

Fifth Grade Reading Workshop

Curriculum Map

George Washington Elementary

2009-2010

| Essentials Questions | Content | Skills | Assessment | Resources |
|--|--|--|--|---|
| <p>A. How can readers apply comprehensible words to find meaning in other words?</p> <p>B. How can my life experiences help me understand what I read?</p> <p>C. Can a realistic fiction story be true?</p> <p>D. How does conflict add to the meaning of the story?</p> <p>D. What are the different types of conflict?</p> <p>E. How and why do conversations contribute to discussion and analysis of text?</p> | <p>A. Word Comprehension</p> <ul style="list-style-type: none"> ▪ Compound Words ▪ Context Clues ▪ Homonyms <p>B. Reading Strategies</p> <ul style="list-style-type: none"> ▪ Connections ▪ Oral Extended Response <p>C. Comprehension</p> <ul style="list-style-type: none"> ▪ Author’s Purpose ▪ Inference <p>D. Literature- Realistic Fiction</p> <ul style="list-style-type: none"> ▪ Story Structure <p>Types of Conflict</p> <ul style="list-style-type: none"> ▪ Person vs. person ▪ Person vs. nature ▪ Person vs. society ▪ Person vs. self ▪ Person. Vs technology <p>E. Listening and Speaking</p> <p>Book Talk Jobs</p> <ul style="list-style-type: none"> ▪ Discussion Director ▪ Literary Luminary ▪ Connector ▪ Summarizer | <p>A. Determine compound words by applying knowledge of known individual words (watchman)</p> <p>A. Determine the meaning of an unknown word using word, sentence, and cross-sentence clues (context clues)</p> <p>A. Homonyms- words that are spelled the same, sound the same and have multiple meanings</p> <p>B. Review types of connections (to personal experience, prior knowledge, or other stories-self, text, world)</p> <p>B. Clarify and extended ideas with the focus on linking connections</p> <p>C. Identify the author’s purpose for writing (entertain, inform, persuade)</p> <p>C. Draw inferences and make generalizations</p> <p>D. Identify the events important to plot and subplot</p> <p>D. Identify different types of conflict</p> <p>E. Participate in small and large group discussion</p> | <p>Checkpoint Week 2: Students make strong connections through read aloud.</p> <p>Checkpoint Week 3: Students create a short passage using zigenfrags©. Students are required to note the meaning and clues used to infer the meaning.</p> <p>Checkpoint Week4: Students complete a plot organizer and identify the type of conflict.</p> <p>Checkpoint Week 5: Students infer using a leveled text.</p> | <p>Mini Lessons: Glasses Who Needs ‘Em by Lane Smith</p> <p>The Great Kapok Tree by Lynne Cherry</p> <p>Harry and Willy and Carrothead by Judith Caeley</p> <p>Home Place by Crescent Dragonwood</p> <p>Saturdays and Teacakes by Lester Laminack</p> <p>Guided Reading: Text: (H) Thank you, Mr. Falker by Patricia Polacco (A) Chicken Sunday by Patricia Polacco (L) Miss Nelson is Back by James Marshall</p> <p>(H) Annie and the Old One by Miska Miles (A) Thunder Cake by Patricia Polacco (L) My Rotten Red Headed Older Brother by Patricia Polacco</p> <p>(H) My Name is Maria Isabel by Alma Flor Ada (A) A Chair for My Mother by Vera B. Williams (L) Galimoto by Karen Lynn Williams</p> <p>(H) Baseball in Action and Other Stories by Gary Soto (A) Journey by Patricia MacLachlin (L) Make Way for Ducklings by Roger McCloskey</p> <p>Checkpoint: Fly Away Home by Eve Bunting</p> <p>Book Talk: Same as Mini Lesson books</p> |

