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RATIONALE

Fifth grade Communication Arts prepares students to make decisions and act as responsible members of society. Students must be able to gather, analyze, and apply information in order to effectively communicate, recognize, and solve problems.

COURSE DESCRIPTION

The Fifth grade Communication Arts program includes research, grammar, technology, and composition skills to facilitate the progress of a student in producing written communication. Speaking and listening skills are taught to the purpose of oral presentation. Literature and literary skills are studied to provide an appreciation of the written language and to build skills needed to comprehend, analyze, and evaluate various forms of literature.

MOST IMPORTANT LEARNER OUTCOMES

The students will be able to:

1. Process, organize and evaluate information and ideas.
2. Apply information, ideas, processes and skills learned in the study of communication arts to new situations and tasks.
3. Demonstrate proficiency in speaking and writing standard English.
4. Apply communication strategies to identify, understand and solve problems.
5. Analyze and solve problems involved in creating their own written, oral and visual communications.
6. Make informed decisions regarding communications.
7. Comprehend, analyze and evaluate non-fiction, fiction, poetry, and drama from a variety of cultures and times.

5th Parts of speech and paragraphs

EVALUATION

Evaluation will be formal and informal using standardized and non-standardized means.

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading - Fifth Grade
Unit: Independent Reading	Duration:
Show-Me Standards Content: CA 1, 2, 3, 5, 6 Show-Me Standards Process: 1.5, 1.6, 1.10, 2.1, 2.3	
Grade Level Expectations: Reading: 1D Listening and Speaking: 1A, 1B, 2A	
Benchmarks: Develop and apply skills and strategies to the reading process for fiction and non-fiction. Develop and apply effective listening skills and strategies. Develop and apply effective speaking skills and strategies for various audiences and purposes	Performance Indicators(Local Objective): Students will be able to: 1. Read grade level text with fluency and accuracy. 2. Listen for enjoyment and information. 3. Use active-listening behaviors. 4. Give presentations: speaking clearly, stay on topic, use appropriate volume, tone, rate of speech, and eye contact.
Activities and Assessments: Students will read a variety of grade-level books from different genres of literature and make oral presentations to the class. Genres will include: novels, historical fiction, biographies, non-fiction, and mysteries. Presentations will include appropriate visual aides. Assessments: Ekwall/Shanker Reading Inventories, S.T.A.R. Testing Online, rubrics and scoring guides	
Resources: Various books Relevant Links: http://www.readinga-z.com/members/index.php http://www.scholastic.com/bookwizard/	

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading - Fifth Grade
Unit: Survival (Novel-Hatchet)	Duration: 4 weeks
Show-Me Standards Content: CA 1, 2, 3, 4, 7 Show-Me Standards Process: 1.5, 1.6, 1.8, 2.1, 2.2, 2.4, 3.1, 3.4, 3.5, 3.7	
Grade Level Expectations: Reading: 1D, 1E, 1F, 1G, 1H, 1I, 2C Writing: 1A	
Benchmarks: <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction.</p> <p>Apply a writing process in composing text..</p>	Performance Indicators(Local Objective): Students will be able to: <ol style="list-style-type: none"> 1. Read grade-level text with fluency, accuracy, and appropriate expression adjusting reading rate to difficulty and type of text. 2. Develop vocabulary through text. 3. Apply pre-reading strategies to aid comprehension. 4. Apply during reading strategies to infer, visualize, and predict. 5. Apply post- reading skills to comprehend and interpret text: question to clarify, reflect analyze, draw conclusions, summarize, paraphrase, and infer. 6. Compare, contrast, and analyze connections: text-to-text, text-to-self, and text-to-world. 7. Use details from the text to analyze setting, characters, problem/solutions, story elements, author’s purpose. 8. Follow a writing process to write effectively in various forms and types.
Activities and Assessments: <p>Part I Students will read the novel, <u>Hatchet</u>, by Gary Paulsen. Vocabulary words will be defined and studied for each chapter.</p> <p>Pre-Reading:</p> <ol style="list-style-type: none"> 1. Use the cover to make predictions about the story. 2. Assess prior knowledge with a carousel activity. 3. Preview the story with a discussion of the author and a synopsis of the story. <p>During Reading:</p> <ol style="list-style-type: none"> 1. Read chapters in different ways: partner, silently, or out loud with the whole class. Practice reading with expression and fluency. 2. Use fix it skills to determine words in context. 3. Visualize the exterior and interior of the plane. See Attached Activity. <p>Post-Reading:</p>	

