



	<ul style="list-style-type: none"> <li>Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods</li> </ul> <p><b>Teacher Read-aloud:</b> To be determined by individual teacher as time permits</p>	individual teacher as time permits
<b>Skills</b>	<p><b><u>Decoding</u></b></p> <p><b>Vocabulary Acquisition:</b></p> <ul style="list-style-type: none"> <li>Use a thesaurus</li> <li>Scientific words -- geology and weather</li> <li>Words from other languages</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Base words</li> <li>Syllabication</li> <li>Root words (-struct, -rupt)</li> </ul> <p><b><u>Comprehension</u></b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Decode</li> <li>Predict/Infer</li> <li>Question</li> <li>Monitor/Clarify</li> <li>Summarize</li> <li>Evaluate</li> <li>Set a purpose for reading</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Identify main idea and details</li> <li>Understand characters</li> <li>Understand story sequence</li> <li>Organize details</li> <li>Understand text organization</li> <li>Categorize and classify</li> <li>Determine the meaning of unfamiliar words by using context clues</li> <li>Use word recognition and context clues to read fluently</li> <li>Use knowledge of punctuation to assist in comprehension</li> <li>Read aloud from a variety of genres</li> <li>Understand direct quotations</li> </ul> <p><b><u>Study Skills</u></b></p> <ul style="list-style-type: none"> <li>Use table of contents to locate information</li> <li>Read the steps of a procedure in order to accomplish a task</li> <li>Use headings, captions, titles to understand</li> </ul>	<p><b><u>Decoding</u></b></p> <p><b>Vocabulary Acquisition:</b></p> <ul style="list-style-type: none"> <li>Use a thesaurus</li> <li>Scientific words -- geology and weather</li> <li>Words from other languages</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Base words</li> <li>Syllabication</li> <li>Root words (-struct, -rupt)</li> <li>Pronunciation key</li> </ul> <p><b><u>Comprehension</u></b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Predict/Infer</li> <li>Question</li> <li>Monitor/Clarify</li> <li>Set a purpose for reading</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Use a graphic organizer to show story sequence</li> <li>Organize details</li> <li>Understand text organization</li> <li>Categorize and classify</li> <li>Use signal words as clues to text organization</li> <li>Determine the meaning of unfamiliar words by using context clues</li> <li>Use word recognition and context clues to read fluently</li> <li>Read aloud from a variety of genres</li> <li>Understand direct quotations</li> </ul> <p><b><u>Study Skills</u></b></p> <ul style="list-style-type: none"> <li>Recognize how new information is related to prior knowledge or experience</li> <li>Use print and electronic references</li> <li>Understand and use graphic aids</li> <li>Use graphic aids</li> </ul>

	<p>and interpret text</p> <ul style="list-style-type: none"> <li>• Use graphic aids</li> <li>• Adjust reading rate according to purpose for reading</li> <li>• Apply corrective strategies to assist in comprehension</li> </ul>	
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Theme test at the end of each theme</li> </ul>	<ul style="list-style-type: none"> <li>• Theme test at the end of each theme</li> </ul>
<b>Resources</b>		

# Reading Grade 5

Grade: 5

Course: Reading 5

South Seneca Elementary School

Developed by: *Brian Carroll, Jon DuFour, Kimberly Lawrence, Linda Sugnet, Lisa Sweazey, Liz McCheyne, Stacey Clark, Tina Meehan*

From: September 2004 to June 2005 (10 months)

