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LANGUAGE ARTS LITERACY CURRICULUM MAP
GRADE 5

READER'S WORKSHOP

All children 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.

Big Idea: ***The ability to read a variety of texts requires independence, comprehension and fluency.***

Essential Questions:	**Enduring Understandings:**
• How does understanding a text's structure help me better understand its meaning? • How does fluency affect comprehension? • What do good readers do when they do not understand everything in a text? • How do readers construct meaning from text?	• Understanding of a text's features, structures, and characteristics facilitate the reader's ability to make meaning of the text. • Fluent readers group words quickly to help them gain meaning from what they read. • Good readers employ strategies to help them understand text. Strategic readers can develop, select and apply strategies to enhance their comprehension. • Good readers compare, infer, synthesize and make connections (text-text, text-world, text-self) to make text personally relevant and useful.

Components of Reader's Workshop

READ ALOUD/SHARED READING: Opportunity for the teacher to model fluency and help students develop an enjoyment for a variety of genre and authors. Multiple "readings" may enhance students' understanding. Mini-lessons target skills and strategies. The teacher may "think out loud." During shared reading, an enlarged or projected text is used for all to see and participate in reading. At this point modeling and student participation occur simultaneously. (*This is the component of Reader's Workshop where basal stories, which are often not at a student's level, may be used.)

Standards: 3.1.5.A, 3.1.5.B, 3.1.5.C, 3.1.5.D, 3.1.5.E, 3.1.5.F, 3.1.5.G, 3.1.5.H, 3.3.5.A, 3.3.5.B, 3.3.5.C, 3.4.5.A, 3.5.5.A ,3.5.5.B

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SUGGESTED UNITS OF STUDY AND MINI-LESSONS FOR SKILLS	***On Our Way!*** • Launching • Book Choice • Setting Goals Literary Elements: • Story Elements • Problem & Solution • Cause & Effect • Parts of a Book: glossary, index, table of contents, bibliography Grammar: • Antonyms & Synonyms	***Focus on Fiction*** • Author & Genre studies • Elements of fiction • Fluency in fiction Literary Elements: • Generalizations • Fact & Nonfact • Main Idea & Details • Using Reference Resources: dictionary, internet, encyclopedia, index, thesaurus • Themes Grammar: • Compound Words • Inflectional Endings	***Poetry*** • Poet Studies • Types of poems • Reading poems fluently Literary Elements: • Sequencing/ Steps in a Process • Summarizing • Figurative Language • Author's Purpose • Elements of sound • Structure of poems Grammar: • Multiple-meaning Words	***Focus on Non-Fiction*** • Features of non-fiction text • Fluency in non-fiction Literary Elements: • Judgment & Decisions • Drawing Conclusions • Fact and Nonfact • Elements of Nonfiction Text and text features • Interviewing Tools • Interpret and use graphic sources Grammar: • Suffixes • Root words, word origins	***How Far We've Come*** • Look at goals • Plan for summer Literary Elements: • Compare & Contrast • Author's Purpose • Author's Point of View • Problem & Solution Grammar: • Prefixes • Unstressed Syllables
	F L U E N C Y • Adjust reading speed appropriately for different purposes and audiences • Read aloud in ways that reflect understanding of proper phrasing and intonation • Read silently for the purpose of increasing speed, accuracy, and reading fluency • Apply self-correcting strategies to decode and gain meaning from print, both orally and silently				

