

Grade Curriculum Map
Instructional Plan for 5 Reading
Robert J. Buss & Steve Lehman
St. Paul's Lutheran School
Revised: June 2021

Grade 5 Curriculum
Instructional Plan for Classical Language Arts: Reading
Submitted by Robert J. Buss
Written: July 2019

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	Content Type	Objectives	Standards	Assessment	Materials
AUGUST & SEPTEMBER	<ul style="list-style-type: none"> 24 	<ul style="list-style-type: none"> Oral reading Reading comprehension Speed reading Vocabulary building: active vocabulary journal Review of cursive writing formation Spelling, Vocabulary, and Poetry Language Writing Process <ul style="list-style-type: none"> Letters— friendly, post cards, thank-you notes Grammar <ul style="list-style-type: none"> Sentence structure, kinds of sentences Identifying subject and predicate nouns <p>Introduce Literature Circles</p> <ul style="list-style-type: none"> Answer factual and interpretive questions for most stories and poems 	<ul style="list-style-type: none"> Reading: 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Speaking & Listening: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. 	<ul style="list-style-type: none"> One Reader's Response paper 	<p>Novel: The War With Grandpa</p>
OCTOBER	<ul style="list-style-type: none"> 20 	<ul style="list-style-type: none"> Oral reading Reading comprehension: Narrator Point of View Speed reading Vocabulary building Writing book reports begins: Answer inferential comprehension and discussion questions 	<ul style="list-style-type: none"> Reading: 6. Explain how an author develops the point of view of the narrator or speaker in a text. Speaking & Listening: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. 	<ul style="list-style-type: none"> Micro-writing assignments for in-class credit One Reader's Response paper 	<p>Novel: Rascal</p>

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<p>N O V E M B E R</p>	<ul style="list-style-type: none"> 19 	<ul style="list-style-type: none"> Oral reading Reading comprehension: Understanding the structure of action to a climax Speed reading Vocabulary building Improve ability to use deductive reasoning, understand cause and effect, and draw conclusions Determine main characters, theme, climax, and turning point 	<ul style="list-style-type: none"> Reading: 5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. Speaking & Listening: 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacherled) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. <ul style="list-style-type: none"> c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. d. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. 	<ul style="list-style-type: none"> Micro-writing assignments for in-class credit 	<p>Novel: Onion John</p>
<p>D E C E M B E R</p>	<ul style="list-style-type: none"> 15 	<ul style="list-style-type: none"> Reading: Distinguishing viewpoint and perspective through various styles of writing and various character types: hero, antihero, foil, etc. Practice penmanship through creative writing and word exercises Two poems committed to memory Improve ability to use deductive reasoning, understand cause and effect, and draw conclusions Determine main characters, theme, climax, and turning point 	<ul style="list-style-type: none"> Reading: 4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. Reading: 7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. Informational Text: <ul style="list-style-type: none"> 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 9. Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). 	<ul style="list-style-type: none"> One Reader's Response paper 	<p>Novel: Island of the Blue Dolphins</p>

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			<ul style="list-style-type: none">• Speaking & Listening:2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.•		
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JANUARY	<ul style="list-style-type: none"> 21 	<ul style="list-style-type: none"> Story Grammar Theme <ul style="list-style-type: none"> Determine a theme of a story, drama, or poem from details in the text Character: <ul style="list-style-type: none"> How characters in a story or drama respond to challenges How the speaker in a poem reflects upon a topic; Summarize the text. Weekly penmanship exercises Two poems committed to memory 	<ul style="list-style-type: none"> Reading: 2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments Reading: 9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. Informational Texts: 3. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. 	<ul style="list-style-type: none"> One Reader's Response paper Chapter Tests in language 	Novel: From the Mixed Up Files of Mrs. Basil E Frankweiler
FEBRUARY	<ul style="list-style-type: none"> 18 	<ul style="list-style-type: none"> Story Grammar: Plot, Rising Action, Conflict, and Resolution Theme <ul style="list-style-type: none"> Determine a theme of a story, drama, or poem from details in the text Character: <ul style="list-style-type: none"> How characters in a story or drama respond to challenges How the speaker in a poem reflects upon a topic; Summarize the text. Write an Extension or Sequel to a book with a minimum of three pages demonstrating a general plot, depth of characterization, and theme. Read it aloud. 	<ul style="list-style-type: none"> Reading: 3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. 5. Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. Speaking & Listening: 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 on page 52 for specific expectations.) 	<ul style="list-style-type: none"> Micro-writing assignments for in-class credit One Reader's Response paper 	Novel: How To Eat Fried Worms

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M A R C H	<ul style="list-style-type: none"> 17 	<ul style="list-style-type: none"> 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). Metaphors and similes. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. Describe how a narrator's or speaker's point of view influences how events are described. 	<ul style="list-style-type: none"> Reading: 1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Informational Text: 2. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. 	<ul style="list-style-type: none"> Micro-writing assignments for in-class credit One Reader's Response paper 	<ul style="list-style-type: none"> Novel: Holes Heuristic for Assessment of Characters in a Novel
A P R I L	<ul style="list-style-type: none"> 20 	<ul style="list-style-type: none"> Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. Read informational texts with opposing viewpoints and choose to defend a side in a formal debate. 	<ul style="list-style-type: none"> Informational Texts: <ul style="list-style-type: none"> 6. Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. 8. Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. Speaking & Listening: <ul style="list-style-type: none"> 3. Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not. 4. Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. 	<ul style="list-style-type: none"> Micro-writing assignments for in-class credit One Reader's Response paper 	<ul style="list-style-type: none"> Novel: King of the Wind

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M A Y	<ul style="list-style-type: none"> 24 	<ul style="list-style-type: none"> Mastery to read and comprehend literature, including stories, dramas, and poetry, at the high end of grade level text complexity band, independently and proficiently. Produce a multimedia news report on a topic related to current events 	<ul style="list-style-type: none"> Reading: 10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Informational Texts: 10. By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. Speaking & Listening: 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information 	<ul style="list-style-type: none"> Micro-writing assignments for in-class credit One Reader's Response paper 	Novel: Caddie Woodlawn