1. After reading each chapter, answer questions to assess comprehension, make inferences, and support opinions.
2. Write a summary of events that influenced Brian's decisions. Analyze his decision-making process using a graphic organizer.
3. Construct a character map of Brian. Support your choices with details/examples from the story.
4. Make a mobile to illustrate/explain a theme from the book. See Attached activity.
5. Setting: Make a graphic organizer to depict information about the setting. Use it to write a paragraph summarizing the setting of the story.
6. Make connections to the story in a graphic organizer: text-to-self, text-to-text, and text-to world. Explain your choices.
7. Write a paragraph explaining the author's purpose in writing this book. Justify your answers with examples from the text.

Part II

1. Survive on your Own Activity: Students will make a list of possessions in their pockets and backpacks. They will then write a paragraph explaining how these items might be used to survive in the wilderness.
2. Students will view the movie, Swiss Family Robinson. During the viewing they will a list of resources on the island and how they were used to survive.

PERFORMANCE EVENT: Students will complete the following to be made into a book.

Journal - part 1: Students will write a story describing how they became stranded on the deserted island. In the story they will name the island.

Journal - part 2: Students will write an informational article about their island to include at least ten reasonable facts.

Journal - part 3: Students will make a list of materials that are available on the island to use in making a shelter. They will then draw a picture (inside and out) of the shelter. Label the details/parts, no caves, tools, or nails can be used. Only what is on the island already or were in your possession.

Journal - part 4: Food may be very different on the island. Brainstorm a list of possible foods. Use the list to make a chart of at least ten foods to include: name, drawing, description (flavor, texture, odor, etc.), and how it grows. Make a sample menu from the chart.

Journal - part 5: Write a diary of your life on the island. Include at least 6 days.

Journal - part 6: Write a note requesting rescue and put it into a plastic soda bottle. Trade with a classmate and write a reply.

Journal - part 7: Draw a map of your island. Include at least five land marks including your shelter, a legend, key, and compass rose. Also, draw a flag to represent your island.

Journal - part 8: Dangers! List ten dangers you might face on the island and how you might protect yourself. Use the list of dangers to write a story about a perilous adventure on your island.

Journal - Part 9: After you are rescued, write an article for a newspaper describing how you were rescued and how it feels to be back home.

Journal - Part 10: Write a poem about your island.

When you have finished all ten parts, assemble them into a booklet. Design and decorate a cover.

Assessments:

Performance Event Scoring Guide, unit test, daily work, graphic organizers, paragraphs, observations.

Resources:

Hatchet by Gary Paulsen

Hatchet Literature Kit, Grades 5-6, Classroom Complete Press

Hatchet in the Classroom, Donna Ickes and Edward Sciranko

Movie, Swiss Family Robinson

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading - Fifth Grade
Unit: Writing Process	Duration:
Show-Me Standards Content: CA 1, 2, 3, 4 Show-Me Standards Process: 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7	
Grade Level Expectations: Writing 3A, 3B, 3C, 3D, 3E Information Literacy 1A, 1B, 1C, 1D Listening/Speaking 2B	
Benchmarks: Write effectively in various forms and types of writing. Develop and apply effective research process skills to gather, analyze, and evaluate information. Develop and apply effective speaking skills and strategies for various audiences and purposes.	Performance Indicators(Local Objective): Students will be able to: 1. Write a personal narrative. 2. Use a note-taking system to organize information. 3. Write expository and persuasive paragraphs. 4. Write summaries of text. 5. Construct personal communications. 6. Develop questions and statements of purpose to guide research. 7. Locate and use multiple resources during research. 8. Define plagiarism and list research sources. 9. Give clear and concise multi-step oral directions to complete a task.
Activities and Assessments: 1. Students will use the grade level 5 English Book and complete assignments as directed by the teacher concerning: characteristics of different types of writing, techniques for writing more complex sentences and more vivid language. 2. Students will use the steps in the writing process to complete: personal narratives, instructional, persuasive, and expository paragraphs (emphasis on compare/contrast), summaries, and personal communications. <i>Prewriting:</i> Use an appropriate graphic organizer to organize ideas, select an audience, voice, and purpose for writing. <i>First Draft:</i> Write a first draft using a checklist and/or template to include topic sentence, three or more supporting sentences, and a concluding sentence. <i>Revise:</i> Use a check list to revise the first draft including vivid and descriptive language, compound sentences, sequence, and supporting details and examples. <i>Edit:</i> Use a check list, peer editing, and teacher-student conferences to locate and correct errors in spelling, grammar, capitalization, and punctuation. <i>Final Draft (publish):</i> Write a final copy of the piece including any revisions and corrections. Final copy may be neatly hand written or typed on a word processor. 3. Students will complete a research paper.	