Map Status: In Progress - Shared

Mapping Category	November 2008	December 2008
Theme	<p>Theme:</p> <ul style="list-style-type: none"> <li>Nature's Fury</li> <li>Give It All You've Got</li> </ul> <p>Approximate timeframe of theme: 1 week, 2 weeks</p>	<p>Theme:</p> <ul style="list-style-type: none"> <li>Give It All You've Got</li> </ul> <p>Approximate timeframe of theme: 3 weeks</p>
Content	<p><u>Teacher Instructed</u></p> <p>Genre: <span style="float: right;">Book/story:</span></p> <p>Finish stories/books from "Nature's Fury"</p> <p>Begin stories/books from "Give It All You've Got"</p> <ul style="list-style-type: none"> <li>Biographical sketch -- <i>Michelle Kwan: Heart of a Champion; Mae Jemison: Space Scientist</i></li> <li>Fiction (humor) -- <i>La Bamba</i></li> <li>Fiction (realistic) -- <i>The Fear Place</i></li> <li>Poetry</li> <li>Myth</li> <li>Short story and excerpts</li> </ul> <p><b>Literary elements:</b></p> <ul style="list-style-type: none"> <li>Identify literary elements -- development of plot</li> <li>Identify literary elements -- setting, characters</li> <li>Identify literary elements -- theme</li> <li>Identify literary elements -- resolution</li> <li>Identify literary elements -- tension</li> </ul> <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- 60 minutes per week (self-selected) Accelerated Reader - 20 - 30 minutes per night</p> <ul style="list-style-type: none"> <li>Maintain a personal reading list to reflect reading goals and accomplishments</li> <li>Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or a small group</li> </ul>	<p><u>Teacher Instructed</u></p> <p>Genre: <span style="float: right;">Book/story:</span></p> <p>Finish stories/books from "Give It All You've Got"</p> <ul style="list-style-type: none"> <li>Biographical sketch -- <i>Michelle Kwan: Heart of a Champion; Mae Jemison: Space Scientist</i></li> <li>Fiction (humor) -- <i>La Bamba</i></li> <li>Fiction (realistic) -- <i>The Fear Place</i></li> <li>Poetry</li> <li>Short story and excerpts</li> <li>Reading workshop -- realistic fiction, biographical sketch, comedy, myths</li> </ul> <p><b>Literary elements:</b></p> <ul style="list-style-type: none"> <li>Identify literary elements -- characterization</li> <li>Identify literary elements -- motive</li> <li>Identify literary elements -- point of view</li> <li>Identify literary elements -- use of dialogue</li> <li>Identify literary elements -- setting</li> <li>Respect the age, gender, position, and cultural traditions of the writer</li> </ul> <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- 60 minutes per week (self-selected) Accelerated Reader - 20 - 30 minutes per night</p> <ul style="list-style-type: none"> <li>Maintain a personal reading list to reflect reading goals and accomplishments</li> <li>Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud</li> </ul>

	<ul style="list-style-type: none"> <li>Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods</li> </ul> <p><b>Teacher Read-aloud:</b> To be determined by individual teacher as time permits</p>	<p>with a partner or a small group</p> <ul style="list-style-type: none"> <li>Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods</li> </ul> <p><b>Teacher Read-aloud:</b> To be determined by individual teacher as time permits</p>
<p><b>Skills</b></p>	<p><b><u>Decoding</u></b></p> <p><b>Vocabulary Acquisition:</b></p> <ul style="list-style-type: none"> <li>Compound words</li> <li>Multiple meaning words</li> <li>Homophones</li> <li>Acronyms</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Suffixes (-ward, -ous, -ive, -ic)</li> <li>Root words (-spect, opt)</li> <li>Use syllables</li> </ul> <p><b><u>Comprehension</u></b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Question</li> <li>Summarize</li> <li>Evaluate</li> <li>Set a purpose for reading</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Distinguish between fact and opinion</li> <li>Understand story structure</li> <li>Use context clues to read fluently</li> <li>Evaluate information, ideas, opinions, and themes in texts by identifying: the central idea and supporting details, details that are primary and those that are less important, precise and vague language, statements of facts</li> <li>Identify topic/main idea and supporting details</li> <li>Make connections between characters and real people</li> <li>Use background knowledge to assist in comprehension</li> <li>Understand direct quotations</li> <li>Read aloud, using inflection and intonation, from a variety of genres</li> </ul> <p><b><u>Study Skills</u></b></p> <ul style="list-style-type: none"> <li>Use text features such as headings, captions, and titles to understand and</li> </ul>	<p><b><u>Decoding</u></b></p> <p><b>Vocabulary Acquisition:</b></p> <ul style="list-style-type: none"> <li>Compound words</li> <li>Multiple meaning words</li> <li>Homophones</li> <li>Scientific words: sound words, geological features and terms</li> <li>Acronyms</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Suffixes (-ward, -ous, -ive, -ic)</li> <li>Root words (-spect, opt)</li> <li>Use syllables</li> </ul> <p><b><u>Comprehension</u></b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>Predict/Infer</li> <li>Monitor/Clarify</li> <li>Summarize</li> <li>Evaluate</li> <li>Set a purpose for reading</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>Predict outcomes</li> <li>Identify main idea and details</li> <li>Identify missing and irrelevant information</li> <li>Use context clues to read fluently</li> <li>Compare and contrast information about one topic from different sources</li> <li>Make connections between characters and real people</li> <li>Identify topic/main idea and supporting details</li> <li>Use background knowledge to assist in comprehension</li> <li>Understand direct quotations</li> <li>Read aloud, using inflection and intonation, from a variety of genres</li> </ul> <p><b><u>Study Skills</u></b></p> <ul style="list-style-type: none"> <li>Select appropriate reference sources</li> </ul>

