

Unit 5--5th Grade Reading Practical Reading Practice

Title: Practical Reading Practice Subject/Course: Reading Length: 6 weeks	
Topic: Practical Grade: 5 Designer: Finch/Johnston	
UNIT GOALS AND EXPECTATIONS	
IMPORTANT CONCEPTS: <p>Reading is used by everyone in some way.</p> <p>Practical reading contains cue words to give direction for comprehension.</p> <p>Real-life reading empowers students when they're able to read and interpret real-life information.</p>	ESSENTIAL QUESTIONS: <p>How can you use cue words to comprehend a practical passage?</p> <p>How are charts, diagrams, schedules, and catalogs used in our lives?</p> <p>When will the students use this information in their own life?</p>
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.9.5.4 Generate questions relevant to text and topics. R.9.5.10 Distinguish among facts and inferences supported by evidence and opinions in text. R.9.5.14 Use graphic organizers to analyze information. R.10.5.8 Locate information to support opinions, predictions, and conclusions R.10.5.9 Use knowledge of text structure to locate information and aid comprehension. R.10.5.13 Read and utilize functional/practical texts, including catalogs, schedules, and diagrams. R.11.5.7 Determine useful and relevant words. R.11.5.10 Use context clues to select appropriate dictionary definition.	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 <p>Recognize the importance of using diagrams, charts,</p>	SPECIFIC PROCEDURAL KNOWLEDGE <p>Distinguish between fact and inference and support with evidence and opinion from the text.</p>

<p>schedules, etc...to present information in a variety of ways.</p> <p>Identify compare/contrast</p> <p>Explain the main idea using supporting details of a passage</p> <p>Identify the sequence of events</p> <p>Identify cause/effect relationships</p>	<p>Use graphic organizers.</p> <p>Use context clues to aid comprehension.</p> <p>Use a variety of charts, graphs, diagrams and schedules to locate specific information.</p> <p>Use a variety of strategies such as: drawing conclusions, making inferences, cause/effect, predicting, sequencing, main idea, supporting details, and comparing and contrasting.</p>
<p align="center">UNIT ASSESSMENTS (Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</p>	
<p>Students will take part in groups planning spring break trips for their families. Each group must use maps, brochures, schedules, and diagrams in the preparing and presentation of their vacation plans to the class. A rubric will be used to grade the use of practical information.</p>	
<p>Traditional Assessments: Quizzes on focus strategies using practical passages. Past TLI practical examples.</p>	<p>Other Evidence of Learning: Group work in making practical lists for completing different tasks given to their group.</p>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>1. Introduce the concept of practical passages and things that would be used in everyday life. -- Place a card on each table with an event printed on it. The group is to come up with a list of things they will need to complete that event. --Give each table a set of instructions for filling out a form or completing a task. Observe and facilitate the groups to see if they can follow those instructions to complete the form or task.</p> <p>2. Use <u>Building Real-Life Reading Skills</u> as a source for giving a real life scenario of a boy or girl in a situation that necessitates real-life reading. Discussion topics for building background knowledge, vocabulary and key concepts, and thought questions are included in these lessons. After completing the together section, then individuals or groups will answer questions concerning the real-life reading for each minilesson. These include: --Reading a sign for store hours --Reading an invitation and directions --Reading a recipe --Reading a sports schedule --Reading a lobby directory</p>	<p><u>Building Real-Life Reading Skills</u>, Scholastic</p> <p>Maps</p> <p>Flyers</p> <p>Schedules</p> <p>Labels</p> <p>Advertisements</p>

<ul style="list-style-type: none"> --Reading instant-food directions --Reading parking signs --Reading a nutrition facts label --Reading merchandise tags --Reading a clothing-care label --Reading a restaurant menu --Reading a toy-store flyer <p>These minilessons will be supplemented with advertisements, recipes, sports schedules, merchandise tags, nutrition facts labels and other things brought in by the students, teacher or quest speakers.</p>	<p>Menus</p> <p>Newspapers</p>
<p style="text-align: center;">Career Connections</p>	
<p>Cafeteria workers or Food Manager for the school</p> <p>Person in charge of scheduling sports events for the community</p> <p>Restaurant owner</p> <p>Store owner</p> <p>Advertisement manager for local newspaper</p>	