Prewriting: Formulate questions to guide research, use a note card system to record information from sources including bibliographic information. Use library, classroom, and electronic resources to locate information in various forms (print, electronic, primary, and secondary sources). Make a formal outline of the information.

First Draft, Revise, Edit using methods stated above in the writing process.

Final Draft (publish): Final paper will be typed on a word processor and will include: title page, outline, body (five paragraphs or more), and list of sources. After writing an instructional paragraph for a task, students will present the instructions orally to the class.

Assessments:

All written papers will be assessed with a rubric and /or scoring guide,

English book: daily work and unit tests.

Resources:

English, Grade 5, Houghton Mifflin

Write from the START! Writing Lessons, Writing Models & Activities, by Kristine Brown

Daily Sentence Editing, for ALL Interactive Whiteboards, Teacher Created Resources

Various library, classroom, and electronic sources for research.

Relevant Links:

www.citationmachine.com

www.superteacherworksheets.com

www.readwritethink.org

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading - Fifth Grade
Unit: Fantasy	Duration: 2-3 weeks
Show-Me Standards Content: CA 1, 2, 3, 4, 5, 6, 7 Show-Me Standards Process: 1.5, 1.6, 1.7, 1.8, 1.10, 2.1, 2.2, 2.4, 2.7, 3.1, 3.4, 3.5, 3.7	
Grade Level Expectations: Reading: 1D, 1E, 1F, 1G, 1H, 1I, 2A, 2B, 2C Writing: 1A, 3C Listening and Speaking: 1A, 1B Information Literacy: 2A	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction.</p> <p>Apply a writing process in composing text effectively in various forms and types of writing.</p> <p>Develop and apply effective skills and strategies to analyze and evaluate oral and visual media.</p> <p>Develop and apply effective listening skills</p>	<p>Performance Indicators(Local Objective): Students will be able to:</p> <ol style="list-style-type: none"> 1. Read grade level text with fluency, accuracy, and expression. 2. Develop vocabulary through text. 3. Apply pre-reading strategies to access prior knowledge, preview, and predict. 4. Apply during reading strategies: infer, self-question. 5. Apply post-reading strategies to aid comprehension: question, reflect, analyze, draw conclusions, paraphrase. 6. Compare, contrast and analyze text connections. 7. Locate and recognize text features of fiction. 8. Locate and explain examples of figurative language: simile, metaphor, and personification. 9. Use details from the text to make inferences about problems/solutions, draw conclusions, identify cause/effect, explain author's purpose. 10. Write effectively in various forms. 11. Listen effectively. 12. Analyze messages in various medias.
<p>Activities and Assessments:</p> <p>Students will read a variety of Fantasy fiction.</p> <p>Vocabulary will be discussed and studied for each. A RIVET activity may be used. Draw a short line for each letter in a vocabulary word. Slowly begin to fill in space as the class tries to guess the word. Be sure to pause between each letter added. After the word is guessed, discuss the meaning of the word.</p> <p>Pre-reading:</p> <ol style="list-style-type: none"> 1. Access prior knowledge by completing a KWL chart. 2. Students will work in small groups to make predictions for the story based on the cover and pictures. <p>During Reading:</p>	

1. Students will practice reading with fluency and expression. They will read independently, in partners, or whole group.
2. Pair and Share Activity: students will read with a partner. One person will read a page/paragraph while the other listens and follows along. Then that person will paraphrase or comment on the portion read. Then they switch roles.
3. While reading, students will use sticky notes to locate examples of figures of speech: simile, metaphor, and personification.

