

Unit 1--5th Grade Reading A Reading Adventure

Title: Beginning a Reading Adventure Subject/Course: Reading Length: 4 weeks	
Topic: Assessment and Strategies Grade: 5 Designer: Finch/Johnston	
UNIT GOALS AND EXPECTATIONS	
IMPORTANT CONCEPTS: *Beginning assessments are essential to determine needs of new students. *Basic reading strategies are necessary to better comprehend what is read: making connections, visualizing, questioning, and inferring. *It is important to comprehension to understand figurative language. *Fluency is a key to improving reading.	ESSENTIAL QUESTIONS: Why do we need procedures to make our classrooms more productive? How does figurative language enhance reading? What are some basic reading strategies which will help one better comprehend any genre? What does fluency have to do with being a better reader?
STUDENT LEARNING EXPECTATIONS: ON GOING R.9.5.1 Use previewing, activating prior knowledge, predicting content of text, formulating questions, and establishing purposes for reading. R 9.5.3 Using questioning and monitoring: Generate questions to establish purposes for reading. R 9.5.5 Monitor comprehension in relation to questions generated. R 9.5.11 Determining Importance: Using such comprehension strategies as establishing purpose, inferring, and summarizing, to determine essential information R 9.5.12 Identify main ideas and supporting evidence in short reading passages. R .9.5.16 Skim materials to locate specific information. R .9.5.17 Scan materials to develop a general overview. R 9.5.18 Retell stories with detail. R 10.5.1. Read daily R 10.5.2 Read texts that reflect contributions of different cultural groups. R 10.5.3 Vary reading strategies according to text and purpose. R 10.5.6 Skim materials to locate specific information. R 10.5.7 Scan materials to develop a general overview. R 11.5.1 Automatically decode words to ensure focus on comprehension R 11.5.2 Continue to develop and maintain an adequate body of sight words. R 11.5.3 Add content words to sight vocabulary. R 11.5.13 Read grade level text orally with accuracy and expression R 9.5.2 Describe the interrelationships between text and the other content areas R 9.5.6 Connect own background knowledge and personal experience to make inferences and to respond to new information presented in text R10.5.10 Read a variety of literature, including historical fiction, biography, and realistic fiction. R.10.5.11 Read a variety of poetry, with emphasis on rhymed and patterned. R 10.5.12 Describe the characteristics of rhymed and patterned poetry.	R 10.5.14 Use graphic organizers to analyze information. R.11.5.8 Identify figurative language such as idioms, similes, and metaphors. R.11.5.12 Read grade-level text orally with an approximate rate of 128 words per minute. ORAL/VISUAL COMMUNICATION (ALL YEAR) OV 1.5.1 Develop vocabulary from content area texts OV 1.5.2 Use standard English in classroom discussion OV 15.3 Use appropriate oral communication for various purposes and audiences OV 1.5.4 Demonstrate appropriate eye contact OV 1.5.5 Use correct pronunciation to communicate ideas and information OV 1.5.6 Contribute appropriately to class discussion OV 1.5.7 Deliver oral presentations using standard English and appropriate vocabulary OV 1.5.8 Use illustrations, pictures, and /or charts in oral presentations across the curriculum OV 1.5.9 Participate in a variety of speaking activities, including dramatic readings of poetry or prose OV 1.5.10 Evaluate self and peers' speaking performance based on preset criteria OV 2.5.1 Demonstrate effective listening skills by exhibiting appropriate body language OV 2.5.2 Establish purpose for listening OV 2.5.3 Listen attentively for main ideas OV 2.5.4 Demonstrate attentive listening skills to respond to speaker's message OV 2.5.5 Evaluate presentations using established criteria/rubrics OV 3.5.1 View a variety of media (e.g., posters, film clips, periodicals, charts, cartoons, etc.) to enhance and show understanding of a specific topic OV 3.5.2 Differentiate between fact and opinion in media OV 3.5.3 Use visual aids to convey information
SPECIFIC DECLARATIVE KNOWLEDGE Identify idioms, similes and metaphors in prose and poetry. Explain the meaning of similes, metaphors, and idioms presented in texts being read. Identify what the purposes are for reading.	SPECIFIC PROCEDURAL KNOWLEDGE Use reading strategies (making connections, visualizing, questioning, inferring, etc.) Recognize similes, metaphors, and idioms in text. Practice reading fluently. Make connections between what they are reading and

	<p>self/other texts/world.</p> <p>Ask questions before, after, and during reading.</p> <p>Visualize what is going on in the text.</p> <p>Make educated guesses or inferences about the text.</p> <p>Document reading strategies (making connections, visualizing, questioning, inferring, etc.) used (i.e. sticky notes, highlighting, bookmarks, two column notes, etc.)</p> <p>Learn procedures to provide comfort and continuity to the learning environment.</p> <p>Read daily.</p> <p>Decode words automatically.</p> <p>Practice prosody (accuracy, rate, phrasing, and expression).</p>
<p align="center">UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</p>	
<p>1. Construct anchor pieces on graphic organizers to store in reading log for reference in using reading strategies.</p> <p>2. Use choice menu to present knowledge of text being read in an organized manner.</p> <p>3. Illustrate an idiom for display.</p>	
<p>Traditional Assessments: Test on figurative language. DRA Flynt/Cooter Fluency tests</p>	<p>Other Evidence of Learning: Daily entries in a reading log and record of test scores. Contributions of discussions of reading strategies as anchor pieces are being made.</p>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>1. Everyone takes the STAR test to get a beginning level of books to choose independent reading from.</p> <p>2. Practice classroom and school procedures.</p> <p>3. Review rules for checking out an appropriate book. Learn to fill out the reading log and practice using it every day.</p> <p>4. Take the multi Intelligence Survey.</p> <p>5. Take DRA tests which include fluency check.</p> <p>6. Introduce the reading strategies which will be used all year with target pieces. (These will be added to this document when decided upon.) Have a mini lesson on each of the strategies. Guide students in filling out graphic organizers that will be placed in reading logs to use as examples of each strategy all year.</p> <p>--August 20-21 Making connections--Schema --August 24-25 Visualizing --August 26-27 Questioning --August 28, 31 Inferring</p>	<p>DRA tests</p> <p>Flynt Cooter reading inventory</p> <p>Reading inventory</p> <p>Multi Intelligence Survey</p> <p>STAR test</p> <p>AR tests</p> <p>Graphic organizers</p> <p>Fluency building scripts</p>

<p>7. Introduce a choice menu which will be used with independent readers as a means of using and recording the reading strategies throughout the year. Model the use of the menu by doing the task in each box with a read aloud. Monitor the recording of the responses.</p> <p>8. Use poems and picture books to teach similes, metaphors, and idioms.</p>	
Career Connections	
All careers could be mentioned here as all use reading to succeed. (instructions, applications, manuals, etc.)	

CHOICE MENU-Realistic Fiction



1. <u>WORD WIZARD</u> : Keep a list of tricky words in your reading log. Write what clues helped you <i>infer</i> the meaning.	2. Does this story remind you of another story? Which one? What made you think this?	3. Name two inferences you made while reading this story.
4. Did you know how this story would end? At what point did you realize it?	5. <u>QUESTIONER</u> : What were you wondering while you read today's assigned reading? List 3 questions that you have.	6. What didn't you understand when you were reading this story?
7. Was there something special about the author's writing that you like in today's assigned reading?	8. Have you ever had an experience similar to one of the situations you read about in this book? Write about it.	9. Cite examples of <u>figurative language</u> or <u>descriptive language</u> that helps the reader visualize and paint mind pictures. Be sure to include examples using the 5 senses.