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READ ALOUDS FROM BASAL FOR SKILL MINI-LESSONS	*The Wise Old Woman* *The Voyage of the Dawn Treader* *Wilma Unlimited* *The Wreck of the Zephyr* *Tornadoes (Time for Kids)* *Rip Van Winkle* *The Silent Lobby*		*The Gold Coin* *John Henry* *It's Our World, Too* *Dear Mr. Henshaw* *Digging Up the Past (Time for Kids)*		*Baseball in April* *The Paper Dragon* *Grandma Essie's Covered Wagon* *Going Back Home: An Artist Returns to the South* *A Mountain of a Monument* *Sea Maidens of Japan*		*Carlos and the Skunk* *How to Think Like a Scientist* *An Island Scrapbook* *The Big Storm* *Catching Up With Lewis & Clark (Time for Kids)* *Amistad Rising: A Story of Freedom* *Amazon Alert (Time for Kids)*		*The Riddle* *Life in Flatland* *Tonweya and the Eagles* *Breaker's Bridge* *Cleaning Up America's Air (Time for Kids)*	
SUGGESTED UNITS OF STUDY FOR STRATEGY FOCUS	Inferring		Connecting & Predicting		Questioning & Visualizing		Determining Importance		Synthesizing	
SUGGESTED TEXTS/ BASAL SELECTIONS FOR STRATEGY FOCUS (also see APPENDIX)	***TRADE:*** *Fly Away Home* *Dear Mr. Henshaw* *The Wreck of the Zephyr* ***BASAL:*** *The Riddle* *Breaker's Bridge*		***TRADE:*** *Alexander and the Terrible, No Good, Very Bad Day* *Walk Two Moons* *The Lotus Seed* *Fly Away Home* *Why is the Sky Blue?* *Dear Mr. Henshaw* ***BASAL:***		***TRADE:*** *Fly Away Home* *The Lotus Seed* *Why is the Sky Blue* ***BASAL:***		***TRADE:*** Science, Social Studies & Math excerpts Newspaper & Magazine Artivles *Hatchet* *Tuck Everlasting* *Digging Up the Past* *The Tornado* ***BASAL:*** *Time For Kids*		***TRADE:*** *Smokey night* *Fables* *Breakers Bridge* ***BASAL:***	

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ACTIVITIES	• Read Aloud: Once a day highlighting skill work and new vocabulary • Shared Reading: Three times a week modeling strategy work • Use passages from Science and Social Studies • Projectable A-Z Books/ Display passages on overhead projector/SmartBoard • Choral reading • Graphic organizers • Reader's Theater • View video version of stories • Explore different media forms (newspaper, magazines, internet)
ACCOMODATIONS	• Use objects/props, video, pictures & movement/pantomime • Offer summaries and paraphrases/frequent pauses for understanding, pacing and focus • Develop key vocabulary • Use of rhyme and rhythm • Use of background knowledge • "Test Tours" • Modeling • Engaging dialogue • Use of drawings, maps and graphs
ASSESSMENT	• Observe ways students are thinking about reading and use of strategies with deeper understanding • Read Aloud Notebooks • Class Share • Turn & Talk • Teacher-made tests • Book tests • DRA2 (October & May)

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RESOURCES	*Revisiting the Reading Workshop*, (Orehovec & Alley, 2003) *Reading With Meaning* (Miller, 2002) *Mosaic of Thought* (Keene & Zimmermann, 2007) *Reading Aloud Across the Curriculum* (Laminack & Wadsworth, 2006) Macmillan/McGraw-Hill Reading, 2003 Literature as named ELL: *Balancing Reading and Language Learning* (Cappellini, 2005) *Working With English Language Learners* (Cary, 2007) *English Language Learners: How to Reach Goals and Meet Standards, K-8* (Rea & Mercuri, 2006) Special Education: *Preventing Academic Failure (PAF)* (Bertin & Perlman, 2003) *Wilson Reading System* (2004)

GUIDED READING/ STRATEGY LESSONS: Teacher works with small groups who have similar needs at a particular level (instructional) of text; needs are determined by and instruction is driven by assessment. Teacher scaffolds and guides readers with strategies that will help them become independent readers.

- **GUIDED READING:** Text is at instructional level. Teacher introduces text, observes and coaches readers as they read side-by-side, follow with a teaching point.
- **STRATEGY LESSON:** Using a shared text, a strategy is taught by demonstration then readers are scaffolded as they try that strategy (can be thought of as "small group mini-lessons")

Standards: 3.1.5.A, 3.1.5.B, 3.1.5.C, 3.1.5.D, 3.1.5.E, 3.1.5.F, 3.1.5.G, 3.1.5.H, 3.3.5.A, 3.3.5.B, 3.3.5.C, 3.4.5.A, 3.5.5.A, 3.5.5.B

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SUGGESTED TEXTS & BASAL SELECTIONS FOR GUIDED READING	• Science and social studies books • Newspaper, magazine, internet articles • Reading A-Z Books • Macmillan/McGraw-Hill Leveled Readers at *Instructional* Level (see *Leveled Reader* component of kit.) • Leveled Books from Book Room: **LEVEL S** *A Boy Called Slow* *Case of the Missing Cutthroats* *The Cookcamp* *Should There Be Zoos: A Persuasive Text* *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* *Freedom Train* *My Teacher is an Alien*
ACCOMODATIONS	• Engaging discussion • Books with good visuals, predictable text and natural language • Tap into background knowledge • Support authentic text by multi-reading level resource material
ASSESSMENT	• Anecdotal Records • Running Records • Observations • DRA2 (October & May)