Post - Reading:

1. Students will share figures of speech with the class for discussion.
2. Working with a partner, students will make connections to text: self, text, and world. They will write responses and justify that reasoning on a sticky note. Students will apply the notes to a T-chart on the board. The class will then discuss each as the teacher reads it out loud.
3. Working in small groups, students will discuss the story and locate examples of problems and solutions in the story.
4. Students will make a graphic organizer to illustrate examples of cause and effect in the story.
5. Students will write a paragraph explaining the author's purpose in writing the story. They will justify ideas with examples from the story.
6. Reader's Theatre Activity: (See Attached). Students will read the story and adapt it to an oral version with expression and actions.
7. Students will watch the movie, *The Voyage of the Dawn Treader*. They will then discuss in a small group the messages that were conveyed by the movie. Each group will share their ideas with the class for discussion.

Assessments:

Unit test, writing activities, observations/discussions, daily work.

Resources:

Textbook: Reading, Grade 5, Macmillan/McGraw-Hill

Suggested Stories ~

The Voyage of the Dawn Treader,

The Wreck of the Zephyr,

The Paper Dragon

The Fish Tank by Lee Karvonen

The Voyage of the Dawn Treader by C.S. Lewis (in movie form)

Relevant Links:

www.loiswalker.com/catalog/freert3.html Reader's Theatre

www.narnia.com/

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading - Fifth Grade
Unit: Nonfiction	Duration: 2 weeks
Show-Me Standards Content: CA 1, 2, 3, 4, 6 Show-Me Standards Process: 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7	
Grade Level Expectations: Reading: 1E, 1F, 1G, 1H, 3A, 3C, 3D Writing 1A Listening and Speaking: 2B	
Benchmarks: Develop and apply skills and strategies to the reading process. Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction. Apply a writing process in composing text. Develop and apply effective speaking skills and strategies for various audiences and purposes.	Performance Indicators(Local Objective): Students will be able to: <ol style="list-style-type: none"> 1. Read and follow multi-step directions to complete a task. 2. Give clear and concise multi-step oral directions to complete a task. 3. Apply pre-reading strategies to aid comprehension: access prior knowledge. 4. Apply during reading strategies to visualize. 5. Apply post-reading strategies to aid comprehension: summarize, analyze, reflect. 6. Analyze information in nonfiction by utilizing charts, graphics, and diagrams. 7. Develop vocabulary through text. 8. Use details from the text to: compare/contrast, make inferences, and discuss problems/solutions. 9. Follow a writing process to write various types of writing.
Activities and Assessments: Students will read a variety of nonfiction articles and books. Vocabulary words will be discussed and defined for each article. Pre-reading: <ol style="list-style-type: none"> 1. Students will work in a group to make a graphic organizer depicting prior knowledge on the topic. During Reading: <ol style="list-style-type: none"> 1. Students will use sticky notes to write questions or comments as they read. 2. Students will pause part way through the reading to illustrate the images in their minds. Post-Reading: <ol style="list-style-type: none"> 1. Students will complete questions to assess comprehension. 2. Students will use comprehension toss around cubes to answer questions about the article. 3. Students will write a summary of the article. 4. Students will use a Q-matrix activity to analyze and make inferences about the article. 5. Students will make a diagram listing problems and the solutions found by the Pilgrims. 6. Students will write a paragraph to compare and contrast the eating habits/manners of people in today's world and those of the Pilgrims. 	

Assessments:

Unit test, daily work, writing assignments, oral presentation (rubric/scoring guide), drawings, charts, graphic organizers.

Resources:

Textbook: Reading, Grade 5, Macmillan/McGraw-Hill

Suggested Stories ~

Wilma Unlimited, Tornadoes,

It's Our World, Too!,

Digging Up the Past,

Grandma Essie's Covered Wagon,

Going Back Home: An Artist Returns to the South,

How to Think Like a Scientist,

An Island Scrapbook,

Catching Up With Lewis and Clark,

Amazon Alert!

