

*Fifth Grade Reading Nine Week Curriculum Guide*  
Developed Summer 2009

Title: Meeting Challenges Unit 1					Time Frame: 1 <sup>st</sup> Nine Weeks
Academic Vocabulary: Being revised by TN DoE, link will be provided.					
Grade Level Expectations (GLEs) <b>*Used continuously throughout curriculum.</b>	Essential Questions Samples	Resources	Common Experiences	Checks for Understanding	Integrations/Connections
<b>GLE 0501.1.1</b> Demonstrate knowledge of Standard English usage, mechanics, and spelling.		Scott Foresman Teacher Edition Student Book Leveled Readers Series Student Workbook Spelling Practice Book Grammar Book <a href="http://www.scottforesman.com">www.scottforesman.com</a>		<ul style="list-style-type: none"> <li>✓ <b>0501.1.8</b> <i>Spell correctly high-frequency and commonly misspelled words appropriate to grade level.</i></li> <li>✓ <b>0501.1.9</b> <i>Form and spell correctly contractions, plurals, and possessives.</i></li> <li>✓ <b>0501.1.15</b> <i>Define and recognize word synonyms,</i></li> </ul>	

				<i>antonyms, and homonyms.</i> ✓ <b>0501.1.16</b> <i>Use a variety of previously learned strategies (e.g., roots and affixes, context, reference sources) to determine the meaning of unfamiliar words.</i>	
<b>*GLE 0501.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.	What kinds of challenges do people face and how do they meet them?  Each story has both a unit question, question of the week and daily questions.	Resources with Reading teacher kit that can be used with each story.  *Ten important sentences. *Story picture cards		<b>*0501.1.3</b> <i>Recognize and appreciate cultural and regional differences signaled by word usage and vocabulary.</i> <b>*0501.1.16</b> <i>Use a variety of previously learned strategies (e.g., roots and affixes, context, reference sources) to</i>	

				<i>determine the meaning of unfamiliar words.</i>	
<b>*GLE 0501.2.1</b> Continue to develop critical listening skills necessary for comprehension and task completion.		<a href="http://classroom.jc-schools.net/waltkek/fifthgrade.html">http://classroom.jc-schools.net/waltkek/fifthgrade.html</a>		<p><i>*0501.2.1 Listen attentively by facing the speaker, asking questions, and summarizing what is said.</i></p> <p><i>*0501.2.2 Use established rules for polite conversation (e.g., do not interrupt, face the speaker, listen attentively, provide appropriate feedback, take turns, raise hands).</i></p> <p><i>*0501.2.3 Give multi-step directions</i></p> <p><i>*0501.2.4 Formulate and respond to questions from teachers and group members.</i></p> <p><i>*0501.2.5 Identify the targeted audience and purpose for a speech.</i></p> <p><i>*0501.2.6</i></p>	

				<i>Construct a summary of a speech.</i>	
<b>*GLE 0501.2.2</b> Continue to develop strategies for expressing thoughts and ideas clearly and effectively.				<b>*0501.2.7</b> <i>Participate in creative and expressive responses to text</i> <b>*0501.2.8</b> Use different voice levels and speech patterns in formal and informal situations.	
<b>*GLE 0501.2.4</b> Participate in teams for work and discussion.				<b>*0501.2.9</b> <i>Participate in recitations of assigned/self-selected passages.</i> <b>*0501.2.12</b> <i>Formulate the criteria needed in selecting a good group leader</i>	
<b>*GLE 0501.8.1</b> Use previously learned comprehension strategies before, during, and after				<b>*0501.8.1</b> Use a variety of pre-reading strategies <b>*0501.8.2</b> Derive	

<p>reading.  <b>GLE 0501.6.1</b> Apply appropriate skills and strategies to comprehend informational texts.</p>				<p><i>meaning while reading</i>  <b>*0501.8.3</b> Check for understanding after reading</p>	
<p><b>*GLE 0501.8.2</b>  Experience various literary genres, including fiction and nonfiction, poetry, drama, chapter books, biography/autobiography, short stories, folk tales, myths, science fiction.</p>				<p><b>*0501.8.4</b> Build vocabulary by reading from a wide variety of texts and literary genres.  <b>*0501.8.16</b> Identify how culture, ethnicity, and historical eras are represented in literary text.</p>	