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| <p>A. How can readers apply comprehensible words to find meaning in other words?</p> <p>B. What are the components of text structure?</p> <p>B. What skill can promote strong understanding in reading?</p> <p>C. What does text structure help us understand the authors meaning?</p> <p>D. What are the differences between autobiographies and biographies?</p> <p>E. How and why do conversations contribute to discussion and analysis of text?</p> <p>F. How do I find valid resources when researching my topic?</p> | <p>A. Word Comprehension</p> <ul style="list-style-type: none"> ▪ Dictionaries ▪ Alphabetical Order ▪ Thesaurus <p>B. Strategies</p> <ul style="list-style-type: none"> ▪ Oral Extended Response ▪ Informational text structure ▪ Nonfiction text features <p>C. Comprehension</p> <ul style="list-style-type: none"> ▪ Visual text ▪ Fact/opinion ▪ Summarizing nonfiction ▪ Point of View <p>D. Literature- Nonfiction, Bibliography/Autobiography</p> <p>E. Listening and Speaking</p> <p>F. Research</p> | <p>A. Clarify word meaning through dictionaries</p> <p>A. Alphabetize vocabulary words that start with the same letters</p> <p>A. Use guide words as a locating tool</p> <p>A. Use a thesaurus to find synonyms and antonyms</p> <p>A. Use a glossary to find the meaning of an unknown word.</p> <p>B. Determine the purpose and structure of informational text (Compare and Contrast, sequence, cause and effect, main idea and details, 1st/3rd person point of view).</p> <p>B. Identify nonfiction text features (Bold print, Title, Subtitle, Heading, Captions, Graphics, Guiding questions).</p> <p>C. Comprehend charts, maps, tables</p> <p>C. Fact and Opinion</p> <p>D. Timeline Character Traits</p> <p>E. Participate in small and large group discussion</p> <p>F. Integrate a variety of sources (books, interviews, reference, websites)</p> <p>F. Create a variety of documents, construct research, cite sources used</p> <ul style="list-style-type: none"> ▪ Biography Project | <p>Checkpoint Week 2: Answer questions about visual text.</p> <p>Checkpoint Week 3: Students read a nonfiction text and find facts and opinions.</p> <p>Students sort words using guide words.</p> <p>Checkpoint Week 4: Students will determine main idea and details.</p> <p>Students will determine the cause and effect.</p> <p>Checkpoint Week 5: Students will write a summary for a nonfiction text using repeated words.</p> <p>Students will determine sequence in a reading.</p> <p>Students will turn in their works cited for their biographical research.</p> | <p>Mini Lesson: Time For Kids:</p> <ul style="list-style-type: none"> ▪ Can Kids Stop from Smoking ▪ Barbara Jordan ▪ Can Venice be Saved ▪ The Chimps She Loves ▪ One Person can Make a Difference <p>I, Columbus: My Journal by Peter and Connie Roop</p> <p>Guided Reading: Ancient Civilization Texts: Aztec, China, Egypt, Greece, Italy, Maya, Rome</p> <p>(H) Marie Curie by Leonard Everett Fischer (A) And Then What Happened to Paul Revere? by Jean Fritz (L) The Life and Work of Pablo Picasso by Leonna Bennett (VL) Abraham Lincoln by Lola Schaefer (VL) Charles M. Schulz by Cheryl Carlson</p> <p>Centers: Textbooks: Math, Reading, SS</p> <p>Book Talk: (H) Loser by Jerry Spinelli (A) Frindle by Andrew Clements (LA) Because of Winn Dixie by Kate DiCamillo (L) J.T. by Jane Wagner (L) Leon and Bob</p> |