Guinness World Record Reading, Grade 5, by Suzanne Francis

Relevant Links:

<http://www.readinga-z.com/members/index.php>

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading - Fifth Grade
Unit: Drama	Duration: One Week
Show-Me Standards Content: CA 2, 3	
Show-Me Standards Process: 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7	
Grade Level Expectations: Reading: 1F, 1H, 1I, 2A, 2C	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate drama.</p>	<p>Performance Indicators(Local Objective): Students will be able to:</p> <ol style="list-style-type: none"> 1 Apply pre-reading strategies to aid comprehension: Access prior knowledge, preview. 2. Apply post-reading skills to comprehend and interpret text. 3. Compare, contrast, and analyze connections between text and the world by identifying how literature reflects a historic time frame. 4. Analyze decisions of literary characters and historical figures. 5. Locate and recognize the text features of drama. 6. Use details from the text to explain cause and effect. 7. Use details from the text to identify the problem solving processes of characters and the effectiveness of solutions.
Activities and Assessments:	
Students will read the play “The Bus Ride” See attached copy.	
<ol style="list-style-type: none"> 1. Use a web to assess prior knowledge and the material to be read. 2. Discuss and take notes about the Montgomery Bus Boycott and Civil Rights Movement. 3. Give reasons why the main character, Rosa Parks, made her decisions. 4. Create a time line tracing the impact of the character’s actions and decisions throughout the play. 5. Create a flowchart or diagram to depict a decision-making plan. Include ideas such as alternatives, consequences, pros/cons, reasons, and results. 6. Complete questions to assess comprehension. 7. After reading the play, write about what you learned about this historical event. 8. Students will write a paragraph describing how they would have felt and reacted if they had been Rosa Parks in that situation. 	
Assessments:	
Unit test, daily assignments, paragraphs, charts, observations.	

Resources:

Textbook: Reading, Grade 5, Macmillan/McGraw-Hill
Short Plays for the Classroom by Juanita Bryson

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading - Fifth Grade
Unit: Heroes (Biographies)	Duration: 2-3 weeks
Show-Me Standards Content: CA 1, 2, 3, 4, 6, Show-Me Standards Process: 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.3, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7	
Grade Level Expectations: Reading: 1D, 1E, 1F, 1G, 1H, 1I, 3A, 3B, 3C, Writing: 1A, 3E Listening/Speaking: 2A Information literacy: 1B	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate nonfiction from a variety of cultures and times.</p> <p>Write effectively in various forms and types of writing following a writing process.</p> <p>Develop and apply effective speaking skills and strategies for various audiences and purposes.</p> <p>Develop and apply effective research skills.</p>	<p>Performance Indicators(Local Objective): Students will be able to:</p> <ol style="list-style-type: none"> 1. Locate and use various sources for research. 2. Give organized oral presentations using appropriate public speaking techniques. 3. Write a well organized communication. 4. Follow a writing process to write effectively in various forms. 5. Use details from the text to: sequence events, compare/contrast, evaluate accuracy of information, make inferences. 6. Identify and explain figurative language in non-fiction text. 7. Apply information and connect ideas in a text by using charts, graphics, and diagrams. 8. Compare, contrast, and analyze connections between text and self, other texts, and the world. 9. Apply pre-reading strategies to aid comprehension: Access prior knowledge and preview. 10. Apply during reading strategies to infer and self question. 11. Apply post-reading strategies to comprehend and interpret text: question to clarify, analyze, and draw conclusions. 12. Develop vocabulary through text. 13. Read grade level text with fluency, accuracy, and expression, and adjust reading rate to difficulty.
<p>Activities and Assessments:</p> <ol style="list-style-type: none"> 1. Students will read a variety of biographical literature. 2. Vocabulary words will be discussed and defined for each piece of literature. <p>Pre-Reading:</p> <ol style="list-style-type: none"> 1. Students will discuss the features of a biography and make a web to organize the ideas. 2. Students will discuss the concept of heroes and make a graphic organizer to illustrate what makes a hero. 	

