

Grade 5

Unit 1: Building Habits of Readers

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Morning Meeting	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building
Read Aloud VSC: 1.5.E.1.a	- begin reading Jerry Spinelli book (<u>Crash, Wringer, Loser, Maniac Magee</u>)	-read Jerry Spinelli book - make listening chart (looks like/sounds like)	- read Jerry Spinelli book -review good listening	-read Jerry Spinelli book -review good listening	- read Jerry Spinelli book -review good listening
Readers' Workshop VSC: 1.5.E.1.b	Organizing the library -Students will help teachers to preview book collections, sort, and organize them in a way that provide easy access for finding and returning them. - Administer the interest survey and use it to create a getting to know you board	Organizing the library -This is a continuation from Day 1 - have students create "How to use the Library" (procedures) chart	Establishing and using a Readers' Workshop rubric - Rubric/guidelines for Rdg, Wkshp.(Putting books away properly, Reading quietly, Choosing JR books, staying in 1 comfortable spot, Allowing others to do their best thinking) - IR/independent reading (10-15 min) -share	Ways readers choose books/ Choosing a just right book (see F&P pg. 146-147 for additional information on this lesson) -model ways to choose books -connect to book pass -IR (10-15 minutes) -make chart make "How to choose a JR book" chart (I understand what I am reading, I can figure out the meaning of new words) -share	What Readers do -use an excerpt from a previous read aloud for shared reading -make chart "while we read we might..." (think about our reading, stop if we don't understand, talk with other readers, make connections, summarize, read with expression, etc.) -15-25 minutes IR -Reading conferences -share *have students write a letter to a primary class telling what good readers do and why
Word Study *these lessons can be referenced in <u>Word Savvy</u> by Max Brand- use words from familiar text in these lessons i.e. read aloud, shared reading	- adapt scope and sequence from Open Court - spelling inventory (Words Their Way) - word wall (beautiful, necessary, important, except, special, different) - using a word study notebook* VSC: 1.5.D.1.a-b	- adapt scope and sequence from Open Court - vocabulary development - name explorations* VSC: 1.5.D.1.a-b	- adapt scope and sequence from Open Court -context clues - word wall activity - name sort* VSC: 1.5.D.2.a	- adapt scope and sequence from Open Court - word search* -context clues VSC: 1.5.D.1.a-b	- adapt scope and sequence from Open Court - word wall/making words *teacher created/selected vocabulary and context clues assessment
Writing Workshop *These lessons come from the Units of Study for writing by Lucy Calkins	-writing assessment (goals/ideas for the year)	-writing assessment (response to literature/pre-BCR)	Starting the writing workshop*	Generating more writing*	Qualities of good writing: focus, detail and structure*

