list-style-type: none"> 1. Read the essay once. 2. Focus on key words and phrases, especially ones that are repeated. 3. Read the article again, slowly and carefully and find the thesis (the central idea of the essay) 4. Ask yourself questions (Does the author prove the thesis? Does the author disprove other theories?) 5. Identify and underline the main points. 6. Identify the structure: introduction, body, conclusion. <p>See Jock MacKenzie. 2007. <i>Essay Writing</i>:</p>	<p>4a. Complete observation notes: Talking about Reading: Observing for Evidence of Thinking—can be found at: http://books.heinemann.com/comprehending/pdfs/TalkingAboutReadingObservingAGroup.pdf</p>

	<p><i>Teaching the Basics from the Ground Up.</i> Markham, Ontario: Pembroke Publishers Limited.</p> <p>See Lucy Calkins & Cory Gillette. 2006. <i>Breathing Life into Essays.</i> Portsmouth, NH: Heinemann.</p> <p>See Heather Lattimer. 2003. <i>Thinking Through Genre: Units of Study in Reading and Writing Workshops 4-12.</i> Portland ME: Stenhouse Publishers. (pp. 112 -155)</p>	
<p>5. Vocabulary and Concept Development Students will understand how words powerfully affect meaning.</p> <p>5a. Infer specific word meanings in the context of reading passages. 5b. Use a grade-level appropriate dictionary independently to define</p>	<p>5a/b. Confirming word meaning exercise. Graphic organizer for this activity located: http://books.heinemann.com/comprehending/pdfs/vPredictingConfirmingWordMeaning.pdf</p>	<p>5a/b. Performance task: Have students look up unknown words in the dictionary. Check for accuracy and if the student has chosen the correct definition as related to the text.</p>
<p>6. Comprehension Skills and Response to Texts Students will compare, infer, synthesize, and make connection (text to text, text to world, text to self) to make text personally relevant and useful.</p> <p>6a. Recognize persuasive and propaganda techniques used to influence readers. 6b. Identify author's purpose, views, and beliefs. 6c. Distinguish between major and minor details.</p>	<p>6b. Use a Coaching Session Guide Sheet during guided Reading. You will want students to learn how to identify text structure and also to vary the retelling of the text bases on the structure of the text. Include over time examples of each of these text structures:</p> <ul style="list-style-type: none"> • Description • Problem/Solution • Time/Order • Comparison/Contrast • Cause/Effect • Directions <p>6b. Explicitly teach Signal Words that help a reader anticipate the organizational structure of a non-fiction text. See Irene C. Fountas & Gay Su Pinnell. 2006 <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8.</i> Portsmouth, NH: Heinemann (p. 22). Use symbols for teaching and identifying structures in factual texts. See Irene C. Fountas & Gay Su Pinnell. 2006 <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8.</i> Portsmouth, NH: Heinemann (p. 186).</p>	<p>6a. Have students write literal and interpretive questions for a short guided reading passage.</p> <p>6b. Photocopy several passages with different organizational structures and have students highlight the signal words and identify the structure each text.</p>
<p>Short Stories (Guided Reading Focus) Text materials: Collect short stories from magazines, anthologies, various collections.</p>		
<p>1. Concepts of Print 1a. Survey and explain text features that contribute to comprehension (e.g., headings, illustrations, maps, charts).</p>	<p>1a. Explicitly teach: Short story usually develops around a single central theme and is limited in scope and number of characters.</p>	<p>1a. Students will write their own short story, in which they will demonstrate understanding of concepts of print for a short story. Rubrics will be</p>