	<p>interpret informational text (skim and scan)</p> <ul style="list-style-type: none"> <li>• Skim materials to gain an overview of content or locate specific information</li> <li>• Read a timeline</li> </ul>	<ul style="list-style-type: none"> <li>• Read a timeline</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Theme test at the end of each theme</li> </ul>	<ul style="list-style-type: none"> <li>• Theme test at the end of each theme</li> </ul>
<b>Resources</b>		

**Reading Grade 5**

Grade: 5

Course: Reading 5

South Seneca Elementary School

Developed by: *Brian Carroll, Jon DuFour, Kimberly Lawrence, Linda Sugnet, Lisa Sweazey, Liz McCheyne, Stacey Clark, Tina Meehan*

From: September 2004 to June 2005 (10 months)

Map Status: In Progress - Shared

<b>Mapping Category</b>	<b>January 2009</b>	<b>February 2009</b>
<b>Theme</b>	<p><b>Theme:</b></p> <ul style="list-style-type: none"> <li>Voices of the Revolution</li> </ul> <p><b>Approximate timeframe of theme:</b> 4 weeks</p>	<p><b>Theme:</b></p> <ul style="list-style-type: none"> <li>Voices of the Revolution</li> <li>Person to Person</li> </ul> <p><b>Approximate timeframe of theme:</b> 2 weeks, 1 week</p>
<b>Content</b>	<p><u><b>Teacher Instructed</b></u></p> <p><b>Genre:</b> <span style="float: right;"><b>Book/story:</b></span></p> <p>Begin books/stories from "Voices of the Revolution"</p> <ul style="list-style-type: none"> <li>Non-fiction -- <i>And Then What Happened Paul Revere</i></li> <li>Biography -- <i>James Forten</i></li> <li>Fiction (historical) -- <i>Katie's Trunk</i></li> <li>Poetry</li> <li>Short story and excerpts</li> <li>Drama (in Social Studies)</li> <li>Diaries, journals</li> <li>Reading workshop -- historical fiction</li> </ul> <p><b>Literary elements:</b></p> <ul style="list-style-type: none"> <li>Identify literary elements -- character traits</li> <li>Identify the ways in which characters change and develop throughout a story</li> <li>Identify author's viewpoint</li> </ul> <p><u><b>Reading for enjoyment and independence:</b></u></p> <p>DEAR/SSR -- 60 minutes per week (self-selected) Accelerated Reader - 20 - 30 minutes per night</p> <ul style="list-style-type: none"> <li>Maintain a personal reading list to reflect reading goals and accomplishments</li> <li>Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or a small group</li> <li>Select imaginative text based on personal needs and interests and read silently for</li> </ul>	<p><u><b>Teacher Instructed</b></u></p> <p><b>Genre:</b> <span style="float: right;"><b>Book/story:</b></span></p> <p>Finish books/stories from "Voices of the Revolution"</p> <p>Begin books/stories from "Person to Person"</p> <ul style="list-style-type: none"> <li>Fiction (realistic) -- <i>Mariah Keeps Cool; Mom's Best Friend; Yang the Second and Her Secret Admirers; Dear Mr. Henshaw</i></li> <li>Poetry -- <i>Paul Revere's Ride</i></li> <li>Short story and excerpts</li> </ul> <p><b>Literary elements:</b></p> <ul style="list-style-type: none"> <li>Identify literary elements -- mood/atmosphere</li> <li>Identify literary elements -- moral</li> <li>Respect the age, gender, position, and cultural traditions of the writer</li> <li>Recognize how author's treat similar themes</li> </ul> <p><u><b>Reading for enjoyment and independence:</b></u></p> <p>DEAR/SSR --60 minutes per week (self-selected) Accelerated Reader - 20 - 30 minutes per night</p> <ul style="list-style-type: none"> <li>Maintain a personal reading list to reflect reading goals and accomplishments</li> <li>Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or a small group</li> <li>Select imaginative text based on personal needs and interests and read silently for</li> </ul>