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RESOURCES	*Matching Books to Readers* (Fountas & Pinnell, 1999) *Leveled Book List K-8* (Fountas & Pinnell, 2006) *Leveled Books, K-8* (Fountas & Pinnell, 2006) *Guided Reading* (Fountas & Pinnell, 1996) *Leveled Reader* (TE), MacMillan/McGraw-Hill, 2003 *The Art of Teaching Reading* (Calkins, 2001) ELL: *Balancing Reading and Language Learning* (Cappellini, 2005) *Working With English Language Learners* (Cary, 2007) *English Language Learners: How to Reach Goals and Meet Standards, K-8* (Rea & Mercuri, 2006) Special Education: *Preventing Academic Failure (PAF)* (Bertin & Perlman, 2003) *Wilson Reading System* (2004)
INDEPENDENT READING: Students read alone or with a partner using "just right books" from a variety of genre; explore favorite authors or topics. Teacher conferences with students to check on comprehension, fluency and decoding. **Standards: 3.1.5.A, 3.1.5.B, 3.1.5.C, 3.1.5.D, 3.1.5.E, 3.1.5.F, 3.1.5.G, 3.1.5.H, 3.2.5.B, 3.2.5.C, 3.2.5.D, 3.5.5.A**	
ACTIVITIES	• Read longer text and chapter books independently and silently • Conferring • Setting Goals for reading endurance • Keeping a Reader's Notebook • Summarize and organize information • Compare themes • Keeping a Reading Log • Build fluency: record and listen to independent reading • Literature Circles
ACCOMODATIONS	• Books on tape • Book Buddies/Pair work • Graphic organizers with support drawings • Main Idea Sign-posts • Reread books from shared reading or read aloud

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ASSESSMENT	• Reader's Response Notebooks • Conferences • Reading Logs • DRA2 (Reading Engagement)
RESOURCES	*Conferring With Readers* (Serravallo & Goldberg, 2007) *Literature Circles* (Daniels, 2002) ELL: *Balancing Reading and Language Learning* (Cappellini, 2005) *Working With English Language Learners* (Cary, 2007) *English Language Learners: How to Reach Goals and Meet Standards, K-8* (Rea & Mercuri, 2006)

WRITER'S WORKSHOP

All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.

Big Idea: ***Writing is the process of communicating in print for a variety of audiences and purposes through the writing process while striving to improve their craft and utilizing the proper writing conventions***

Standards:3.1.5.H, 3.2.5.A, 3.2.5.B, 3.2.5.C, 3.2.5.D

Essential Questions: • How do good writers express themselves? How does process shape the writer's product? • How do writers develop a well written product? • How do rules of language affect communication? • Why does a writer choose a particular form of writing?	**Essential Questions:** • How do good writers express themselves? How does process shape the writer's product? • How do writers develop a well written product? • How do rules of language affect communication? • Why does a writer choose a particular form of writing?

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SUGGESTED UNITS OF STUDY AND MINI-LESSONS FOR WRITER'S WORKSHOP	**Launching:** -Procedures -Setting up writer's notebooks -Writer's rules -Personalize notebooks -Begin to collect entries -Heart map -Watermelon/ Seed -Review writing process -Various sentence structures	**Narrative: Memoir/Personal Narrative** -Small moments -Engaging beginning -Satisfying ends -Words to show transition of time -write with voice -Use dialogue -Develop characters; show how main character changes -Eliminate unnecessary information -Try out different time structures (flashback, one-day, etc.) -Describe setting -Create series of vignettes that together communicate a message	**Narrative: Short Fiction** -Characters: description, show, not tell, feelings -Describe setting with sensory details -circular ending -Take a point of view: 1st or 3rd person -Develop a plot (either realistic or fantasy) containing tension and one or more scenes -In fantasy, create imaginative characters, setting, plot -dialogue	**Informational: Biography, Book Reviews, Essay, Expository Nonfiction, Persuasive** -Gather notes about a topic and use narrative structure to write to inform -Use features of informational text: headings, labels, diagrams, drawings, table of contents, etc. -Use vocabulary specific to topic -Use selected facts and provide details -Write while keeping audience and purpose in mind -Communicate significance of events and decisions made by the subject of the biography -Include other's perceptions of the subject -Use interviews and documents -Engaging/effective leads and conclusion -Present arguments and persuasion where appropriate -Write multiple paragraphs -Have a clear focus of topic -Use quotes -Include facts, statistics, examples and anecdotes -Cause/effect -Compare/contrast -Fact/opinion -Judgments/decisions		**Poetry:** -Understand poetry as a way to communicate feeling -Describe feelings, events or ideas -Different kinds of poems: free verse, haiku, cinquain, etc. -Use rhythm -Create poems on nonfiction topics -Use line breaks relevant to poetry -Use words to convey images and strong feelings-Write poetry in response to reading poems using the same style, topic, mood and voice -Choose words, and eliminate if necessary, to clrify meaning and make writing more powerful -Figurative language: similes, metaphors, repetition, alliteration, personification, onomatopeia		**Hybrid:** -Select different genres with purpose in mind -Change tense with smooth transition -Alternate between writing in 1st and 3rd person

