

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 We Read: The Grade Book TWo, TWo-Tell With Me, Sing With Me Chant	Resources www.goeastern.com	
				Reading, From Teacher Editions	Options for Jobs
Whole Group	Vocabulary Development	- Model shared reading - Build examples and vocabulary related to the unit's theme and the unit focus - Build background - Develop-Girl Vocabulary	Day 1: Let's Talk, Let's Learn, Let's Sing: TWo, TWo p. 14-15	Unit 1, pp. 11	Oral Vocabulary Review, pp. 20-21
			Day 2: Let's Talk/Let's Sing, Let's Learn: Among Words: First, Second: TWo, TWo p. 14-15	Unit 1, pp. 12	
			Day 3: Let's Talk, Let's Sing, Let's Learn: Among Words: Third, Fourth: TWo, TWo p. 14-15	Unit 1, pp. 18	
			Day 4: Let's Talk, Let's Sing, Let's Learn: Among Words: Fifth, Sixth: TWo, TWo p. 14-15	Unit 1, pp. 47	
			Day 5: Let's Talk, Let's Sing, Check-Girl Vocabulary: TWo, TWo p. 14-15	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. 14-15	Dialogic Reading, pp. 48-49
			Day 2: Model Reading Strategy, Target Skill: The Little School Bus	Unit 1, pp. 14-15	
			Day 3: Target Skill and Monitor Progress: The Little School Bus	Unit 1, pp. 19	Authentic Character, pp. 48-49
			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. 14	Strategic Practice, pp. 100-101 Read/Think, pp. 100-101
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 to Read How to Read at the Check, Meet	Options - Independent Reading - Listening - Word Work - Art - Writing - Social Studies - Math	Unit 1, pp. 1-3 Unit 1, pp. 10-11 Unit 1, DI pp. 10-11 Unit 1, DI pp. 10-11-19
Small Group	"Check a Check"	Recheck the understanding of character and predictions in text	- Online Assessment: Information Bookends - Online Assessment: Social Studies: Reading	Unit 1, DI 45	Differentiated Instruction, pp. 10-11 Targeted Reader Skills Chart, pp. 100-101
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. 10-11	Phonological and Phonics Awareness, pp. 42-47 Phonics, pp. 48-49
			Day 2: Phonological Awareness, Letter Recognition, Modelled Writing	Unit 1, pp. 12-14	
			Day 3: Phonological Awareness, Letter Recognition, Modelled Writing	Unit 1, pp. 40-41	
			Day 4: Phonological Awareness, Letter Recognition, Interactive Writing	Unit 1, pp. 42-51	
			Day 5: Phonological Awareness, Letter Recognition, Shared Writing	Unit 1, pp. 12-14	

Scott Foresman Street Kindergarten Pacing Guide

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