<p><b>*GLE 0501.7.1</b> Recognize that media can provide sources of information and entertainment.</p>		<p>Found at the end of each story under Internet Inquiry Activity</p>		<p><i>*0501.7.1 Use media to view, read, and represent information. *0501.7.3 Use media to conduct research and prepare reports. *0501.7.4 Use libraries/media centers to access media sources. *0501.7.5 Use media to enhance reports and oral presentations.</i></p>	
<p><b>*GLE 0501.7.2</b> Use media to publish and present information.</p>				<p><i>*0501.7.2 Use print and non-print materials along with prior knowledge to provide background for writing and/or presenting.</i></p>	
<p><b>*GLE 0501.7.3</b> Understand that the choice of medium influences the message in a presentation.</p>				<p><i>*0501.7.6 Examine the effects of media on daily life.</i></p>	

<p><b>*GLE 0501.8.3</b> Understand the basic characteristics of the genres (e.g., narratives, prose, poetry, drama) studied.</p>				<p><b>* 0501.8.5</b> <i>Recognize varying forms of text</i></p>	
<p><b>*GLE 0501.8.4</b> Recognize and understand basic literary terms</p>				<p><b>*0501.8.8</b> <i>Begin to distinguish between first and third person points of view.</i></p>	
<p><b>GLE 0501.8.1</b> Use previously learned comprehension strategies before, during, and after reading.</p>	<p>What can I do to help me understand what I read better?</p>	<p><i>Frindle</i> TE Florida Center for Reading Research (FCRR) <a href="http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_1.pdf">http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_1.pdf</a></p>	<p>TE 18j – Write a Dialogue</p>	<p>0501.8.6 <i>Understand the meaning of <b>plot</b>, <b>character</b>, <b>setting</b>, <b>conflict</b>, <b>point of view</b>, and <b>theme</b> in narration.</i> <b>0501.8.7</b> <i>Explore the various kinds of conflict</i> <b>0501.8.10</b> <i>Analyze the plot structure of a narrative (story) including identifying the problem (conflict) and determining how the problem is resolved.</i></p>	

<p><b>GLE 0501.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p>		<p><i>Frindle</i> TE</p>		<p><b>0501.1.15</b> Define and recognize word <b>synonyms, antonyms, and homonyms.</b></p>	
<p><b>GLE 0501.5.1</b> Refine logic skills to facilitate learning and to enhance thoughtful reasoning.</p>	<p>What skills can help me learn better what I want to learn?</p>	<p><i>Thunder Rose</i> TE</p> <p>Pete’s Power Point Presentations: <a href="http://languagearts.pppst.com/cause-effect.html">http://languagearts.pppst.com/cause-effect.html</a></p> <p>FCRR: <a href="http://www.fcrr.org/SCASearch/PDFs/2-3C_020.pdf">http://www.fcrr.org/SCASearch/PDFs/2-3C_020.pdf</a></p>		<p><b>0501.5.1</b> <i>Distinguish between fact/opinion, between cause/effect, and between fantasy/reality.</i></p>	
<p><b>GLE 0501.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p>		<p><i>Thunder Rose</i> TE</p>		<p><b>0501.1.15</b> Define and recognize word <b>synonyms, antonyms, and homonyms.</b></p>	
<p><b>GLE 0501.8.1</b> Use previously learned comprehension strategies before, during, and after reading.</p>		<p><i>Island of the Blue Dolphins</i> TE</p> <p>FCRR: <a href="http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_KISG.pdf">http://www.fcrr.org/assessment/ET/routines/pdf/instRoutines_KISG.pdf</a></p>	<p>TE 68k Write a Diary Entry</p>	<p><b>0501.8.6</b> <i>Understand the meaning of plot, character, setting, conflict,</i></p>	<p><b>Science: GLE 0507.2.1</b> Investigate different nutritional</p>