	<p>enjoyment for extended periods</p> <p><b>Teacher Read-aloud:</b> To be determined by individual teacher as times permits</p>	<p>enjoyment for extended periods</p> <p><b>Teacher Read-aloud:</b> To be determined by individual teacher as time permits</p>
<p><b>Skills</b></p>	<p><b><u>Decoding</u></b></p> <p><b>Vocabulary Acquisition:</b></p> <ul style="list-style-type: none"> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Occupation words</li> <li>• Similes</li> <li>• Nautical words</li> <li>• Recognize the type of language appropriate to social communication (jargon/colloquialisms)</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Possessives</li> <li>• Contractions</li> <li>• Prefixes (sub-, sur-)</li> </ul> <p><b><u>Comprehension</u></b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Question</li> <li>• Summarize</li> <li>• Evaluate</li> <li>• Set a purpose for reading</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify author's viewpoint and purpose</li> <li>• Identify cause and effect</li> <li>• Follow directions</li> <li>• Identify signal words (finally or in addition)</li> <li>• Use context clues to determine word meaning</li> <li>• Use supportive evidence and develop argument (light pollution and other science topics)</li> <li>• Adjust reading rate</li> <li>• Identify multiple perspectives</li> <li>• Understand direct quotations</li> <li>• Read aloud, using inflection and intonation, from a variety of genres</li> </ul> <p><b><u>Study Skills</u></b></p> <ul style="list-style-type: none"> <li>• Use dictionary skills (ABC order, guide words, definitions, parts of speech, pronunciation key, etc.)</li> <li>• Compare different information in different forms</li> </ul>	<p><b><u>Decoding</u></b></p> <p><b>Vocabulary Acquisition:</b></p> <ul style="list-style-type: none"> <li>• Dictionary: base words and inflected forms</li> <li>• Multiple meaning words</li> <li>• Connotation</li> <li>• Precise words</li> <li>• Shades of meaning</li> <li>• Family words</li> <li>• Transportation words</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Possessives</li> <li>• Contractions</li> <li>• Prefixes (sub-, sur-)</li> <li>• Words ending in -ed, -ing</li> <li>• Suffixes (-ly, -ness, -ment, -full, -less)</li> </ul> <p><b><u>Comprehension</u></b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Question</li> <li>• Predict/infer</li> <li>• Monitor/clarify</li> <li>• Summarize</li> <li>• Evaluate</li> <li>• Set a purpose for reading</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Use context clues to enhance comprehension</li> <li>• Compare and contrast information about one topic from different sources</li> <li>• Recognize that the same story can be told in different genres</li> <li>• Problem solve and make decisions</li> <li>• Note details</li> <li>• Identify information that is implied rather than stated</li> <li>• Understand direct quotations</li> <li>• Read aloud, using inflection and intonation, from a variety of genres</li> </ul> <p><b><u>Study Skills</u></b></p> <ul style="list-style-type: none"> <li>• Read to collect and interpret data, facts, and ideas</li> </ul>