Fund for Educational Excellence: Scope and Sequence

	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Morning Meeting	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building	-getting to know you -Path to PAX -"kid of the day" -rules/procedures -community building
Read Aloud	-read Jerry Spinelli book -review good listening	-read Jerry Spinelli book -Practice turn and talk behaviors/routines	-read Jerry Spinelli book -Practice turn and talk -make a "how to" chart	-read Jerry Spinelli book -Practice turn and talk -make "why we talk about our reading" chart	-read Jerry Spinelli book -practice urn and talk
Readers' Workshop	<p>Fluency and Setting Reading Goals</p> <p>-use an excerpt from a previous read aloud to demonstrate reading with fluency (sounds like a conversation, read punctuation) -begin chart "what is fluent reading" -practice rereading portions with partners -Our 1st quarter goal (include # of books and different genres) -add to guidelines -15-25 minutes IR -Reading conferences -share</p> <p>VSC:1.5.D.1.a-c</p>	<p>Fluency and Accountable Talk</p> <p>-use an excerpt from a previous read aloud to demonstrate reading with fluency (sounds like a conversation, read punctuation) -add to chart if needed "what is fluent reading" -practice rereading portions with partners -Readers talk about their reading with other readers to share their thinking or opinions and to get new ideas. -Procedures for turn and talk/talking in a group -Reading conferences -15-25 minutes IR -share</p> <p>VSC: 1.5.E.1.c VSC:1.5.D.1.a-c</p>	<p>Fluency and Keeping a reading record</p> <p>-use an excerpt from a previous read aloud to demonstrate reading with fluency (sounds like a conversation, read punctuation) -introduce the fluency rubric -practice rereading portions with partners -logs (model how to fill out, when to fill out, where to keep it, what to do when it is filled, keeping track of goals) -add to guidelines -15-25 minutes IR -Reading conferences -share</p> <p>VSC:1.5.D.1.a-c</p>	<p>Fluency and Creating a list of reading interests</p> <p>-use an excerpt from a previous read aloud to demonstrate reading with fluency -practice rereading portions with partners and use the fluency rubric to self-assess -See F&P pg. 156-157 -tie to goals -15-25 minutes IR -Reading conferences -share</p> <p>VSC:1.5.D.1.a-c</p>	<p>Thinking about genre: Fictional Stories</p> <p>-begin reading "Class President" (<i>OC pg. 20</i>) -Stories are organized in ways to help readers understand them -"What we know about stories" chart (they have characters, plot, setting, etc) -20-30 minutes IR -Reading conferences -share</p> <p>VSC: 3.5.A.2.a-c</p>
<p>Word Study</p> <p>*these lessons can be referenced in <u>Word Savvy</u> by Max Brand</p>	<p>- adapt scope and sequence from Open Court - word wall (thought, knew, believe, usually, independent)</p>	<p>-adapt scope and sequence from Open Court - vocabulary development - word wall activity - word observations*</p> <p>VSC: 1.5.D.2.b VSC:1.5.D.3.b</p>	<p>- adapt scope and sequence from Open Court - prefixes un-,in-, im-, ir, dis- - word observations*</p> <p>VSC: 1.5.D.2.b VSC:1.5.D.3.b</p>	<p>- adapt scope and sequence from Open Court - prefixes un-,in-, im-, ir, dis- - word wall activity/ making words</p>	<p>- adapt scope and sequence from Open Court - word wall (enough, doesn't, they're, impossible, prediction)</p> <p>*teacher created/selected vocabulary and prefix assessment</p>
Writer's Workshop	The writer's job in a conference*	Building stories step-by-step*	Choosing a seed idea*	Revising leads: learning from published writing*	Writing discovery drafts*

Fund for Educational Excellence: Scope and Sequence

	Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Morning Meeting	-Path to PAX -“kid of the day” -rules/procedures -community building	-Path to PAX -“kid of the day” -rules/procedures -community building	-Path to PAX -“kid of the day” -rules/procedures -community building	-Path to PAX -“kid of the day” -rules/procedures -community building	-Path to PAX -“kid of the day” -rules/procedures -community building
Read Aloud VSC: 1.5.E.1.a/c	-read Jerry Spinelli book	-read Jerry Spinelli book	-read Jerry Spinelli book	-read Jerry Spinelli book	-read Jerry Spinelli book
Readers’ Workshop OC= Open Court	Checking for understanding as you read @ at the story level -continue reading “Class President” to demonstrate fix-up strategies -Fix-up strategies chart (reread slowly and carefully, state in your own words, use prior knowledge, make connections, think about genre) -20-30 minutes IR -Reading conferences -share VSC: 1.5.E.3.a-d	Checking for understanding as you read @ at the story level -continue reading “Class President” to demonstrate fix-up strategies -Fix-up strategies chart (reread slowly and carefully, state in your own words, use prior knowledge, make connections, think about genre) -20-30 minutes IR -Reading conferences -share VSC: 1.5.E.3.a-d	Checking for understanding as you read @ at the story level -continue reading “Class President” to model and practice using fix-up strategies -Fix-up strategies chart (reread slowly and carefully, state in your own words, use prior knowledge, make connections, think about genre, visualize, retell) -20-30 minutes IR -Reading conferences -share VSC: 1.5.E.3.a-j	Reading with meaning/Retelling -use an excerpt from “Class President” or a previous read aloud -model retelling -20-30 minutes IR -Reading conferences -introduce the retelling rubric -share VSC: 1.5.E.4.b	Reading with meaning/Retelling -use an excerpt from “Class President” or a previous read aloud -model retelling -chart what to include in a retelling -20-30 minutes IR -Reading conferences -use the fluency and retelling rubrics to self-assess -share VSC: 1.5.C.2.b VSC: 1.5.E.4.b
Word Study *these lessons can be referenced in <u>Word Savvy</u> by Max Brand	- word wall (quality, which, sometimes, definitely, actually, caught) - adapt scope and sequence from Open Court -vocabulary development - word wall activity - word connections* VSC: 1.5.D.3.b	- adapt scope and sequence from Open Court -suffixes –ly, -y, -ible, -able - word connections* VSC: 1.5.D.3.b	- adapt scope and sequence from Open Court -suffixes –ly, -y, -ible, -able - word wall activity/ making words	- adapt scope and sequence from Open Court - word wall *teacher created/selected suffix assessment	- adapt scope and sequence from Open Court - vocabulary development - word sorts* VSC: 1.5.D.2.a
Writer’s Workshop	Revising Endings: Learning from published writings* -writing conferences	Taking charge of our writing work: starting second piece* -writing conferences	Timelines as tools for planning stories* -writing conferences	Writing from inside a memory* -writing conferences	Writing in passages of thought: paragraphing to support elaboration* -writing conferences
Notes					