During Reading:

1. Students will keep a double sided journal in which they will record thoughts, quotes, connections, etc. as they read. (See Attached)
2. Students will read in a variety of manners: silently, partner, or whole class.

Post-Reading:

1. Students will make a time line of the hero's life.
2. Students will analyze the text and draw conclusions as to whether or not this person qualifies as a hero, and will write a paragraph explaining and justifying their thoughts with examples from the reading.
3. Students will locate and identify examples of figurative language (Simile, metaphor, and personification) in the text.
4. After reading several biographies, choose two and compare/contrast the lives of the two persons to identify how each is a hero.
5. After reading a biography of a hero, students will research to identify more information about that person and to verify the accuracy of information about this person. Both print and electronic sources required.
6. Present an oral report to the class in which the students will pretend to be the person they have researched and read about.
7. Biographies: Creating Timelines of a Life Activity. See Attached instructions.
8. Students will write a letter to the hero they have researched to explain to him/her why they would be a hero, and to ask any questions of the person.

Assessments:

Unit test, daily work, graphic organizers, oral report, rubrics, scoring guides, observations.

Resources:

Textbook: Reading, Grade 5, Macmillan/McGraw-Hill

“Wilma Unlimited” by Kathleen Krull pg. 68

“John Henry” by Julius Lester pg. 168

“Remembering F.D.R.” pg. 309

“Lizzie Stanton Speaks Out” pg. 699

Various books.

Relevant Links:

www.readwritethink.org lesson plans on biographies

www.kyrene.k12.az.us/schools brief biographies

<http://users.uniserve.com/~andreasn/chart/chart.html> biographies of 100 historical figures.

www.worldbook.com

www.bham.wednet.edu/bio/biomaker/htm Create biographies.

www.s9.com/ Biographical dictionary

www.biography.com Short bios on famous people

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading - Fifth Grade
Unit: Historical Fiction	Duration: 2 weeks
Show-Me Standards Content: CA 1, 2, 3, 4, 7 Show-Me Standards Process: 1.2, 1.4, 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7	
Grade Level Expectations: Reading: 1C, 1D, 1E, 1F, 1G, 1H, 1I, 2A, 2C Writing: 1A, 3D Information Literacy: 1B	
Benchmarks: <p>Develop and apply effective research process skills.</p> <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction from a variety of cultures and times.</p> <p>Apply a writing process in composing text effectively in various forms and types of writing.</p>	Performance Indicators(Local Objective): Students will be able to: <ol style="list-style-type: none"> 1. Apply decoding strategies to unknown words during reading. 2. Read grade level text with fluency. 3. Develop vocabulary through text. 4. Apply pre-reading strategies to aid comprehension: access prior knowledge, preview, and predict. 5. Apply post-reading strategies to aid comprehension and interpret text: question, reflect, analyze, draw conclusions, summarize. 6. Compare, contrast, and analyze connections between text and self and text and world. 7. Locate and recognize text features of fiction. 8. Use details from the text to make inferences, draw conclusions, compare/contrast. 9. Follow a writing process to write effectively in various forms. 10. Write a summary of the main ideas of written text. 11. Locate and use various resources to acquire information.
Activities and Assessments: <p>Students will read a variety of examples of historical fiction. Vocabulary will be discussed and defined for each piece of literature.</p> <p>Pre-reading:</p> <ol style="list-style-type: none"> 1. Access prior knowledge with a web, chart, other graphic organizer, or Carousel Activity. 2. Make predictions about the story by looking at the pictures/cover of the book. Record. <p>During Reading:</p> <ol style="list-style-type: none"> 1. Students will read the text with fluency and expression using a variety of reading styles: Group reading, partner reading, reading silently, or a Three Ring Circus Activity. (Students choose between silent, partner, or group with the teacher. All read at the same time.) 2. Students will practice decoding strategies during reading. <p>Post-Reading:</p>	

1. Assess comprehension using Fan-and-Pick Activity cards and/or questions.
2. Working with a partner, students will analyze, infer, and draw conclusions about the story with the use of Deal-a-Discussion cards.
3. Character Resumes Activity. (See Attached) Students will write a job resume for a main character in a historical fiction piece.
4. Using the internet, students will research the historical event in the story just read. They will then write a paragraph to compare/contrast the actual data with the fictional literature piece.
5. After analyzing the story, students will write a paragraph describing what they have learned about history by reading this piece of literature. They will use evidence/details from the story to justify choices.
6. After reading "Looking for a Home" by Andrea Warren, students will write a series of diary/ journal entries to describe how they would have felt if they had been on the Orphan Train.
7. Students will make a "newsflash" summary of the story. (A summary of exactly 20 words.)

