

New Paltz Central School District
Reading
Fifth Grade

Time	Essential Questions/Content	Standards/Skills	Assessments
September - 2 weeks	<u>Unit 1: Using and Extending What You Know (Schema)</u> • Why is it important to make connections to the text? • How does reading change my schema and lead me to new connections? • What can I do as a reader when I have no schema for the ideas and concepts? ----- • Make connections with the text based on personal and educational experience and knowledge • Use illustrations and text features to help store important new information	• Recognize, interpret, and make connections in narratives, poetry, and drama, to other texts, ideas, cultural perspectives, eras, personal events, and situations. ○ Self-select text to develop personal preferences regarding favorite authors. ○ Use established criteria to categorize, select texts and assess to make informed judgments about the quality of the pieces. • Notice inner conversation. • Stop, think about, and react to new information. • Understand that what readers learn is dependent on what they know or don't know. • Recognize that thinking about what one already knows will help one learn new information. • Recognize that some prior knowledge can be inaccurate.	• Rigby Literacy comprehension assessment checklist • Response journals • Rubric from <i>The Comprehension Toolkit</i>

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September - 2 weeks	<u>Unit 2: Creating and Using Images</u> • How does schema help me create images in my head? • What type of language do writers use to help me create images in my head? • How do I use my five senses to visualize? ----- • Create or use images from all senses • Make connections with all five senses and with emotions • Visualize information from text, illustrations, diagrams, etc.	• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • Merge prior experience in the text to create visual images. • Visualize to better understand the dimensions of size, shape, space, and time. • Create images in nonfiction and fiction texts. • Use all the senses to comprehend text.	• Rigby Literacy comprehension assessment checklist • Response journals • Rubric from <i>The Comprehension Toolkit</i>

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October	<u>Unit 3: Monitoring</u> • What do we do when we don't understand what we are reading? • What does it <i>mean</i> to “monitor” comprehension? • <i>How</i> do we monitor our comprehension? What are the steps we take? • Developing an awareness of inner conversations while reading • <i>Leaving tracks</i> of thinking to expand understanding (using text coding, i.e., √, *, !, ?) • Monitoring comprehension using the “Stop, Think, React” process • Identifying when there is a need to stop and think and how to react or relate to the material in order to facilitate learning and expand thinking • Rereading and reading on to clarify meaning and clear up confusion	• Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. • By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. • By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. • Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. ○ Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. ○ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of the word (e.g., photograph, photosynthesis). ○ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	• Teacher observation of student responses during group practice • Teacher observation of student “tracks” during group practice • Informal assessments of individual practice (anecdotal notes) • Comprehension Toolkit rubric • Rigby literacy checklist • Unit assessment-mini-quiz

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November - December	<u>Unit 4: Inference</u> • How does using my schema support the inferred meaning of the text? • What is the formula for inference? (Schema + Text clues = Inference) • How does using the strategy of inference help me with skills, such as fact and opinion, drawing conclusions, and author's purpose? • How do I infer in non-fiction? ----- • Make and confirm predictions • Make, change, and check predictions • Draw conclusions • Make generalizations • Form and support opinions • Create/form personal interpretations	• Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). • Describe how a narrator's or speaker's point of view influences how events are described. ○ Recognize and describe how an author's background and culture affect his or her perspective. • Infer the meaning of words. • Infer with text clues. • Infer poetry. • Infer the meaning of subheads and titles.	• Rigby Literacy comprehension assessment checklist • Response journals • Conferences

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January - February	<u>Unit 5: Asking Questions</u> • What type of questions support my deeper thinking? • How does my questioning show my thinking? ----- • Generate questions • Ask questions to clarify meaning • Ask questions to understand the author • Ask questions to understand key themes • Ask questions in order to preview, plan reading, and predict	• Understand the connection between asking questions and better text comprehension. • Generate quick as well as deep thinking questions. • Use question webs to expand thinking. • List and categorize questions to promote understanding. • Categorize questions into bigger and smaller questions.	• Rigby Literacy comprehension assessment checklist • Response logs • Conferences

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March - April	<u>Unit 6: Determining Important Information</u> • What is determining importance? • How do I determine important information in a text? • How does determining important information help me as a reader? ----- • Identify main ideas and supporting details. • Interpret words and phrases as they are used in a text. • Cite specific textual evidence to support conclusions drawn from a text. • Determine cause and effect in a text. • Recognize authors' purpose in a text.	• Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. • Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. • Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. • Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. • Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>. • Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. • Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. • Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies. ○ Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. ○ Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph</i>, <i>photosynthesis</i>). ○ Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	

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May - June	<u>Unit 7: Synthesizing</u> • What other strategies do I use to help me synthesize my thinking and learning? • What is a change in thinking? ----- • Connect ideas from several different sources • Sequence ideas and story events • Summarize information • Classify and categorize information • Retell story events or key facts • Consider author's viewpoint, purpose, and style	• Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. • Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. • Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.	• Rigby Literacy comprehension assessment checklist • Conferences • Written responses