Fund for Educational Excellence: Scope and Sequence

	Lesson 16	Lesson 17	Lesson 18	Lesson 19	Lesson 20
Morning Meeting	-Path to PAX -“kid of the day” -rules/procedures -community building	-Path to PAX -“kid of the day” -rules/procedures -community building	-Path to PAX -“kid of the day” -rules/procedures -community building	-Path to PAX -“kid of the day” -rules/procedures -community building	-Path to PAX -“kid of the day” -rules/procedures -community building
Read Aloud	-read Jerry Spinelli book	-read Jerry Spinelli book	-read Jerry Spinelli book	-read Jerry Spinelli book	-read Jerry Spinelli book
Readers’ Workshop OC= Open Court	Checking for understanding as you read @ the word level -continue reading “The Marble Champ” to model using fix-up strategies -Fix-up strategies chart (think about the word, think about what other words look like the word, look for chunks or parts of the word you know, etc.) -20-30 minutes IR -Reading conferences -share VSC: 1.5.C.2.a	Checking for understanding as you read @ the word level -continue reading “The Marble Champ” to model using fix-up strategies -Fix-up strategies chart (think about the word, think about what other words look like the word, look for chunks or parts of the word you know, etc.) -20-30 minutes IR -Reading conferences -share VSC: 1.5.C.2.a	Writing responses to our reading -continue reading “The Marble Champ” or an excerpt from something previously read to use for response letter -Readers put their thinking about books on paper to share with others -sample response letters -30-45 minutes IR -reading conferences -share	Writing responses to our reading -continue reading “The Marble Champ” or an excerpt from something previously read to use for response letter -Readers put their thinking about books on paper to share with others -sample response letters -30-45 minutes IR -reading conferences -share	Writing responses to our reading - read an excerpt from something previously read to use for response letter -Readers put their thinking about books on paper to share with others -Create a shared response -Journals due chart -sample response letters -30-45 minutes IR -Reading conferences -share
Word Study *these lessons can be referenced in <u>Word Savvy</u> by Max Brand	- word wall (could, another, their, instead, recharge, success) - adapt scope and sequence from Open Court - multiple meaning words - word sorts* VSC: 1.5.D.2.a	- adapt scope and sequence from Open Court - multiple meaning words - word observations* VSC: 1.5.D.2.b VSC:1.5.D.3.b	- adapt scope and sequence from Open Court - multiple meaning words - word connections* VSC: 1.5.D.3.b	- adapt scope and sequence from Open Court - multiple meaning words *teacher created/selected suffix assessment	- adapt scope and sequence from Open Court - word sorts* VSC: 1.5.D.2.a
Writer’s Workshop	Developing the heart of a story: revision* -writing conferences	Using editing checklists* -writing conferences	Publishing: A writing community celebrates* -writing conferences	Reading with a writer’s eye* -writing conferences	Starting with turning points* -writing conferences
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