Assessment:

Unit test, daily work, writing assignments, rubrics, observations.

Resources:

Textbook: Reading, Grade 5, Macmillan/McGraw-Hill:
-"Amistad Rising: A Story of Freedom" by Veronica Chambers pg. 618
-"The Silent Lobby" by Mildred Pitts Walter pg. 700

Novels:

- "The Diary of Douglas Allen Deeds: The Donner Party Expedition" by Rodman Philbrick
- Various "Dear America" books

Relevant Links:

www.readwritethink.org/lessons

Character resumes.

www.worldbook.com

Information resource.

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading - Fifth Grade
Unit: Origin Stories	Duration: 2 weeks
Show-Me Standards Content: CA 1, 2, 3, 4, 7 Show-Me Standards Process: 1.5, 1.6, 1.7, 1.8, 2.1, 2.2, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7	
Grade Level Expectations: Reading: 1D, 1E, 1F, 1G, 1H, 1I, 2A, 2C, Writing: 1A	
Benchmarks: Develop and apply skills and strategies to the reading process. Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction from a variety of cultures and times. Apply a writing process in composing text.	Performance Indicators(Local Objective): Students will be able to: 1. Read grade level text with fluency and accuracy. 2. Develop vocabulary through text. 3. Apply pre-reading strategies to aid comprehension. 4. Utilize during reading strategies to infer and visualize. 5. Apply post-reading strategies to comprehend and interpret text: analyze, draw conclusions, summarize, question. 6. Compare, contrast, and analyze connections between text and self, texts, and/or world. 7. Recognize text features of fiction. 8. Use details from text to make inferences, draw conclusions, compare/contrast. 9. Follow a writing process to write effectively in various forms of writing.
Activities and Assessments: Students will read a variety of Native American Origin Stories. Vocabulary words will be discussed and defined for each story. Pre-Reading: 1. Access prior knowledge by making a KWL chart to determine what students already know about Native Americans. 2. Discuss vocabulary words. 3. Discuss the characteristics of an Origin Story. During Reading: 1. Read the stories in various ways: partners, whole class, or individual. Post-Reading: 1. Complete comprehension questions for each story. 2. Compare and contrast the stories using a graphic organizer. Then, write a paragraph explaining	

your conclusions.

3. Rewrite one of the stories from a modern point of view.
4. Illustrate one of the stories in the form of a story board.
5. Rewrite one of the stories as a play.
6. Make a chart to compare and contrast the morals or lessons taught by each story. Write a paragraph explaining how they are similar. Justify your answers with examples/details from the stories.

Resources:

Native American Legends and Activities, by

Mari Lu Robbins.

