

Grade 5 Reading Curriculum Map Unit 1 Week 1

Good readers know that characters are people or animals in a story. Characters can be real or made-up. They have actions and feelings.

Grouping	Components of the Reading Block	Purpose Craft Essential Questions: How do we live, work, and play together?	Instructional Activity Skills and Strategies in Context How Do We Read? The Grade Book TWM/TWM-Tell With Me, Read With Me Chart		Resources www.goeasternhills.org	
					Reading, From Teacher Editions	Circle on the Side
Whole Group	Vocabulary Development	- Model shared reading - Build examples and vocabulary related to the unit's theme and the unit focus - Build background - Develop-Gist Vocabulary	Day 1: Let's Talk, Let's Learn, Let's Read: TWM/TWM p. 1A-1B	Unit 1, pp. 11	Gist Vocabulary Sections, pp. 20-21	
			Day 2: Let's Talk/Let's Read, Let's Learn: Among Words: First, Second: TWM/TWM p. 1A-1B	Unit 1, pp. 21		
			Day 3: Let's Talk, Let's Read, Let's Learn: Among Words: Third, Fourth: TWM/TWM p. 1A-1B	Unit 1, pp. 28		
			Day 4: Let's Talk, Let's Read, Let's Learn: Among Words: Fifth, Sixth: TWM/TWM p. 1A-1B	Unit 1, pp. 47		
			Day 5: Let's Talk, Let's Read, Check-Gist Vocabulary: TWM/TWM p. 1A-1B	Unit 1, pp. 11		
Whole Group	Mini Lesson/ Shared Reading	- Introduce, model, and apply the skill: character - Introduce, model, and apply the strategy: predicting and checking predictions and what - Respond to Literature	Day 1: Model Reading Strategy, Introduce Skill, Reader Response: The Little School Bus (SR)	Unit 1, pp. 1A-1B	Dialogic Reading, pp. 48-49	
			Day 2: Model Reading Strategy, Target Skill: The Little School Bus	Unit 1, pp. 21-21	Authentic Character, pp. 88-89	
			Day 3: Target Skill and Monitor Progress: The Little School Bus	Unit 1, pp. 29		
			Day 4: Let's Read, Target Skill: The Little School Bus	Unit 1, pp. 48		
			Day 5: Read Aloud, Check Skill, Reader Skill	Unit 1, pp. 74		
Small Group	Differentiated Instruction (DI)	While engaged in guided reading, teachers or independent reading, students will: - Make predictions about the actions of characters and events in a text - Recall and retell important events in their own words	Guided Reading How Do We Read? How Do We Read? How Do We Read?	- Independent Reading - Listening - Word Work - Art - Writing - Social Studies - Math	Unit 1, pp. 1-3 Unit 1, pp. 10-11 Unit 1, DI pp. 20-1-3 Unit 1, DI pp. 20-15-19	Strategy Practice, pp. 108-109 Read/Think, pp. 108-109
			Unit 1, DI-40	Differentiated Instruction, pp. 75-76 Targeted Reader Skills Chart, pp. 150-151		
Whole Group	Group Share	- Check for understanding - Share examples/predictions with classmates	Share responses to the questions: How do we get to school?			
Whole Group	Word Work and Letter Study	- Phonological Awareness: Blending Words - Letter Recognition: Aa, Bb, Cc, Dd, Ee - High Frequency Words: I, am - Shared/Modelled/Interactive Writing	Day 1: Phonological Awareness, Letter Recognition, Shared Writing	Unit 1, pp. 1A-1B	Phonological and Phonics Awareness, pp. 62-67 Phonics, pp. 68-69	
			Day 2: Phonological Awareness, Letter Recognition, Modelled Writing	Unit 1, pp. 21-24		
			Day 3: Phonological Awareness, Letter Recognition, Modelled Writing	Unit 1, pp. 40-41		
			Day 4: Phonological Awareness, Letter Recognition, Interactive Writing	Unit 1, pp. 48-51		
			Day 5: Phonological Awareness, Letter Recognition, Shared Writing	Unit 1, pp. 71-81		

Scott Foresman Street Kindergarten Pacing Guide

DJ Losen



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