	<p>Have students be able to identify setting, conflict, main character (protagonist), theme, and climax of short story.</p> <p>See Lucy Calkins & M. Colleen Cruz. 2006. <i>Writing Fiction: Big Dreams, Tall Ambitions</i>. Portsmouth, NH: Heinemann.</p> <p>See Heather Lattimer. 2003. <i>Thinking Through Genre: Units of Study in Reading and Writing Workshops 4-12</i>. Portland ME: Stenhouse Publishers. (pp. 156 -198)</p>	<p>provided for students to use to guide their writing and rubrics will be used by teacher to assess final product.</p>
<p>2. Decoding and Word Recognition</p> <p>2a. Apply spelling and syllabication rules that aid in decoding and word recognition.</p>	<p>2a. Have students choose 2 new words from their text that they are unsure about. It can be a new word or a known word that us being used in a new way. Then have students complete the cart located at: http://books.heinemann.com/comprehending/pdfs/vFiguringOutWhatWordsMean.pdf</p>	<p>2a. Reading running records</p> <p>2b. Observational notes from guided reading</p>
<p>3. Fluency</p> <p>3a. Read aloud in ways that reflect understanding of proper phrasing and intonation.</p>	<p>3a. Explicitly teach the six dimensions of fluency. Pausing, phrasing, stress, intonation, rate, integration. See Irene C. Fountas & Gay Su Pinnell. 2006 <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8</i>. Portsmouth, NH: Heinemann (p. 69).</p>	<p>3a. Complete a scale for assessing fluency located at: http://books.heinemann.com/comprehending/pdfs/ScaleForAssessingFluency.pdf</p>
<p>4. Reading Strategies</p> <p>4a. Apply graphic organizers to illustrate key concepts and relationships in a text.</p> <p>4b. Make revisions to text predictions during and after reading.</p>	<p>4a. Thinking and Evidence chart located at: http://books.heinemann.com/comprehending/pdfs/gThinkingAndEvidence.pdf</p> <p>4b. Predicting and confirming. See chart located at: http://books.heinemann.com/comprehending/pdfs/gPredictingAndConfirming.pdf</p> <p>4b. Explicitly teach students explicit strategic actions for expanding thinking while reading, including Predicting, Making Connections, Inferring, Synthesizing, Analyzing, Critiquing. For specific sub skills for each of these strategic actions See Irene C. Fountas & Gay Su Pinnell. 2006 <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-</i></p>	<p>4a/b. Analyze reading behaviors to sustain processing (See http://books.heinemann.com/comprehending/pdfs/AnalyzingReadingBehaviorsToSustainProcessing.pdf)</p> <p>4b. Use the note taking sheet for strategic actions for expanding thinking during guided reading and conferencing. See Irene C. Fountas & Gay Su Pinnell. 2006 <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8</i>. Portsmouth, NH: Heinemann (p. 61).</p>

<p>5. Vocabulary and Concept Development</p> <p>5a. Use a thesaurus to identify alternative word choices and meanings.</p> <p>5b. Infer specific word meanings in the context of reading passages.</p>	<p>8. Portsmouth, NH: Heinemann (p. 52-60).</p> <p>5a/b. Confirming word meaning exercise. Graphic organizer for this activity located: http://books.heinemann.com/comprehending/pdfs/vPredictingConfirmingWordMeaning.pdf</p> <p>5a. Teach students how to use a thesaurus, both paper and electronic.</p>	<p>5a. Re-write a paragraph from a short story using a thesaurus to identify alternative word choices and meanings. Underline the replaced words.</p> <p>5b. Use passages/sentences with unknown word. Ensure that the text provides enough known context to allow for inference. Have students determine the meaning of several unknown words without using a dictionary.</p>
<p>6. Comprehension Skills and Response to Texts</p> <p>6a. Understand that theme refers to central idea or meaning of a selection and recognize themes, whether implied or stated directly.</p> <p>6b. Recognize figurative language in text (e.g. simile, metaphor, personification, alliteration).</p> <p>6c. Recognize literary elements in stories, including setting, characters, plot, and mood.</p>	<p>6c. Retelling with a Storytelling Glove: Use a white garden glove and write storytelling elements on each finger of the glove and place a heart in the center for the Heart of the story/Theme. Students can wear the glove while rehearsing for the retelling.</p>	<p>6c. Have the students do a written retelling of the story, making sure to include in the retelling each of the story elements.</p> <p>See Linda Hoyt. 1999. Revisit, Reflect, Retell: Strategies for Improving Reading Comprehension. Portsmouth, NH: Heinemann</p>
<p>Poetry (Guided and Independent Reading Focus) Text Materials: Select poems from library collection. Include traditional poems, songs and changes.</p>		
<p>1. Concepts of Print</p> <p>1a. Survey and explain text features that contribute to comprehension</p>	<p>1a. Introduce terminology needed to study poetry:</p> <p>Alliteration: repetition of consonant sounds at the beginning of words.</p> <p>Assonance: Repetitions of similar vowel sounds in a sentence or within a line of poetry or prose.</p> <p>Couplet: A pair of rhyming lines that often separate one stanza from another.</p> <p>Onomatopoeia: a word or group of words that imitates the sound of the thing that is being described.</p> <p>Verse: One line of poetry</p> <p>Stanza : A poetic paragraph</p> <p>Free verse (open form): Poem does not necessarily contain any patterns of meter or rhyme.</p> <p>Closed form: a poem where structure is characterized consistently in terms of rhyme, line length, and metric pattern.</p>	<p>Students will develop a poetry notebook. In this book students will collect poems that they like, that the teacher likes, that peers like, or that students and peers have written.</p> <p>For each poem, students will be asked to write a short response to the poem, highlighting in the response poetry terminology.</p>