				<i>point of view, and theme in narration.</i>	relationships among organisms in an ecosystem.
<b>GLE 0501.3.3</b> Know and apply the steps of the writing process: prewriting, drafting, revising, editing, evaluating, and publishing.		<i>Island of the Blue Dolphins</i> TE		<b>0501.3.20</b> Use resources (e.g., <b>dictionary</b> , <b>thesaurus</b> , <b>computer</b> ) to aid in the writing process.	
<b>GLE 0501.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.		<i>Island of the Blue Dolphins</i> TE		<b>0501.1.15</b> Define and recognize word synonyms, antonyms, and homonyms. <b>0501.1.16</b> Use a variety of previously learned strategies to determine the meaning of unfamiliar words.	
<b>GLE 0501.6.1</b> Apply appropriate skills and strategies to comprehend informational texts.		<i>Satchel Paige</i> TE  Follow directions to make a paper star.  <a href="http://pbskids.org/readingrainbow/games/print_paper_star1.html">http://pbskids.org/readingrainbow/games/print_paper_star1.html</a>  Scroll down for the sequencing activity: <a href="http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_1.pdf">http://www.fcrr.org/curriculum/PDF/G2-3/2-3Comp_1.pdf</a>		<b>0501.6.3</b> Check for understanding after reading (e.g., indicate <b>sequence of events</b> , identify the author's purpose). <b>0501.6.5</b> Understand sequence of events from text.	Plant the Seed – Careers

<p><b>GLE 0501.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p>		<p><i>Satchel Paige</i> TE</p>		<p><b>0501.1.16</b> <i>Use a variety of previously learned strategies to determine the meaning of unfamiliar words.</i></p>	
<p><b>GLE 0501.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p>		<p><i>Satchel Paige</i> TE</p>		<p><b>0501.1.15</b> <i>Define and recognize word synonyms, antonyms, and homonyms.</i></p>	
<p><b>GLE 0501.5.1</b> Refine logic skills to facilitate learning and to enhance thoughtful reasoning.</p>		<p><i>Shutting Out the Sky</i> TE</p> <p>FCRR: <a href="http://www.fcrr.org/SCASearch/PDFs/2-3C_020.pdf">http://www.fcrr.org/SCASearch/PDFs/2-3C_020.pdf</a></p> <p>Link to cause and effect graphic organizer. <a href="http://www2.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_vocabulary_sr_allgo.pdf">http://www2.scholastic.com/content/collateral_resources/pdf/r/reading_bestpractices_vocabulary_sr_allgo.pdf</a></p>	<p>TE 112k Write a Letter</p>	<p><b>0501.5.1</b> <i>Distinguish between fact/opinion, between cause/effect, and between fantasy/reality.</i></p>	<p>Social Studies</p> <p>5.1.01 Understand the diversity of human cultures</p> <p>1.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.</p>

<b>GLE 0501.6.1</b> Apply appropriate skills and strategies to comprehend informational texts.		<i>Shutting Out the Sky</i> TE		<b>0501.6.10</b> <i>Summarize information presented in text.</i>	
Title: Doing the Right Thing Unit 2				Time Frame: 1 <sup>st</sup> Nine Weeks	
Grade Level Expectations (GLEs)	Essential Questions Sample given on pages listed below	Resources	Common Experiences	Checks for Understanding	Integrations/Connections
<b>GLE 0501.8.1</b> Use previously learned comprehension strategies before, during, and after reading.	What makes people want to do the right thing?	<i>Inside Out</i> TE  FCRR: <a href="http://www.fcrr.org/SCASearch/PDFs/2-3C_021.pdf">http://www.fcrr.org/SCASearch/PDFs/2-3C_021.pdf</a>	Using a Venn Diagram (compare and contrast Francisco with you)	<b>0501.8.11</b> <i>Discuss similarities and differences in events and/or characters, using evidence cited in two or more texts</i> <b>0501.8.12</b> <i>Make connections among various texts showing similarities and differences</i>	Social Studies: 5.5.05 Discuss how various groups addressed the problems of industrial capitalism, urbanization, and political corruption.
<b>GLE 0501.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.		<i>Inside Out</i> TE		<b>0501.1.16</b> <i>Use a variety of previously learned to determine the meaning of unfamiliar words, prefixes.</i>	