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ONGOING:

<u>Writing Process</u>

<u>Mechanics, Spelling Handwriting</u>

<u>Functional : To perform a practical task</u>

- Labels (in classroom, words to pictures, for illustrations, etc.)
- Friendly Letters (notes, cards, invitations, e-mails to certain person for specific purpose)
- Lists and Procedures

<u>Responding to Reading:</u>

- Express opinions, notice text organization, make connections, change endings, make inferences, speculate, collect words & phrases, record important information, explore characters, settings & author's purpose

<u>Test Writing:</u>

- Analyze prompts; write focused, concise answers
- State a point of view and provide evidence
- Take a position, develop clear argument, provide evidence
- Experiment with perspective
- Proof for spelling and proper conventions

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SAMPLE MENTOR TEXTS	Focus: *Bigmama's* (Crews) *Arthur for the Very First Time* (MacLachlan) Sentences: *The Iron Giant* (Hughs)	Character: *When I Was Young in the Mountains* (Rylant) *What Jamie Saw* (Coman) Setting: *Fathers Playing Catch with Sons* (Hall) *Out of the Dust* (Hesse) Flashback: *Wringer* (Spinelli) Symbolism: *My Great-Aunt Arizona* (Houston) Circular Ending: *On Call Back Mountain* (Bunting) *Tuck Everlasting* (Babbitt) Description: *Fireflies* (Brinkloe)		Excerpts from science and social studies texts Articles: newspaper, magazine, periodical, internet *Interrupted Journey* (Lasky) *Flight: The Story of Charles Lindbergh* (Burleigh)			Poems from Basal *Joyful Noise: Poems for Two Voices* (Fleischman) *Twilight comes Twice* (R. Fletcher) *The Random House Book of Poetry for Children* (Prelutsky) *Keep A Poem in Your Pocket* (de Reigner)			Depending upon genre (see APPENDIX)
Components of Writer's Workshop										
WRITING ALOUD/MODELED WRITING	**Description:** • Teacher, as scribe, provides full support; models and demonstrates the process of putting ideas into written language • Teacher "thinks aloud" to model how to write and exposes students to writing conventions. • Message is read many times • Mini-Lesson									
	Opportunities for Assessment: • Observations • Student Interest/Participation Students' Response to Questioning									
SHARED/INTERA	**Description:** • Teacher and students "share the pen" as they work together to compose a message; student participation in strongly encourages • Teacher demonstrates and supports what good writers do; students shown what is possible in all aspects of writing									

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	• Teacher expands on student ideas, paraphrases their thinking and demonstrates what cohesive writing looks and sounds like • Great opportunity for students to create original stories and literary pieces • Mini-lesson
	Opportunities for Assessment: • Observations • Interest/Participation Response to Questioning
GUIDED WRITING/ STRATEGY GROUPS	**Description:** • Support is given in a small group setting or individually to students during conferencing • Opportunity for students to see modeling close up • Student writes ("holds the pen") and practices thinking and acting like a writer with teacher support and feedback • Flexible groups; teacher may provide instruction through mini-lessons on the craft and conventions of writing in a variety of genre
	Opportunities for Assessment: • Writer's Notebook • Observations • Anecdotal Records
INDEPENDENT WRITING	**Description:** • Students compose their own literary message with minimal support from the teacher using writers' notebooks and progressing through stages of the writing process. • Daily opportunities for children to write on their own. • Skills and strategies that were highlighted during Modeled/Shared Writing are applied and practiced.
	Opportunities for Assessment: • Writer's Notebook • Conferences • Rubrics