	Types of Poems: Ballad, cinquain, epic, haiku, limerick, lyric, nonsense verse, ode, quatrain, sonnet, list poems, formula poems, concrete poetry.	
2. Decoding and Word Recognition 2a. Interpret new words correctly in context.	2a. Have students choose 2 new words from their text that they are unsure about. It can be a new word or a known word that us being used in a new way. Then have students complete the cart located at: http://books.heinemann.com/comprehending/pdfs/vFiguringOutWhatWordsMean.pdf	2a/ 3a/ 3b. During first or second session of guided reading lessons, take a reading running record to determine that text is a good match for student and to assess with student one strategy to focus on during guided reading of this text. Photocopy several pages for the text to use for reading running records. Limit the reading running record to 100 words per reader.
3. Fluency 3a. Read aloud in ways that reflect understanding of proper phrasing and intonation.	3a/b. Explicitly demonstrate how to put known words together in phrased units and prompt them to do so as well. 3a/b. Review “Established Fluency in Both Oral and Silent Reading; Levels J-Z on pg. 79-80 in <i>Teaching for Comprehension and Fluency</i> (Fountas and Pinnell)	3a/b. Complete a scale for assessing fluency located at: http://books.heinemann.com/comprehending/pdfs/ScaleForAssessingFluency.pdf
5. Vocabulary and Concept Development 5a. Use a thesaurus to identify alternative word choices and meanings. 5b. Identify and correctly use antonyms, synonyms, homophones, and homographs.	5a/b. Have students circle/identify words in text for which they must use a thesaurus to substitute a new word while not altering the meaning of the sentence/idea.	5 a/b. Check for accurate/appropriate word choice and use.
6. Comprehension Skills and Response to Texts 6a. Recognize figurative language in text (e.g., simile, metaphor, alliteration). 6b. Identify and respond to the elements of sound and structure in poetry.	6a. Read poems to students and highlight on overhead examples of figurative language. Ask students to identify in other poems figurative language: metaphors, hyperbole, symbolism, similes, personification. 6b. Teach students to look for: Structure and form of poem Poet’s purpose How poet speaks to reader 6a/b. Authors use words and expressions to make poems interesting. Choose a word or expression from the poem. Make a quick drawing of what it means on the surface, then write the word’s real meaning. Access the form for this exercise at: http://books.heinemann.com/comprehending/pdfs/vFiguresOfSpeech.pdf	6a. Provide a selection of poems and have students identify type of poem 6b. Have students analyze a poem or popular song to derive it’s meaning. Students must support their analysis.

Fantasy (Guided and Independent Reading Focus)

Text Materials: Use former core books, Scholastic Guided Reading book collections, and library books.

Fantasy is fiction that contains unrealistic or unworldly elements. Modern fantasy includes magic and the struggle between good and evil.