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| <p>A. How do readers apply word structure and vocabulary skills to comprehend selections?</p> <p>B. What skills can promote strong understanding in reading?</p> <p>C. What clues from the text support your prediction?</p> <p>D. How do elements of historical fiction help us understand history?</p> <p>D. What is the author’s theme?</p> <p>E. How and why do conversations contribute to discussion and analysis of text?</p> | <p>A. Word Comprehension</p> <ul style="list-style-type: none"> ▪ Review meaning of root words. ▪ Synonyms and antonyms <p>B. Reading Strategies</p> <ul style="list-style-type: none"> ▪ Previewing and Predicting ▪ Questioning ▪ Extended Response <p>C. Comprehension</p> <ul style="list-style-type: none"> ▪ Refine Predictions ▪ Compare and Contrast <p>D. Literature- Historical Fiction</p> <ul style="list-style-type: none"> ▪ Story Elements ▪ Theme <p>E. Listening and Speaking</p> | <p>A. Use prefixes, roots, and suffixes to determine unknown words and meaning in passages</p> <p>A. Identify and apply synonyms and antonyms in text</p> <p>B. Preview by activating prior knowledge</p> <p>B. Identify probable outcomes</p> <p>B Develop questions before, during, and after reading.</p> <p>B. Determine the answer to a simple/literal question</p> <p>B. Clarify and extend ideas orally given a prompted question with evidence</p> <p>C. Use evidence from the story to refine predictions</p> <p>C. Compare and Contrast Story Elements</p> <p>D. Identify the following story elements with the use of dialogue and without: Characterization (traits, motivation, and actions) and Setting</p> <p>D. Analyze elements of Historical Fiction</p> <p>D. Identify author’s theme</p> <p>E. Participate in small and large group discussion</p> | <p>Checkpoint Week 2: Students will determine theme using clues from the text to support their answer.</p> <p>Students will use the meaning of prefixes and roots to infer the meaning of new words.</p> <p>Checkpoint Week3: Given text, students will determine the author’s theme.</p> <p>Using prefixes and suffixes in context, students will infer the meaning of new words.</p> <p>Checkpoint Week 4: Students will answer simple inference and literal questions</p> <p>Checkpoint Week 5: Given choices, students will select the appropriate synonym or antonym to complete the sentence.</p> | <p>Mini Lessons: How Baseball Saved Us by Ken Mochizuki</p> <p>The Wall by Eve Bunting</p> <p>The Bracelet by Yoshiko Uchida</p> <p>Emily By Michael Bedard</p> <p>Always Remember Me: How One Family Survived WWII by Mariabine Russo</p> <p>Guided Reading: Text: (H) Jacob’s Rescue by Malka Drucker</p> <p>(A) The Butterfly by Patricia Polacco</p> <p>(L) The Cats in Krasinski Square by Karen Hesse</p> <p>Book Talk: (H) Bat 6 a Novel by Virginia Euwer Wolff (H) Number the Stars by Lois Lowery</p> <p>(A) Someone Name Eva by Joan M. Wolf (A) Snow Treasure by Marie McSwigan</p> <p>(L/A) On the Wings of Heroes by Richard Peck (L/A) Hiroshima by Laurence Yep</p> <p>(L) Coming on Home by Jacqueline Woodson (Book 1 of 2) (L) So far from the Sea by Eve Bunting (Book 2 of 2)</p> |

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| <p>A. How do readers apply word structure and vocabulary skills to comprehend selections?</p> <p>B. How do the knowledge of plot and character contribute to the comprehension of the text?</p> <p>C. How can we determine authors meaning?</p> <p>D. What are different types of poetic devices?</p> <p>D. Why does the author use figurative language in the text?</p> <p>E. How and why do conversations contribute to discussion and analysis of text?</p> | <p>A. Word Comprehension</p> <p>B. Reading Strategies</p> <ul style="list-style-type: none"> ▪ Interpretation <p>C. Comprehension</p> <ul style="list-style-type: none"> ▪ Figurative Language ▪ Poetic Devices <p>D. Literature- Poetry</p> <ul style="list-style-type: none"> ▪ Figurative Language ▪ Poetic Devices <p>E. Listening and Speaking</p> | <p>A. Use prefixes, roots, and suffixes to determine unknown words and meaning in passages</p> <p>B. Use figurative language to interpret poetry.</p> <p>C/D. Identify and interpret figurative language (personification, simile, metaphor, and idiom)</p> <p>C/D. Identify poetic devices (alliteration, onomatopoeia, rhyme scheme, consonance, hyperbole, rhyme and unrhymed verse)</p> <p>E. Participate in small and large group discussion</p> | <p>Checkpoint Week 1: Students will identify similes.</p> <p>Checkpoint Week 2: Students will identify different poetic devices in a leveled poem.</p> <p>Checkpoint Week 3: Students will interpret poetry.</p> <p>Checkpoint Week 4: Students will write a poem using at least two poetic devices.</p> | <p>Mini-lessons: The 20th century children's poetry treasury by Jack Prelutsky</p> <p>Guided Reading: (H) Baseball, Snakes and Summer Squash; Poems about Growing Up by Donald Graves (H) Don't Read this Book Whatever You Do by Kalli Dakos (H/A) My Dog Ate My Homework by Bruce Lansky (L/A) Sky Scrape / City Scrape: Poems of City Life (L) Lunch Money and Other Poems about school by Carol Diggory Shields</p> <p>Extra Inning Baseball Poems by Lee Bennett Hopkins (varied levels)</p> <p>(H) Heartbeat by Sharon Creech (H/A) Love that Dog by Sharon Creech (A) Granny Torelli Makes Soup by Sharon Creech (L) Science Verse by Jon Scieszka</p> <p>Book Talk: (H) A Long Way from Chicago: A Novel in Stories by Richard Peck (H) Bud Not Buddy by Christopher Paul Curtis</p> <p>(A) Baby by Patricia MacLachlan (A) Maniac McGee Jerry Spinelli</p> <p>(L) 26 Fairmount Avenue by Tomie dePaola (L) The Whipping Boy by Sid Fleischman</p> |

