

RE-1 VALLEY LITERACY CURRICULUM FRAMEWORK
FIFTH GRADE **April 03**

READING BLOCK COMPONENT	AUGUST/ SEPTEMBER 1 st Quarter	OCTOBER	NOVEMBER/ DECEMBER 2 nd Quarter	JANUARY/ FEBRUARY 3 rd Quarter	FEBRUARY/ MARCH	APRIL 4 th Quarter	MAY
Standards 1. Students will use explicit comprehension strategies to understand a variety of texts (Rd. Block: guided reading/ independent practice) 2. Students will use specific thinking skills to understand a variety of texts (Rd Block: guided reading/ independent practice) 3. Students will use word recognition strategies to understand a variety of texts (Rd. Block: word work)	1.1 Monitoring understanding 1.2 Using back-Ground knowledge/ schema making connections 2.1 Determine main idea 2.2 Summarize text 2.3 Supporting details 3.1 Context clues 3.2 Word Analysis chunking looking for smaller words 3.3 Structural Clues prefixes, suffixes	1.1 Using background knowledge/ visualizing and sensing 2.1 Compare/ Contrast 2.2 Infer by making connections 2.3 Making comparisons 2.4 Determine author's purpose	1.1 Visualizing and Sensing, and Inferring 2.1 Inferring 2.2 Define problem, evaluate options and purpose a solution. 2.3 Analyze to make predictions and draw conclusions	1.1 Inferring 1.2 Questioning 2.1 Evaluate the quality of ideas 2.2 Synthesize information from a variety of sources. 2.3 Evaluate information for validity, credibility.	1.1 Questioning 1.2 Determining Importance	1.1 Determining Importance 1.2 Synthesis	1.1. Give credit for sources (ex. Bibliographies, footnotes) 1.2 Synthesis
CURRICULUM ALIGNMENT GENRES AND MATERIALS 4. Students will understand defining features and structures of genres (Rd block: guided reading/ independent practice) 5. Students will explore similarities and differences among stories and the ways in which those stories reflect author background and culture(s).	Genre: Short Stories a. Characters b. Setting c. Plot d. Problem/Solution e. length Poetry a. figurative language Non-fiction Factual Headings Captions Bold print Charts Graphs Table of Contents	Genre: Short Stories f. Characters g. Setting h. Plot i. Problem/Solution j. length Poetry a. figurative language Non-fiction Factual Headings Captions Bold print Charts Graphs Table of Contents Index	Genre: Fantasy Folktales Fables Myths Legends Non-fiction Factual Headings Captions Bold print Charts Graphs Table of Contents	Genre: Historical fiction a. historical setting b. historical facts within c. Non-fiction Factual Headings Captions Bold print Charts Graphs Table of Contents Index Labels Photographs Comparisons Cutaways	Genre: Mystery a. characters Adventure Science Fiction	Genre: Nonfiction-Informational Biography 5.1 Write and support a thesis about the craft and significance of a particular work.	Genre: Historical Fiction 5.1 Read and respond to works from a variety of cultures and historical periods

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	<p>Index Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary</p> <p>4.1 Apply knowledge of literacy terminology and techniques</p>	<p>Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary</p> <p>4.1 Apply knowledge of literacy terminology and techniques a. foreshadowing</p>	<p>Index Labels Photographs Comparisons Cutaways Maps Types of print Close ups Glossary</p> <p>4.1 Identify theme, and provide support for text.</p> <p>5.1 Read and respond to works from a variety of cultures and historical periods.</p>	<p>Maps Types of print Close ups Glossary</p> <p>5.1 Read and respond to works from a variety of cultures and historical periods</p>			
<p>ASSESSMENT RESPONSES</p> <p>6. Students will synthesis and respond to various genres. a. strategy prompts and responses b. CBLA requirement c. CSAP testing genres (Rd. Block: guided reading/ independent practice)</p>	<p>6a. Summarize and paraphrase 6b. oral/verbal responses</p>	<p>6a. Summarize and paraphrase</p>	<p>6a. Summarize and paraphrase</p>	<p>6a. Summarize and paraphrase</p>	<p>6a. Summarize and paraphrase</p>	<p>6a. Summarize and paraphrase</p>	<p>6a. Summarize and paraphrase</p>
<p>INSTRUCTIONAL STRATEGIES/ GROUPING</p>	<p>(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Making Connections Oral This reminds me of... I have a connection. Remember When Text to me Text to text Text to world</p>	<p>(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Visualizing Oral How words make pictures in your mind Showing not telling and how it links to visualization I get a picture in my mind I can see it</p>	<p>(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures Inferring Oral Discuss themes I think Maybe it means I'm guessing that I predict Text Codes</p>	<p>(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Asking Questions Oral I wonder.. How come Why I'm confused I don't get it</p>	<p>(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Asking Questions Oral I wonder.. How come Why I'm confused</p>	<p>(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Determining Importance Oral Discussions about</p>	<p>(The following strategies are introduced here and on going throughout the year) Think aloud and modeling of these by teacher, oral whole group guided reading groups and individual responses in words and pictures. Synthesis Oral Ongoing discussions of evolving thinking I get it. Aha!</p>