<p>1. Concepts of Print 1a. Survey and explain text features that contribute to comprehension).</p>	<p>1a. Guided Reading Minilessons:</p> <ul style="list-style-type: none"> • Students Will (SW) recognize the characters of fantasy • SW understand and recognize the elements of fantasy • SW learn how fantasy is different from realistic texts • SW evaluate the believability of fantasy <p>For further minilesson ideas, please see pgs. 368-369 in <i>Teaching for Comprehending and Fluency</i> by Fountas and Pinnell</p>	<p>1a. Have students in their Reader's Notebook identify the unrealistic or unworldly elements in the fantasy read in guided reading.</p> <p>1a. Have students self-select a fantasy to read independently and identify the story elements as well as the unrealistic or unworldly elements. Identify the struggles between good and evil. Identify the elements of magic in the story.</p> <p>1a. Have students write a short fantasy. Use rubrics to guide the writing and to assess the product. In the planning have students identify elements of magic and the struggle between good and evil.</p>
<p>2. Decoding and Word Recognition 2a. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.</p>	<p>2a. Words Made up of sounds—informal reading inventories Informal reading inventory to assess accuracy and reading rate (pg. 489 of <i>Guiding Readers and Writers</i>)</p>	<p>2a/3a. Photocopy a page from the guided reading fantasy book and take a running record to determine the text is an appropriate match. Analyze the running record with the student to identify skill that will be developed and practiced during guided reading.</p>
<p>3. Fluency 3a. Read silently for the purpose of increasing speed, accuracy, and reading fluency. 3b. Read aloud in ways that reflect understanding of proper phrasing and intonation.</p>	<p>3a. Explicitly teach students strategies for sustaining word processing: include solving words, monitoring and correcting, searching for and using information, summarizing, maintaining fluency, adjusting. See Irene C. Fountas & Gay Su Pinnell. 2006 <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8</i>. Portsmouth, NH: Heinemann (p. 45).</p>	<p>3a. During guiding discussions have students read passages as evidence to support their answers about the text. Take observational notes about the reader's fluency.</p> <p>3a. Use note taking sheet for analyzing reading behaviors related to sustaining processing during guided reading and conferencing. See Irene C. Fountas & Gay Su Pinnell. 2006 <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8</i>. Portsmouth, NH: Heinemann (p. 51).</p>
<p>4. Reading Strategies 4a. Reread to make sense of difficult paragraphs or sections of text. 4b. Make revisions to text predictions during and after reading. 4c. Apply graphic organizers to illustrate key concepts and relationships in a text.</p>	<p>4a/b. Recording Thinking with Supporting Evidence. Form located at: http://books.heinemann.com/comprehending/pdfs/gRecordingThinkingWithSupportingEvidence.pdf</p>	<p>4a/b. During guided reading group, observe for evidence of thinking/reading strategies using the following: http://books.heinemann.com/comprehending/pdfs/TalkingAboutReadingObservingFourStudents.pdf</p>
<p>5. Vocabulary and Concept Development 5a. Identify and correctly use antonyms, homophones, and homographs. 5b. Infer word meanings from learned roots, prefixes, and suffixes.</p>	<p>5a/b. Confirming word meaning exercise. Graphic organizer for this activity located: http://books.heinemann.com/comprehending/pdfs/vPredictingConfirmingWordMeaning.pdf</p>	<p>5a. Re-write a paragraph from a short story using a thesaurus to identify alternative word choices and meanings. Underline the replaced words.</p>