<p><b>GLE 0501.8.1</b> Use previously learned comprehension strategies before, during, and after reading.</p>		<p><i>Passage the Freedom</i> TE</p> <p>Power Point compiled on Author's Purpose</p> <p><a href="http://classroom.jc-schools.net/waltkek/Fourth1.html">http://classroom.jc-schools.net/waltkek/Fourth1.html</a></p>	<p>TE 162j: Create a Scene</p>	<p><b>0501.8.3</b> <i>Check for understanding after reading (e.g., indicate sequence of events, identify the author's purpose).</i></p>	<p>Social Studies: 5.5.09 Understand America's role during World War II.</p>
<p><b>GLE 0501.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p>		<p><i>Passage to Freedom</i> TE</p>		<p><b>0501.1.16</b> <i>Use a variety of previously learned strategies to determine the meaning of unfamiliar words.</i></p>	<p>Plant the Seed – Careers</p>
<p><b>GLE 0501.8.1</b> Use previously learned comprehension strategies before, during, and after reading.</p>		<p><i>The Ch-i-lin Purse</i> TE</p>	<p>Using a Venn Diagram (compare and contrast Chinese wedding traditions with American wedding traditions)</p>	<p><b>0501.8.11</b> <i>Discuss similarities and differences in events and/or characters, using evidence cited in two or more texts.</i></p> <p><b>0501.8.12</b> <i>Make connections among various texts showing similarities and differences</i></p> <p><b>0501.8.16</b></p>	

				<i>Identify how culture, ethnicity, and historical eras are represented in literary text.</i>	
<b>GLE 0501.8.2</b> Experience various literary genres, including fiction and nonfiction, poetry, drama, chapter books, biography/autobiography, short stories, folk tales, myths, science fiction.		<i>The Ch-i-lin Purse</i> TE		<b>0501.8.16</b> <i>Identify how culture, ethnicity, and historical eras are represented in literary text.</i>	
<b>GLE 0501.5.1</b> Refine logic skills to facilitate learning and to enhance thoughtful reasoning.		<i>The Ch-i-lin Purse</i> TE		<b>0501.5.3</b> <i>Make and adjust predictions while reading, viewing, or listening to print and non-print media.</i>	
<b>GLE 0501.5.1</b> Refine logic skills to facilitate learning and to enhance thoughtful reasoning.		<i>Jane Goodall's 10 Ways to Help Save Wildlife</i> TE  Fact and opinion chart <a href="http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf">http://www.eduplace.com/graphicorganizer/pdf/factopin.pdf</a>		<b>0501.5.1</b> <i>Distinguish between <b>fact/opinion</b>, between cause/effect, and between fantasy/reality.</i>	Plant the Seed – Careers Science – <b>0507.2.5</b> Illustrate how human activities and natural disasters affect the environment.

<p><b>GLE 0501.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p>		<p><i>Jane Goodall's 10 Ways to Help Save Wildlife</i> TE</p>		<p><i>0501.1.16 Use a variety of previously learned strategies to determine the meaning of unfamiliar words.</i></p>	
<p><b>GLE 0501.5.3</b> Explore the concept of persuasive devices.</p>				<p><i>0501.5.5 Recognize examples of persuasive devices (e.g., bandwagon, loaded terms, testimonial, name-calling).</i></p>	
<p><b>GLE 0501.7.3</b> Understand that the choice of medium influences the message in a presentation.</p> <p><b>GLE 0501.7.4</b> Be aware of how message or meaning changes when a written work is translated into a visual presentation.</p>				<p><i>0501.7.6 Examine the effects of media (e.g., television, print materials, Internet, magazines) on daily life.</i></p>	