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	<p>Text Codes R- reminds me of T-S- text to self T-T- text to text T-W- text to world BK- Background Knowledge PE- Prior Experience 2 Column Notes Quote or picture from text/ My connection What the Text is about/ What it reminds me of Words in the text/My personal connection Words in the text/My connection to an Issue, Event, or Person</p>	<p>It's like a movie in my head I visualized</p> <p>Text Codes V- Visualized with picture P or picture of eye- T- picture of tongue- taste Sm- picture of nose- smell Tch- picture of hand- touch</p> <p>2Column Notes Quote/Picture from text/ my image What the text is about/ what I see Words on the page/ picture in my mind Words on the page/ My mental map of what happened</p> <p>3 Column Note Words On the Page/ Picture in My Mind/ My response</p>	<p>I- Inferences P- prediction + prediction confirmed - Prediction contradicted Th- theme</p> <p>Two Column Notes Quote/Picture/ Inference Facts/ Inferences Questions/Inferences What I think/ Support from text Words in Text/ Themes Plot/ Theme Themes/ Response Words in Text/ Prediction</p> <p>Three Column Notes Picture or Quote/ Inference/ My response Facts/Questions/ Inferences Unfamiliar Word/ My inference/ confirmation Words in the text/ Prediction/ Confirmed Contradicted Visualizing Oral How words make pictures in your mind Showing not telling and how it links to visualization I get a picture in my mind I can see it It's like a movie in my head I visualized</p> <p>Text Codes V- Visualized with picture P or picture of eye- picture T- picture of tongue- taste Sm- picture of nose- smell Tch- picture of hand- touch 2Column Notes Quote/Picture from text/ my image What the text is about/</p>	<p>Text Codes ? question reader has C- confusion Huh?</p> <p>Two Column Notes Quote/picture from text- My question What the text is About/ What It makes me wonder About What I know/ What I wonder What I learned/ What I wonder Questions/ Facts 3 Column Notes What I know/ What I wonder/ What I want to Know Facts/ Questions/ Responses Questions Before Reading/ During Reading/ After Reading</p> <p>Other responses Question of the Day Question Webs Burning questions from class</p> <p>Inferring Oral Discuss themes I think Maybe it means I'm guessing that I predict</p> <p>Text Codes I- Inferences P- prediction + prediction confirmed - Prediction contradicted Th- theme</p> <p>Two Column Notes Quote/Picture/ Inference</p>	<p>I don't get it</p> <p>Text Codes ? question reader has C- confusion Huh?</p> <p>Two Column Notes Quote/picture from text- My question What the text is About/ What It makes me wonder About What I know/ What I wonder What I learned/ What I wonder What I know/ What I want to Know Facts/ Questions/ Responses Questions Before Reading/ During Reading/ After Reading Other responses Question of the Day Question Webs Burning questions from class</p> <p>Determining Importance Oral Discussions about content This is really important...</p> <p>Text Codes I- Important L- Learned Something New # - Interesting Aha! - Big idea S-surprise S!!- shocking</p>	<p>content This is really important...</p> <p>Text Codes I- Important L- Learned Something New # - Interesting Aha! - Big idea S-surprise S!!- shocking !!!- exciting</p> <p>Two Column Notes Topic/ Details Words from Text/Important Information Words from Text/ Important Ideas What's interesting/ What's important Opinion/ Proof from Text Theme/ Evidence from Theme Important Event/ Evidence from the text Character/s Motivation/ Evidence from the text</p> <p>Three Column Notes Facts/ Questions/ Response Topic/Details/ Responses Evidence For/ Evidence Against/ Personal Opinion</p> <p>Synthesis Oral Ongoing discussions of evolving thinking</p>	<p>Yes! Text Codes SZ- synthesis 2+2 – put it all together Drawing of a light bulb- new idea, confusion cleared up</p> <p>Two- Column Notes What the text is about/ What it makes me think about Direct Quote/Personal Response Opinion before reading/new ideas Quote or picture/ new idea Information from text/ new insight Content/ process What's interesting/ What's Important Three Column Notes Content/Process/Craft Facts/Opinions/ Response Topic/ Details/ Response Thinking/ New Information/ New Thinking Compare/ contrast</p> <p>Others Venn diagram Time line of our thinking Six Questions- who? what? when? Where? Why? How? To remember information and make sense</p>
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			<p>what I see Words on the page/ picture in my mind Words on the page/ My mental map of what happened</p> <p>3 Column Note Words On the Page/ Picture in My Mind/ My response</p> <p>Other Listening to recorded sounds to stimulate images-making an image in mind or drawing a picture Drawing a picture of what is visualized during reading Listening to music and describing what is visualized Drawing a sequence of drawings like a movie Sketch to stretch (page 274, Strategies that work)</p>	<p>Facts/ Inferences Questions/Inferences What I think/ Support from text Words in Text/ Themes Plot/ Theme Themes/ Response Words in Text/ Prediction</p> <p>Three Column Notes Picture or Quote/ Inference/ My response Facts/Questions/ Inferences Unfamiliar Word/ My inference/ confirmation Words in the text/ Prediction/ Confirmed Contradicted</p>	<p>!!!- exciting</p> <p>Two Column Notes Topic/ Details Words from Text/Important Information Words from Text/ Important Ideas What's interesting/ What's important Opinion/ Proof from Text Theme/ Evidence from Theme Important Event/ Evidence from the text Character/s Motivation/ Evidence from the text</p> <p>Three Column Notes Facts/ Questions/ Response Topic/Details/ Responses Evidence For/ Evidence Against/ Personal Opinion</p>	<p>I get it. Aha! Yes! Text Codes SZ- synthesis 2+2 – put it all together Drawing of a light bulb- new idea, confusion cleared up</p> <p>Two- Column Notes What the text is about/ What it makes me think about Direct Quote/Personal Response Opinion before reading/new ideas Quote or picture/ new idea Information from text/ new insight Content/ process What's interesting/ What's Important Three Column Notes Content/Process/Craft Facts/Opinions/ Response Topic/ Details/ Response Thinking/ New Information/ New Thinking Compare/ contrast</p> <p>Others Venn diagram Time line of our thinking Six Questions- who? what? when? Where? Why?</p>	
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