	5a. Teach students how to use a thesaurus, both paper and electronic.	5b. Use passages/sentences with unknown word. Ensure that the text provides enough known context to allow for inference. Have students determine the meaning of several unknown words without using a dictionary.
6. Comprehension Skills and Response to Texts 6a. Make inferences using textual information and provide supporting evidence. 6b. Interpret idiomatic expressions.	6a. In guided reading explicitly teach students how to Think Within, Beyond, and About a Text. See Irene C. Fountas & Gay Su Pinnell. 2006 <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8</i> . Portsmouth, NH: Heinemann (pp. 33, 42).	6a. In Reader's Notebook, have students complete a graphic organizer that provides evidence of how the guided reading group was thinking within, beyond, and about a text. 6a. In Reader's Notebook, have each student fill out this same grid about thinking within, beyond, and about a text for a self-selected fantasy book that is read independently. 6b. In Reader's Notebook continue tracking new idioms. Idiom Literal Meaning Shared Figurative Meaning
Author's Study (Independent Reading Focus)		
1. Concepts of Print 1a. Survey and explain text features that contribute to comprehension (e.g., critical literary essay).	**SEE PREVIOUS INDICATORS ↓	**SEE PREVIOUS INDICATORS ↓
2. Decoding and Word Recognition 2a. Interpret new words correctly in context. 2b. Use the pronunciation key of a dictionary to decode new words.		
3. Fluency 3a. Reading silently for the purpose of increasing speed, accuracy, and reading fluency. 3b. Adjust reading speed appropriately for different purposes and audiences.		
5. Vocabulary and Concept Development		
5a. Use a thesaurus to identify alternative word choices and meanings.		
6. Comprehension Skills and Response to Texts 6a. Understand that theme refers to the central idea or meaning of a selection and recognize themes, whether implied or stated directly. 6b. Read regularly in materials appropriate for their independent reading level.		

<p>7. Inquiry and Research Students will gather and critique information from different sources for specific purposes.</p> <p>7a. Use library classification systems, print or electronic, to locate information.</p> <p>7b. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.</p> <p>7c. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.</p> <p>7d. Summarize and organize information by taking notes, outlining ideas, and/or making charts.</p> <p>7e. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.</p> <p>7f. Draw conclusions from information gathered from multiple sources.</p>	<p>7a/ 7b/ 7c/ 7d/ 7e. Students will self-select an author whose books will be read independently. Teacher should check to see that the author's works generally match the student's reading level. Students will read multiple books by this author and write a literary essay critiquing the works of the author.</p> <p>See: Janet Angelillo. 2003. <i>Writing about Reading</i>. Portsmouth, NH: Heinemann.</p> <p>Lucy Calkins & Medea McEvoy. 2006. <i>Literary Essay: Writing about Reading</i>. Portsmouth, NH: Heinemann.</p>	<p>7a/7b/7c/7d/7e. Have students draft and publish a literary essay that critiques the books of a self-selected author. Provide rubrics to assess process and product of critical essay about the self-selected author's writing.</p> <p>It is crucial that students use the literary vocabulary that they have been rehearsing in guided reading to describe the author's texts. You may want to have the students highlight all the literary terms that they included with quotations, as evidence, from the books.</p>
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HADDONFIELD PUBLIC SCHOOLS
Grade 5 Curriculum Map/Reading

Third Trimester—March-June

Targeted Standard(s): NJCCCS

3.1: All students will understand and apply the knowledge of sounds, letters and words in written English to become independent and fluent readers and will read a variety of materials and texts with fluency and comprehension.

Enduring Understandings (The big ideas):

1. **Concepts about Print** – Understanding of a text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.
2. **Decoding and Word Recognition** – Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.
3. **Fluency** – Fluent readers group words quickly to help them gain meaning from what they read.
4. **Reading Strategies** – Good readers employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension.
5. **Vocabulary and Concept Development** – Words powerfully affect meaning.
6. **Comprehension Skills and Response to Text** – Good readers compare, infer, synthesize, and make connection(text to text, text to world, text to self) to make text personally relevant and useful.
7. **Inquiry and Research** – Researchers gather and critique information from different sources for specific purposes.

Essential Questions:

1. **Concepts about Print** – How does understanding a text’s structure help me better understand its meaning?
2. **Decoding and Word Recognition** – How do I figure out a word I do not know?
3. **Fluency** – How does fluency affect comprehension?
4. **Reading Strategies** – What do readers do when they do not understand everything in a text?
5. **Vocabulary and Concept Development** – Why do readers need to pay attention to a writer’s choice of words?
6. **Comprehension Skills and Response to Text** – How do readers construct meaning from text?
7. **Inquiry and Research** – Why conduct research? How do I conduct research?

District Assessment

- Post-Test Benchmark Assessment in final 4-6 weeks of the school year

Core Content/Objectives	Instructional Actions	
Concepts and Skills <i>What students will know/What students will be able to do</i>	Activities/Strategies <i>Learning Activities/ Differentiation Interdisciplinary Connections</i>	Assessment <i>How learning will be assessed</i>

Genre: Science Fiction (Guided Reading and Independent Reading Focus)

Science Fiction is a fantasy text that involves and/or is based on scientific principles.