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Title: Doing the Right Thing Unit 3				Time Frame: 2 <sup>nd</sup> Nine Weeks	
Academic Vocabulary: Being revised by TN DoE, link will be provided.					
Grade Level Expectations (GLEs)	Essential Questions Sample given	Resources	Common Experiences	Checks for Understanding	Integrations/Connections
<b>GLE 0501.8.1</b> Use previously learned comprehension strategies before, during, and after reading.		<i>The Midnight Ride of Paul Revere</i> TE <a href="http://www.proteacher.org/c/729_Sequence.html">http://www.proteacher.org/c/729_Sequence.html</a>	TE 262k Be an Inventor	<b>0501.8.3</b> Check for understanding after reading (e.g., <b>indicate sequence of events</b> , identify the author's purpose).	
<b>GLE 0501.8.2</b> Experience various literary genres, including fiction and nonfiction, poetry, drama, chapter books, biography/autobiography, short stories, folk tales, myths, science fiction.				<b>0501.8.16</b> Identify how culture, ethnicity, and historical eras are represented in literary text	

Title: Inventors and Artists Unit 3				Time Frame: 2 <sup>nd</sup> Nine Weeks	
Grade Level Expectations (GLEs)	Essential Questions Sample given	Resources	Common Experiences	Checks for Understanding	Integrations/Connections
<b>GLE 0501.8.1</b> Use previously learned comprehension strategies before, during, and after reading.	What do people gain from the work of inventors and artists?	<i>Wings for the King</i> TE <a href="http://www.proteacher.org/c/765_Authors_Purpose.html">http://www.proteacher.org/c/765_Authors_Purpose.html</a>	TE 262k Be an Inventor	<b>0501.8.3</b> Check for understanding after reading (e.g., indicate sequence of events, <b>identify the author's purpose</b> ).	Plant the Seed – Careers
<b>GLE 0501.6.3</b> Explore the organizational structures of informational texts.		<i>Wings for the King</i> TE		<b>0501.6.11</b> Explore the organizational structures of text (e.g., chronological, sequential, cause-effect, comparison-contrast, problem-solution).	
<b>GLE 0501.8.3</b> Understand the basic characteristics of the genres (e.g., narratives, prose, poetry, drama) studied.		<i>Wings for the King</i> TE		<b>0501.8.13</b> Recognize elements peculiar to dramatic literature (e.g., time constraints, organizational structure, stage directions, dialogue).	

<p><b>GLE 0501.6.1</b> Apply appropriate skills and strategies to comprehend informational texts</p>		<p><i>Leonardo’s Horse</i> TE</p> <p>Brain Pop: “Main Idea”</p> <p>FCRR:  <a href="http://www.fcrr.org/SCASearch/PDFs/2-3C_013.pdf">http://www.fcrr.org/SCASearch/PDFs/2-3C_013.pdf</a></p> <p><a href="http://fcit.usf.edu/fcat/references/strategies/mi1.htm">http://fcit.usf.edu/fcat/references/strategies/mi1.htm</a></p> <p><a href="http://www.harcourtschool.com/activity/book_buddy/rosie/skill_pre.html">http://www.harcourtschool.com/activity/book_buddy/rosie/skill_pre.html</a></p>		<p><b>0501.6.6</b>  <i>Determine the main idea and supporting details from text.</i></p> <p><b>0501.6.10</b>  <i>Summarize information presented in text.</i></p> <p><b>0501.6.4</b> <i>Use common text parts and features to enhance understanding.</i></p> <p><b>0501.6.7</b> <i>Skim text to develop a general overview of content or to locate specific information.</i></p>	<p>Plant the Seed – Careers</p>
<p><b>GLE 0501.5.1</b> Refine logic skills to facilitate learning and to enhance thoughtful reasoning.</p>		<p><i>The Dinosaurs of Waterhouse Hawkins</i> TE</p> <p>Scroll down for fact and opinion activities.</p> <p>FCRR:  <a href="http://www.fcrr.org/Curriculum/PDF/G2-3/2-3comp_3.pdf">http://www.fcrr.org/Curriculum/PDF/G2-3/2-3comp_3.pdf</a></p>		<p><b>0501.5.1</b>  <i>Distinguish between <b>fact/opinion</b>, between <b>cause/effect</b>, and between <b>fantasy/reality</b>.</i></p>	<p>Plant the Seed – Careers  Science –</p> <p><b>0507.5.4</b> Use fossil evidence to describe an environment from the past.</p> <p><b>0507.5.5</b> Use fossils to match a previously existing organism with one that exists today.</p>