	<ul style="list-style-type: none"> <li>• Use multiple sources</li> <li>• Locate information</li> <li>• Read primary sources</li> </ul>	<ul style="list-style-type: none"> <li>• Take notes</li> <li>• Paraphrase and synthesize information</li> <li>• Outline</li> <li>• Evaluate information for accuracy and bias</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Theme test at the end of each theme</li> </ul>	<ul style="list-style-type: none"> <li>• Theme test at the end of each theme</li> </ul>
<b>Resources</b>		

# Reading Grade 5

Grade: 5

Course: Reading 5

South Seneca Elementary School

Developed by: *Brian Carroll, Jon DuFour, Kimberly Lawrence, Linda Sugnet, Lisa Sweazey, Liz McCheyne, Stacey Clark, Tina Meehan*

From: September 2004 to June 2005 (10 months)

Map Status: In Progress - Shared

Mapping Category	March 2009	April 2009
Theme	<p>Theme:</p> <ul style="list-style-type: none"> <li>• Person to Person</li> </ul> <p>Approximate timeframe of theme: 4 weeks</p>	<p>Theme:</p> <ul style="list-style-type: none"> <li>• One Land Many Trails</li> </ul> <p>Approximate timeframe of theme: 3 weeks</p>
Content	<p><u>Teacher Instructed</u></p> <p>Genre: <span style="float: right;">Book/story:</span></p> <p>Finish books/stories from "Person to Person"</p> <ul style="list-style-type: none"> <li>• Fiction (realistic) -- <i>Mariah Keeps Cool; Mom's Best Friend; Yang the Second and Her Secret Admirers; Dear Mr. Henshaw</i></li> <li>• Poetry</li> <li>• Short story and excerpts</li> <li>• Reading workshop: Fiction (realistic), personal narrative</li> </ul> <p><b>Literary elements:</b></p> <ul style="list-style-type: none"> <li>• Identify literary elements -- characterization</li> <li>• Identify literary elements -- use of dialogue</li> <li>• Identify literary elements -- types of conflict</li> <li>• Recognize conversational tone in a friendly letter</li> </ul> <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- 60 minutes per week (self-selected) Accelerated Reader - 20 - 30 minutes per night</p> <ul style="list-style-type: none"> <li>• Maintain a personal reading list to reflect reading goals and accomplishments</li> <li>• Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or a small group</li> <li>• Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods</li> </ul> <p><u>Teacher Read-aloud:</u> To be determined by</p>	<p><u>Teacher Instructed</u></p> <p>Genre: <span style="float: right;">Book/story:</span></p> <p>Begin books/stories from "One Land Many Trails"</p> <ul style="list-style-type: none"> <li>• Biographical sketch -- <i>A Boy Called Slow; Pioneer Girl; Black Cowboy Wild Horses, Elena</i></li> <li>• Poetry</li> <li>• Short story and excerpts</li> </ul> <p><b>Literary elements:</b></p> <ul style="list-style-type: none"> <li>• Recognize how the author uses devices such as simile, metaphor, and personification to create meaning</li> <li>• Understand story structure</li> </ul> <p><u>Reading for enjoyment and independence:</u></p> <p>DEAR/SSR -- 60 minutes per week (self-selected) Accelerated Reader - 20 - 30 minutes per night</p> <ul style="list-style-type: none"> <li>• Maintain a personal reading list to reflect reading goals and accomplishments</li> <li>• Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or a small group</li> <li>• Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods</li> </ul> <p><u>Teacher Read-aloud:</u> To be determined by individual teacher as time permits</p>