<p>1. Concepts of Print Students will understand an informational text’s features, structures, and characteristics facilitate the reader’s ability to make meaning of the text.</p> <p>1a. Survey and explain text features that contribute to comprehension</p>	<p>1a. Have students as they read list the scientific principles in the text.</p> <p>1a. See science fiction unit developed by L. Bushey and K. Rosen.</p> <p>1a. Writers of science fiction use technology to help us understand that the story is taking place sometime in the future when many new inventions are available. Have students list descriptions that let the reader know that the story is taking place in</p>	<p>1a. Have students generate graphic organizers and semantic maps that highlight connections within the book and between two different science fiction books.</p> <p>1a. Have students find the science in the science fiction book, but tracking in a reader’s notebook science facts and page numbers.</p> <p>Have students research the historical perspective of science when the science fiction book was</p>
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	the future. Download a student form for this exercise at: http://books.heinemann.com/comprehending/pdfs/gnScienceFictionUseDescription.pdf .	written. Have the students create a Cause and Effect chart the links the science beliefs of the time with the plot and science in the story.
2. Decoding and Word Recognition Students will use language structure and context clues to identify the intended meaning of words and phrases as they are used in text. 2a. Interpret new words correctly in context. 2b. Use the pronunciation key of a dictionary to decode new words.	2a/b. Confirming word meaning exercise. Graphic organizer for this activity located: http://books.heinemann.com/comprehending/pdfs/vPredictingConfirmingWordMeaning.pdf	2a/ 3a/ 3b. Reading running record on photocopied page from guided reading book. Analyze results and together with student determine skill or strategy that will be rehearsed and developed.
3. Fluency Students will group words quickly to help them gain meaning from what they Read. 3a. Apply knowledge of letter-sound associations, language structures, and context to recognize words. 3b. Apply self-correcting strategies to decode and gain meaning from print both, orally and silently.	3a. Demonstrations of fluent phrased reading. 3a. Demonstration of rereading to gain understanding 3a. Reader's Theater For a varied list of activities for whole class, small group, and individual teaching, see pg. 517 of <i>Teaching for Comprehending and Fluency</i> by Fountass and Pinnell.	3a/b. Complete a scale for assessing fluency located at: http://books.heinemann.com/comprehending/pdfs/ScaleForAssessingFluency.pdf
4. Reading Strategies Students will employ strategies to help them understand text. Strategic readers can develop, select, and apply strategies to enhance their comprehension. 4a. Activate prior knowledge and anticipate what will be read or heard. 4b. Read to make sense of difficult paragraphs or sections of text.	4a. Semantic mapping activities (see pg. 538 of <i>Teaching for Comprehending and Fluency</i> by Fountas and Pinnell).	4a/4b. In guided reading, take notes on a graphic organizer. Record evidence when a student in discussion demonstrates Thinking within the text, Thinking Beyond the text, and thinking about the text. See Irene C. Fountas & Gay Su Pinnell. 2006 <i>Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8</i> . Portsmouth, NH: Heinemann (p.151).
5. Vocabulary and Concept Development Students will understand how words powerfully affect meaning. 5a. Infer specific word meanings in the context of reading passages.	5a/b. Confirming word meaning exercise. Graphic organizer for this activity located: http://books.heinemann.com/comprehending/pdfs/vPredictingConfirmingWordMeaning.pdf	5a/b. Performance task: Have students look up unknown words in the dictionary. Check for accuracy and if the student has chosen the correct definition as related to the text.
6. Comprehension Skills and Response to Texts Students will compare, infer, synthesize, and make connection (text to text, text to world, text to self) to make text personally relevant and useful. 6a. Recognize literary elements in stories, including setting, characters, plot, and mood. 6b. Make inferences using textural information and provide supporting evidence.	6a/b. Supporting Thinking with Evidence from Text: http://books.heinemann.com/comprehending/pdfs/gSupportingThinking.pdf Making Predictions: http://books.heinemann.com/comprehending/pdfs/gMakingPredictions.pdf	6b. Have students in their reader's notebook track points of confusion and also clues that are embedded in the story.
Play Scripts (Shared, Guided, and Independent) Use TREK play scripts, library collection of Plays, and scripts which can be downloaded from websites.		
1. Concepts of Print	1a. Develop an understanding of these terms:	1a. Using a favorite picture book, have students