<p><b>GLE 0501.5.1</b> Refine logic skills to facilitate learning and to enhance thoughtful reasoning.</p>		<p><i>The Dinosaurs of Waterhouse Hawkins</i> TE</p>	<p>TE 316k List the Steps</p>	<p><b>0501.5.3</b> <i>Make and adjust predictions while reading, viewing, or listening to print and non-print media.</i></p>	
<p><b>GLE 0501.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p>		<p><i>The Dinosaurs of Waterhouse Hawkins</i> TE</p>		<p><b>0501.1.15</b> <i>Define and recognize word synonyms, antonyms, and homonyms.</i></p>	
<p><b>GLE 0501.6.1</b> Apply appropriate skills and strategies to comprehend informational texts</p>		<p><i>Mahalia Jackson</i> TE</p>	<p>TE 346k Make Flashcards</p>	<p><b>0501.6.6</b> <i>Determine the main idea and supporting details from text.</i> <b>0501.6.4</b> <i>Use common text parts and features to enhance understanding.</i> <b>0501.6.7</b> <i>Skim text to develop a general overview of content or to locate specific information.</i></p>	<p>Plant the Seed – Careers  Social Studies -- 5.1.02 Discuss cultures and human patterns of places and regions of the world.</p>

<p><b>GLE 0501.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p>		<p><i>Mahalia Jackson TE</i></p>		<p><b>0501.1.15</b> Define and recognize word synonyms, <b>antonyms</b>, and homonyms.</p>	
<p><b>GLE 0501.6.2</b> Recognize the different text features of informational texts</p>		<p><i>Special Effects in Film and Television TE</i></p>	<p>364j Design a Model</p>	<p><b>0501.6.4</b> Use common text parts and features to enhance understanding.</p>	<p>Plant the Seed – Careers</p>
<p><b>GLE 0501.6.3</b> Explore the organizational structures of informational texts.</p>		<p><i>Special Effects in Film and Television TE</i></p>		<p><b>0501.6.8</b> Understand a variety of informational texts, which include primary sources. <b>0501.6.11</b> Explore the organizational structures of informational text.</p>	

Title: Adapting Unit 4				Time Frame: 2 <sup>nd</sup> Nine Weeks	
Grade Level Expectations (GLEs)	Essential Questions Sample given	Resources	Common Experiences	Checks for Understanding	Integrations/ Connections
<b>GLE 0501.5.2</b> Use logic to make inferences and to draw conclusions in a variety of oral and written contexts.	How do people and animals adapt to different situations?	<i>Weslandia</i> TE	TE 392k Plan a Society	<b>0501.5.2</b> <i>Make inferences and draw appropriate conclusions while reading, viewing, or listening to print and non-print media.</i>	Social Studies – 5.0.03 Recognize the contributions of individuals and people of various ethnic, racial, religious, and socioeconomic groups to the development of civilizations.
<b>GLE 0501.5.2</b> Use logic to make inferences and to draw conclusions in a variety of oral and written contexts.		<i>Stretching Ourselves</i> TE	TE 412k Write a Biography	<b>0501.5.2</b> <i>Make inferences and draw appropriate conclusions while reading, viewing, or listening to print and non-print media. (generalize)</i>	Plant the Seed – Careers
<b>GLE 0501.5.1</b> Refine logic skills to facilitate learning and to enhance thoughtful reasoning.		<i>Stretching Ourselves</i> TE		<b>0501.5.3</b> <i>Make and adjust predictions while reading, viewing, or listening to print and non-print media.</i>	