	individual teacher as time permits	
<b>Skills</b>	<p><b><u>Decoding</u></b></p> <p><b>Vocabulary Acquisition:</b></p> <ul style="list-style-type: none"> <li>• Dictionary: base words</li> <li>• Inflected forms</li> <li>• Multiple meanings of words</li> <li>• Connotation</li> <li>• Precise words</li> <li>• Shades of meaning</li> <li>• Family words</li> <li>• Transportation words</li> <li>• Informal language</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Words ending in -ed, -ing</li> <li>• Suffixes (-ly, -ness, -ment, -ful, -less)</li> </ul> <p><b><u>Comprehension</u></b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Predict/Infer</li> <li>• Question</li> <li>• Summarize</li> <li>• Set a purpose for reading</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Solve problems</li> <li>• Note details</li> <li>• Compare and contrast information about one topic from different sources</li> <li>• Make inferences; identify implied information</li> <li>• Understand direct quotations</li> <li>• Read aloud, using inflection and intonation, from a variety of genres</li> </ul> <p><b><u>Study Skills</u></b></p> <ul style="list-style-type: none"> <li>• Take notes</li> <li>• Paraphrase and synthesize information</li> </ul>	<p><b><u>Decoding</u></b></p> <p><b>Vocabulary Acquisition:</b></p> <ul style="list-style-type: none"> <li>• Analogies</li> <li>• Dictionary: suffixes; parts of speech; word histories</li> <li>• Words from French</li> <li>• Words related to horse</li> <li>• Spanish words</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Prefixes (un-, dis-, in-, re-)</li> <li>• Suffixes (-ion)</li> <li>• Stressed and unstressed syllables</li> <li>• Change y to i before adding ending</li> </ul> <p><b><u>Comprehension</u></b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Predict/Infer</li> <li>• Question</li> <li>• Summarize</li> <li>• Evaluate</li> <li>• Set a purpose for reading</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Draw conclusions</li> <li>• Understand propaganda</li> <li>• Make judgments</li> <li>• Understand story structure</li> <li>• Recognize how one's own point of view contributes to forming an opinion about information and ideas</li> <li>• Use established and personal criteria to analyze and evaluate the quality of ideas and information in a text</li> <li>• Understand direct quotations</li> <li>• Read aloud, using inflection and intonation, from a variety of genres</li> </ul> <p><b><u>Study Skills</u></b></p> <ul style="list-style-type: none"> <li>• Compare information from multiple sources including electronic sources</li> <li>• Locate and use library resources</li> <li>• Sqp3r</li> <li>• Use multiple sources</li> <li>• Take notes</li> </ul>

<b>Assessment</b>	<ul style="list-style-type: none"><li>• Theme test at the end of each theme</li></ul>	<ul style="list-style-type: none"><li>• Theme test at the end of each theme</li></ul>
<b>Resources</b>		

**Reading Grade 5**

Grade: 5

Course: Reading 5

South Seneca Elementary School

Developed by: *Brian Carroll, Jon DuFour, Kimberly Lawrence, Linda Sugnet, Lisa Sweazey, Liz McCheyne, Stacey Clark, Tina Meehan*

From: September 2004 to June 2005 (10 months)