<p>1a. Survey and explain text features that contribute to comprehension.</p>	<p>playwright, script, monologue, dialogue, epilogue, soliloquy, stage directions.</p>	<p>write a Readers Theater Script</p>
<p>6. Comprehension Skills and Response to Texts 6a. Identify the structures in drama.</p>		<p>See Read-Aloud Plays: Explorers, Read-Aloud Plays: Revolutionary War Read Aloud Plays: Colonial Life (Scholastic Teaching Resources)</p> <p>6a. Have students demonstrate fluency by performing the guided reading play, after several rehearsals, as Readers Theatre. Have one member serve as the director.</p>
<p>Historical Fiction (Guided Reading Focus) See Holocaust unit developed by L. Bushey and K. Rosen or Holocaust unit developed by B. Eastwich and B. Gale. See Depression unit developed by V. DeDuca.</p>		
<p>1. Concepts of Print</p>		
<p>1a. Survey and explain text features that contribute to comprehension</p>	<p>1a. Have students recognize and understand recurring themes in historical fiction (e.g. slavery, war, immigration, civil rights). 1a. List details of how the author uses authentic language to make the past seem real to readers: http://books.heinemann.com/comprehending/pdfs/gnHistoricalFictionEvidenceFromText.pdf</p> <p>and/or</p> <p>http://books.heinemann.com/comprehending/pdfs/gnHistoricalFictionNoticingDetails.pdf</p>	
<p>2. Decoding and Word Recognition</p>		
<p>2a. Use context clues or knowledge of phonics, syllabication, prefixes, and suffixes to decode new words.</p>	<p>2a. Have students choose 2 new words from their text that they are unsure about. It can be a new word or a known word that is being used in a new way. Then have students complete the chart located at: http://books.heinemann.com/comprehending/pdfs/vFiguringOutWhatWordsMean.pdf</p>	<p>2a/ 3b. Reading running record on photocopied page from guided reading book. Analyze results and together with student determine skill or strategy that will be rehearsed and developed.</p>
<p>3. Fluency</p>		
<p>3a. Apply knowledge of letter-sound associations, language structures, and context to recognize words. 3b. Read silently for the purpose of increasing speed, accuracy, and reading fluency.</p>	<p>3a/b. Explicitly demonstrate how to put known words together in phrased units and prompt them to do so as well. 3a/b. Review "Established Fluency in Both Oral and Silent Reading; Levels J-Z on pg. 79-80 in <i>Teaching for Comprehension and Fluency</i> (Fountas and Pinnell)</p>	<p>3a/b. Complete a scale for assessing fluency located at: http://books.heinemann.com/comprehending/pdfs/ScaleForAssessingFluency.pdf</p>
<p>4. Reading Strategies</p>		
<p>4a. Activate prior knowledge and anticipate what will be read or heard. 4b. Apply graphic organizers to illustrate key concepts and relationships in a text.</p>	<p>4a/b. Main ideas and details: http://books.heinemann.com/comprehending/pdfs/gMainIdeasAndDetails.pdf</p>	<p>4b. Use reader's response tasks and projects to assess comprehension. Ex. Have the students Rate, Critique, and Improve the author's work. Ex. Have the students Praise, Question, Polish the</p>