Flying with the Eagle, Racing the Great Bear , by

Joseph Bruchac

Phelps County R-3 School	Board Approved Date: Modification Date:
Subject: Communication Arts	Class Name: Reading - Fifth Grade
Unit: Poetry	Duration: 2 weeks
Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7	
Grade Level Expectations: Reading: 1D, 1E, 1F, 1G, 1H, 2A, 2B, 2C	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate poetry from a variety of cultures and times.</p>	<p>Performance Indicators(Local Objective): Students will be able to:</p> <ol style="list-style-type: none"> 1. Read grade level instructional text with fluency, accuracy, and appropriate expression. 2. Develop vocabulary through text. 3. Apply pre-reading strategies to aid comprehension: predict. 4. During reading utilize strategies to visualize. 5. Apply post-reading skills to comprehend and interpret text: reflect, analyze, paraphrase. 6. Locate and recognize the text features of poetry. 7. Identify and explain figurative language in poetry. 8. Use details from text to identify point of view and mood.
<p style="text-align: center;">Activities and Assessments:</p> <p>Activities and Assessments:</p> <p>Students will read a variety of different types of poems as selected by the teacher.</p> <p>Pre-reading:</p> <ol style="list-style-type: none"> 1. Make a Venn Diagram to compare and contrast the text features of poetry and prose. 2. Locate and identify definitions of vocabulary words. 3. Make predictions by looking at the titles and key vocabulary words. <p>During Reading:</p> <ol style="list-style-type: none"> 1. Review types of figurative language by locating and identifying examples in each poem including: simile, metaphor, and personification. 2. Read poetry with feeling and expression. <p>Post-reading:</p> <ol style="list-style-type: none"> 1. Students will keep a Poetry Response Journal with an entry for each poem studied. See Attached. 2. Students will make an illustration for each poem. 3. Students will select a poem and write a paragraph to paraphrase the poem. <p>Assessments:</p> <p>Unit test, Poetry Journals, diagrams, drawings, daily work.</p> <p>Relevant Links:</p>	

Resources:

Textbook: Reading, Grade 5, Macmillan/McGraw-Hill

- “Lemon Tree” by Jennifer Clement pg. 16
- “Knoxville, Tennessee” by Nikki Giovanni pg. 134
- “Oranges” by Jean Little pg. 136
- “I Hear America Singing” by Walt Whitman pg. 252
- “The Sidewalk Racer, or On the Skateboard” by Lillian Morrison pg. 254
- “To Dark Eyes Dreaming” by Zilpha Keatey Snyder pg. 382
- “First Flight” by Frank Richards pg. 384
- “Early Spring” by Shonto Begay pg. 502
- “To Make a Prairie” by Emily Dickinson pg. 504
- “Philbert Phlurk” by Jack Prelutsky pg. 612
- “Paper I” by Carl Sandburg pg. 614
- “Frederick Douglas 1817-1895” by Langston Hughes pg. 728

Write From the START!: Writing Lessons, Grade 5. Kristine Brown. Teacher Created Resources. Pgs. 20-27

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Subject: Communication Arts	Class Name: Reading - Fifth Grade
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Show-Me Standards Content: CA 2, 3 Show-Me Standards Process: 1.5, 1.6, 1.7, 2.4, 3.1, 3.4, 3.5, 3.6, 3.7	
Grade Level Expectations: Reading: 1D, 1E, 1F, 1G, 1H, 2A, 2B, 2C	
<p>Benchmarks:</p> <p>Develop and apply skills and strategies to the reading process.</p> <p>Develop and apply skills and strategies to comprehend, analyze, and evaluate poetry from a variety of cultures and times.</p>	<p>Performance Indicators(Local Objective): Students will be able to:</p> <ol style="list-style-type: none"> 1. Read grade level instructional text with fluency, accuracy, and appropriate expression. 2. Develop vocabulary through text. 3. Apply pre-reading strategies to aid comprehension: predict. 4. During reading utilize strategies to visualize. 5. Apply post-reading skills to comprehend and interpret text: reflect, analyze, paraphrase. 6. Locate and recognize the text features of poetry. 7. Identify and explain figurative language in poetry. 8. Use details from text to identify point of view and mood.
<p>Activities and Assessments:</p> <p>Activities and Assessments:</p> <p>Students will read a variety of different types of poems as selected by the teacher.</p> <p>Pre-reading:</p> <ol style="list-style-type: none"> 1. Make a Venn Diagram to compare and contrast the text features of poetry and prose. 2. Locate and identify definitions of vocabulary words. 3. Make predictions by looking at the titles and key vocabulary words. <p>During Reading:</p> <ol style="list-style-type: none"> 1. Review types of figurative language by locating and identifying examples in each poem including: simile, metaphor, and personification. 2. Read poetry with feeling and expression. <p>Post-reading:</p> <ol style="list-style-type: none"> 1. Students will keep a Poetry Response Journal with an entry for each poem studied. See Attached. 2. Students will make an illustration for each poem. 3. Students will select a poem and write a paragraph to paraphrase the poem. <p>Assessments:</p> <p>Unit test, Poetry Journals, diagrams, drawings, daily work.</p> <p>Relevant Links:</p>	

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