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| <p>A. How do readers apply word structure and vocabulary skills to comprehend selections?</p> <p>B. How does the point of view impact plot?</p> <p>B. How does the point of view help us understand the story?</p> <p>B. What is the relationship between cause and effect?</p> <p>C. How does the author build suspense?</p> <p>D. What are the elements of a fairy tale?</p> <p>D. What do good readers do?</p> <p>E. How and why do conversations contribute to discussion and analysis of text?</p> <p>F. How do I find valid resources when researching my topic?</p> | <p>A. Word Comprehension</p> <ul style="list-style-type: none"> ▪ Synonyms ▪ Antonyms ▪ Analogies ▪ Context Clues <p>B. Reading Strategies and C. Comprehension</p> <ul style="list-style-type: none"> ▪ Summarize Fiction ▪ Point of View ▪ Inferences and Conclusions ▪ Cause and Effect <p>C. Comprehension</p> <ul style="list-style-type: none"> • Compare and Contrast Story Elements • Elements of Mysteries <p>D. Literature- Fairy Tales</p> <ul style="list-style-type: none"> ▪ Plot ▪ Characters ▪ Theme <p>D. Literature- Nonfiction Mystery</p> <ul style="list-style-type: none"> ▪ Inferences ▪ Conclusions <p>E. Listening and Speaking</p> <p>F. Research</p> | <p>A. Use antonyms and synonyms to define words</p> <p>A. Compare words using analogies.</p> <p>A. Determine the meaning of unknown words using context clues</p> <p>B. Draw inferences and conclusion about the text</p> <p>B. Summarize a story, passage or text</p> <p>B. Distinguish between 1st person and 3rd person point of view.</p> <p>B. Determine cause and effects of events in nonfiction texts.</p> <p>C. Identify the literary elements of plot, characters and theme</p> <p>C. Compare and contrast content and organization of a text or passage</p> <p>D. Draw conclusions based on evidence from the text</p> <p>E. Participate in small and large group discussion</p> <p>F. Integrate a variety of sources</p> <p>F. Determine accuracy, reliability, and currency in reference material.</p> | <p>Checkpoint Week 2: Students will replace common words with synonyms and antonyms.</p> <p>Checkpoint Week 3: Students will summarize a fairy tale text. Students will determine the correct word using context.</p> <p>Checkpoint Week 4: Students will determine the cause or effect of an event.</p> <p>Checkpoint Week 6: Students will complete and share research projects.</p> | <p>Mini Lesson: The Three Little Wolves and the Big Bad Pig by Eugene Trivizas</p> <p>One-Eye! Two-Eyes! Three-eyes! By Aaron Shepard</p> <p>Tomato Plant by John Townsend (digital copy, short passage)</p> <p>The Ghost That Followed Me Home by S.E. Scholsser (digital copy, short passage)</p> <p>Guided Reading: (H) Rumpelstiltskin by Zelinsky (A) Baba Yaga and Vasilisa the Brave by Marianna Mayer (L) Sleeping Beauty (L) Rapunzel by Alan Trussell-Cullen</p> <p>(H) Mufaro’s Beautiful Daughters by John Steptoe (A) The Frog Prince, Continued by Jon Scieszke (L) The Three Little Javelinas by Susan Lowell</p> <p>Team 1: (H) Ghosts and Poltergeists Stories of the Supernatural by David West (A) Ghost in Amityville by Jack Demolay (L) Bermuda Triangle by Andrew Donkin</p> <p>Team 2: (H) The Mystery of Haunted Houses by Chris Oxlade (A) Mysteries of the Deep by John Townsend (L) The Curse of King Tut’s Tomb by Michael Burgan</p> <p>Team 3: (H) The Mystery of Crop Circles by Chris Oxlade (A) Mysterious Disappearances by John Townsend (L) Bermuda Triangle by Andrew Donkin or (L) The Curse of King Tut’s Tomb by Michael Burgan</p> <p>Book Talk: (H) The Westing Game by Ellen Raskin (A) Bernie MacGruder and the Disappearing Bodies by Phyllis Reynolds Naylor (A) Room One, A Mystery or Two by Andrew Clements (L/A) Bunnacula by Deborah Howe (L) The Jaguar’s Jewel by Ron Roy</p> <p>Research Titles: Beastly Tales: Yeti, Bigfoot, and the Loch Ness Monster by Malcom Yorke Bermuda Triangle by Andrew Donkin Bigfoot by Jacqueline Laks Gorman. The luck of the Loch Ness monster : a tale of picky eating, by A.W. Flaherty Mysterious Places, by Sue Adasiewicz Unsolved Mysteries, by Sue Hamilton 24/7 Science Behind the Scenes: Mystery Files Bigfoot Caught on Film</p> |