		work in a memo to the author. See: Larry Lewin. 2006. <i>Reading Response That Really Matters to Middle Schoolers</i> . Scholastic Teaching Resources.
5. Vocabulary and Concept Development 5a. Infer word meanings from learned roots, prefixes, and suffixes. 5b. Infer specific word meanings in the context of reading passages.	5a/b. Confirming word meaning exercise. Graphic organizer for this activity located: http://books.heinemann.com/comprehending/pdfs/vPredictingConfirmingWordMeaning.pdf	5a/b. Performance task: Have students look up unknown words in the dictionary. Check for accuracy and if the student has chosen the correct definition as related to the text.
6. Comprehension Skills and Response to Texts 6a. Recognize historical and cultural biases and different points of view. 6b. Recognize literary elements in stories, including setting, characters, plot, and mood. 6c. Interpret idiomatic expressions.	6a. Use picture books to provide models of how to make connections and uncover historical and cultural biases. Use literature circles for discussion and analysis of these themed texts.	6b. Use project-based learning task based on connections to the historical fiction theme.
Reading to Learn – Exit Inquiry (Shared, Guided, and Independent Reading Focus)		
<ul style="list-style-type: none"> Students will self-select a topic to investigate. Students will use books from the classroom, from the school libraries, from the public libraries. Students will also learn to access information from websites and electronic databases. This can be a focused inquiry linked to a social studies unit or a science unit, or this could be a totally free choice inquiry. The final written research paper will be written supporting a thesis statement. Students will identify an area of interest. Generate a list of questions. Begin to read to learn answers for their questions. Continue to generate new questions as they read. Collect facts on note cards. Begin to take a position on the topic of investigation. Sort note cards into subtopic areas. Outline research paper. Write research paper with strong thesis statement and evidence to support statement. Provide reference page and title page. Students will transform this written research paper into a Powerpoint presentation that will be shared with peers. 		
1. Concepts of Print 1a. Survey and explain text features that contribute to comprehension (e.g., headings, illustrations, maps, charts).		Written Research Paper, including list of questions, note cards, outline, draft and published paper. 1a. Finished project will include table, chart, and graph. Powerpoint presentation to classmates.
2. Decoding and Word Recognition 2a. Use pronunciation key of a dictionary to decode new words.		2a. Students pronunciation of content vocabulary will be assessed. Students will be told to use a dictionary (paper or electronic) to rote phonetic spelling to guide their pronunciation during their oral presentation.
3. Fluency 3a. Adjust reading speed appropriately for different purposes and audiences. 3b. Read aloud in ways that reflect understanding of proper phrasing and intonation.		3b. Students will orally read to class their Powerpoint presentation. Fluency will be assessed. Students will also be assessed on their ability to talk off of the Powerpoint text.
4. Reading Strategies 4a. Vary reading strategies according to their purpose for reading and the nature of		4b. Students will submit an outline or other graphic organizer which clearly demonstrates the text

<p>the text.</p> <p>4b. Apply graphic organizers to illustrate key concepts and relationships in a text.</p>		<p>structure of their research paper.</p>
<p>5. Vocabulary and Concept Development</p> <p>5a. Use a grade-level appropriate dictionary independently to define unknown words.</p> <p>5b. Use a thesaurus to identify alternative word choices and meanings.</p>		<p>5a. Students will be required to define content specific words within the context of their written research paper. In addition, students will create a glossary for their research paper that will include a pronunciation key.</p>
<p>6. Comprehension Skills and Response to Texts</p> <p>6a. Identify and analyze text typed, formats, and elements in nonfiction.</p>		
<p>7. Inquiry and Research</p> <p>Students will gather and critique information from different sources for specific purposes.</p> <p>7a. Use library classification systems, print or electronic, to locate information.</p> <p>7b. Read independently and research topics using a variety of materials to satisfy personal, academic, and social needs, and produce evidence of reading.</p> <p>7c. Interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions.</p> <p>7d. Summarize and organize information by taking notes, outlining ideas, and/or making charts.</p> <p>7e. Produce projects and reports, using visuals, media, and/or technology to show learning and support the learning of an audience.</p> <p>7f. Draw conclusions from information gathered from multiple sources.</p> <p>7g. Develop and revise questions for investigations prior to, during, and after reading.</p> <p>7h. Use multiple sources to locate information relevant to research questions.</p>	<p>7a – 7g. In class, students will read, research, and write their Exit Inquiry paper. Teacher will continually conference with students as they work through the process.</p>	<p>7a – 7g Rubrics will be provided for both the Exit Inquiry paper and Powerpoint presentation. Evidence of each step and stage of research will be required.</p>