Map Status: In Progress - Shared

<b>Mapping Category</b>	<b>May 2009</b>	<b>June 2009</b>
<b>Theme</b>	<b>Theme:</b> <ul style="list-style-type: none"> <li>• One Land, Many Trails</li> <li>• Animal Encounters</li> </ul> <b>Approximate timeframe of theme:</b> 2 weeks, 2 weeks	<b>Theme:</b> <ul style="list-style-type: none"> <li>• Animal Encounters</li> </ul> <b>Approximate timeframe of theme:</b> 2 weeks
<b>Content</b>	<u><b>Teacher Instructed</b></u> <p><b>Genre:</b> <b>Book/story:</b></p> <p>Finish books/stories from "One Land, Many Trails"</p> <p>Begin books/stories from "Animal Encounters"</p> <ul style="list-style-type: none"> <li>• Non-fiction -- <i>The Grizzly Bear Family Book</i></li> <li>• Non-fiction -- <i>The Golden Lion Tamarin Comes Home</i></li> <li>• Poetry</li> <li>• Short story and excerpts</li> </ul> <p><b>Literary elements:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u><b>Reading for enjoyment and independence:</b></u></p> <p>DEAR/SSR -- 60 minutes per week (self-selected) Accelerated Reader - 20 - 30 minutes per night</p> <ul style="list-style-type: none"> <li>• Maintain a personal reading list to reflect reading goals and accomplishments</li> <li>• Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or a small group</li> <li>• Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods</li> </ul> <p><u><b>Teacher Read-aloud:</b></u> To be determined by individual teacher as time permits</p>	<u><b>Teacher Instructed</b></u> <p><b>Genre:</b> <b>Book/story:</b></p> <p>Finish books/stories from "Animal Encounters"</p> <ul style="list-style-type: none"> <li>• Fiction (realistic) -- <i>My Side of the Mountain</i> (if time)</li> <li>• Poetry</li> <li>• Short story and excerpts</li> </ul> <p><b>Literary elements:</b></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><u><b>Reading for enjoyment and independence:</b></u></p> <p>DEAR/SSR -- 60 minutes per week (self-selected) Accelerated Reader - 20 - 30 minutes per night</p> <ul style="list-style-type: none"> <li>• Maintain a personal reading list to reflect reading goals and accomplishments</li> <li>• Share reading experiences to build a relationship with peers or adults; for example, read together silently or aloud with a partner or a small group</li> <li>• Select imaginative text based on personal needs and interests and read silently for enjoyment for extended periods</li> </ul> <p><u><b>Teacher Read-aloud:</b></u> To be determined by individual teacher as time permits</p>

<b>Skills</b>	<p><b><u>Decoding</u></b></p> <p><b>Vocabulary Acquisition:</b></p> <ul style="list-style-type: none"> <li>• Use context clues</li> <li>• Dictionary: variations in pronunciation</li> <li>• Idioms</li> <li>• Seasonal words</li> <li>• Place names and proper adjectives</li> <li>• Botanical words</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Three syllable words</li> <li>• Suffixes (-ent, -ant, -able, -ible)</li> <li>• Prefixes (com-, con-, en-, ex-, pre-, pro)</li> </ul> <p><b><u>Comprehension</u></b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Monitor/Clarify</li> <li>• Summarize</li> <li>• Evaluate</li> <li>• Set a purpose for reading</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Make generalizations</li> <li>• Identify topic, main idea, and supporting details</li> <li>• Draw conclusions</li> <li>• Use context clues</li> <li>• Understand direct quotations</li> <li>• Read aloud, using inflection and intonation, from a variety of genres</li> </ul> <p><b><u>Study Skills</u></b></p> <ul style="list-style-type: none"> <li>• Prepare a report using text</li> <li>• Use graphic aids and pictures</li> <li>• Categorize information</li> </ul>	<p><b><u>Decoding</u></b></p> <p><b>Vocabulary Acquisition:</b></p> <ul style="list-style-type: none"> <li>• Continue from May</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Three syllable words</li> <li>• Suffixes (-ent, -ant, -able, -ible)</li> <li>• Prefixes (com-, con-, en-, ex-, pre-, pro)</li> </ul> <p><b><u>Comprehension</u></b></p> <p><b>Strategies:</b></p> <ul style="list-style-type: none"> <li>• Decode</li> <li>• Predict/Infer</li> <li>• Question</li> <li>• Monitor/Clarify</li> <li>• Summarize</li> <li>• Evaluate</li> <li>• Set a purpose for reading</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Make generalizations</li> <li>• Identify topic, main idea, and supporting details</li> <li>• Draw conclusions</li> <li>• Use context clues</li> <li>• Understand direct quotations</li> <li>• Read aloud, using inflection and intonation, from a variety of genres</li> </ul> <p><b><u>Study Skills</u></b></p> <ul style="list-style-type: none"> <li>• Complete applications and forms</li> </ul>
<b>Assessment</b>	<ul style="list-style-type: none"> <li>• Theme test at the end of each theme</li> </ul>	<ul style="list-style-type: none"> <li>• Theme test at the end of each theme</li> </ul>
<b>Resources</b>		