ACCOMODATIONS	• Reinforce writing for authentic purposes
	• Base writing on student experiences
	• Emphasize process over product
	• Use writing supports:
	  ○ Group composing
	  ○ Graphic organizers

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	○ Drawing-based texts ○ "Skeletons"
RESOURCES FOR WRITING	*A Garden of Poets: Poetry Writing in the Elementary Classroom* (Kenner, 1999) *Kids' Poems: Teaching Children to Love Writing Poetry* (Routman, 2000) *Resourceful Writing Teacher* (Bender, 2007) *The Art of Teaching Writing* (Calkins, 1994) *Writing Essentials* (Routman, 2005) *Units of Study* (Calkins, 2003) *Craft Lessons: Teaching Writing K-8* (Fletcher, 1998) *Nonfiction Craft Lessons: Teaching Information Writing K-8* (Fletcher, 2001) ELL: *Balancing Reading and Language Learning* (Cappellini, 2005) *Working With English Language Learners* (Cary, 2007)

WORD WORK: To explore the intricacies of language and to investigate the meaning and structure of words, as well as the conventions and forms of the written language.
Standards: 3.1.5.F, 3.2.5.C, 3.3.5.C

Essential Questions:	**Enduring Understandings:**
• How are sounds represented by letters? • How do I figure out a word I do not know? • Why do readers need to pay attention to a writer's choice of words?	• Letters and letter combinations represent sounds. • Readers use language structure and context clues to identify the intended y powerfully affect meaning.

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PHONOLOGICAL AWARENESS	• Antonyms & Synonyms • Review short & long vowels • /ü/		• Compound Words • Inflectional Endings • Syllable Patterns • Consonant Clusters • /z/ • /j/ • /f/		• /ou// • /oi/ • /ů/ • /yů/ • /sh/ • /ch/		• /ô/ • /ôr/ • /är/ • /âr/ • /îr/ • /ûr/ • /ů/ • /yů/		Review: • /ər/ • /əl/ • /ən/ • Silent Letters • /är/ • /âr/	
SPELLING & VOCABULARY	Lists can include: • Number words • Synonyms • Antonyms • Vocabulary from stories • High Frequency Words (Frye) • Content Area Vocabulary • Words from “Grammar Study”									
ACTIVITIES	• Word Sorts for spelling patterns and word origins • Word Walls • Personal Word Walls/ *Words I Use* • Books • Use grade appropriate dictionary and glossary • Infer meaning from roots, prefixes and suffixes • Word Maps									

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ASSESSMENT	• DRA2 Word Analysis • Observation Survey • Writing Spree • Spelling Tests
RESOURCES	*Word Matters* (Fountas & Pinnell, 1998) *Making More BIG Words* (Cunningham & Hall, 1997) *Word Solver* (Dufresne, 2002) *Word Crafting* (Marten, 2003)

CELEBRATION & SHARING

Students' efforts are affirmed and they see the reason for the reading and writing processes and how words work. Students learn from their peers and are encouraged to do their best reading and writing in publishing pieces for real readers and audiences allowing them to take pride and enjoyment in literacy.

- Students reflect on own writing and choose published works to share; listen and respond to others
- Presentations to be made in conjunction with technology highlighting writing accomplishments and originality in developing ideas
- Selecting pieces for Writer's Portfolio

Standards: 3.2.5.B, 3.2.5.D, 3.3.5.A, 3.3.5.B, 3.3.5.C, 3.3.5.D, 3.4.5.A

Essential Questions:	**Enduring Understandings:**
• Why does a writer choose a particular form of writing? • How can discussion increase our knowledge and understanding of an idea? • When is it appropriate to ask questions? • How do speakers express their thoughts and feelings? • How does a speaker communicate so others will listen and understand the message?	• A writer selects a form based on audience and purpose. • Oral discussion helps to build connections to others and create opportunities for learning. • Questioning and contributing help speakers convey their message, explore issues and clarify their thinking. • A speaker selects a form and organizational pattern based on the audience and purpose.

Additional Resources for Balanced Literacy:

Continuum of Literacy Learning (Fountas & Pinnell, 2007)
Strategies That Work, 2nd ed. (Harvey & Goudvis, 2007)