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| <p>A. How can readers apply comprehensible words to find meaning in other words?</p> <p>B/C. What is the main idea the author is trying to convey?</p> <p>D. Why does the author use figurative language in the text?</p> <p>E. How and why do conversations contribute to discussion and analysis of text?</p> | <p>A. Word Comprehension</p> <p>B. Strategies</p> <ul style="list-style-type: none"> ▪ Main Idea ▪ Clarify and Extend Ideas <p>C. Comprehension</p> <ul style="list-style-type: none"> ▪ Sequencing ▪ Drawing Conclusions ▪ Cause and Effect <p>D. Literature- Myths</p> <ul style="list-style-type: none"> ▪ Story Structure ▪ Characteristics of mythology <p>D. Literature- Reader's Theater</p> <p>E. Listening and Speaking</p> | <p>A. Use prefixes, roots, and suffixes to determine unknown words and meaning in passages</p> <p>B. Identify significant details that support the main idea.</p> <p>C. Identify main idea when it is not explicitly stated</p> <p>C. Identify what's missing in a set of directions</p> <p>D. Identify parts of the plot in a myth.</p> <p>D. Identify and discuss main and supporting characters.</p> <p>D. Identify and discuss character traits of Greek gods and goddesses.</p> <p>D. Read with emotion.</p> <p>E. Participate in small and large group discussion</p> | <p>Checkpoint Week 2: Students will read a mythology passage and identify cause and effect.</p> <p>Checkpoint Week 3 Students will complete a group evaluation and self-assessment of their Reader's Theater performance.</p> <p>Students will write a summary of their readers theater play.</p> | <p>Mini Lesson: Gods and Goddesses of Olympus by Aliki</p> <p>D'Aulaires' Book of Greek Mythology by D'Aulaire</p> <p>Guided Reading: (H) Medusa Jones by Ross Collins (A) The One-Eyed Giant by Mary Pope Osborne (L) Peruses and Medusa by Carol Pugliano Martin</p> <p>Greek Myth Plays: 10 readers Theater scripts base on Favorite Greek Myths that Students Can Read by Carol Pugliano Martin</p> <p>Book Talk: (H/A) Pandora Gets Jealous by Carolyn Hennesy (A) Jason and the Golden Fleece by Nel Yontov (L) It's all Greek to Me Time Warp Trio by Jon Scieszka</p> |