<p><b>GLE 0501.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.</p>		<p><i>Stretching Ourselves</i> TE</p>		<p><b>0501.1.16</b> Use a variety of previously learned strategies to determine the meaning of unfamiliar words.</p>	
<p><b>GLE 0501.6.2</b> Recognize the different text features of informational texts</p>		<p><i>Exploding Ants</i> TE</p>		<p><b>0501.6.4</b> Use common text parts and features to enhance understanding.</p>	<p>Science – <b>GLE 0507.5.1</b> Investigate physical characteristics associated with different groups of animals.</p>
<p><b>GLE 0501.6.3</b> Explore the organizational structures of informational texts.</p>		<p><i>Exploding Ants</i> TE</p>		<p><b>0501.6.8</b> Understand a variety of informational texts, which include primary sources. <b>0501.6.11</b> Explore the organizational structures of informational text.</p>	
<p><b>GLE 0501.6.1</b> Apply appropriate skills and strategies to comprehend informational texts.</p>		<p><i>Exploding Ants</i> TE</p>		<p><b>0501.6.4</b> Use common text parts and features to enhance understanding <b>0501.6.7</b> Skim text to develop a</p>	

				<i>general overview of content or to locate specific information. <b>0501.6.10</b> Summarize information presented in text.</i>	
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*Fifth Grade Reading Nine Week Curriculum Guide*  
Developed Summer 2009

Title: Adapting Unit 4				Time Frame: 3 <sup>rd</sup> Nine Weeks	
Academic Vocabulary: Being revised by TN DoE, link will be provided.					
Grade Level Expectations (GLEs)	Essential Questions Sample given	Resources	Common Experiences	Checks for Understanding	Integrations/Connections
<b>GLE 0501.5.2</b> Use logic to make inferences and to draw conclusions in a variety of oral and written contexts.		<i>The Stormi Giovanni Club</i> TE <a href="http://www.philtulga.com/Riddles.html">http://www.philtulga.com/Riddles.html</a>		<b>0501.5.2</b> <i>Make inferences and draw appropriate conclusions while reading, viewing, or listening to print and non-print media. (generalize)</i>	
<b>GLE 0501.8.1</b> Use previously learned comprehension strategies before, during, and after reading.		<i>The Stormi Giovanni Club</i> TE		<b>0501.8.6</b> <i>Understand the meaning of plot, character, setting, conflict, point of view, and theme in narration.</i> <b>0501.8.7</b> <i>Explore the various kinds of conflict.</i> <b>0501.8.10</b> <i>Analyze the plot structure of a narrative (story) including identifying the problem (conflict) and determining how the</i>	

				<i>problem is resolved.</i>	
<b>GLE 0501.1.2</b> Demonstrate knowledge of strategies and resources to determine the definition, pronunciation, and usage of words and phrases.		<i>Stretching Ourselves</i> TE		<b>0501.1.16</b> Use a variety of previously learned strategies to determine the meaning of unfamiliar words.	
<b>GLE 0501.5.2</b> Use logic to make inferences and to draw conclusions in a variety of oral and written contexts.		<i>The Gymnast</i> TE	TE 484j Design a Book Cover	<b>0501 5.2</b> Make inferences and <b>draw appropriate conclusions</b> while reading, viewing, or listening to print and non-print media.	Plant the Seed – Careers
Title: Adventurers Unit 5				Time Frame: 3 <sup>rd</sup> Nine Weeks	
Grade Level Expectations (GLEs)	Essential Questions Sample given	Resources	Common Experiences	Checks for Understanding	Integrations/Connections
<b>GLE 0501.8.1</b> Use previously learned comprehension strategies before, during, and after reading.	Who goes seeking adventure and why?	<i>The Three Century Woman</i> TE <a href="http://teachers.net/lessons/posts/1353.html">http://teachers.net/lessons/posts/1353.html</a>  FCRR: <a href="http://www.fcrr.org/SCASearch/PDFs/2-3C_005.pdf">http://www.fcrr.org/SCASearch/PDFs/2-3C_005.pdf</a>	512k Write a Diary Entry	<b>0501.8.6</b> Understand the meaning of <b>plot, character, setting, conflict, point of view, and theme in narration.</b> <b>0501.8.7</b> Explore	Plant the Seed – Careers

				<p><i>the various kinds of conflict</i></p> <p><b>0501.8.10</b></p> <p><i>Analyze the plot structure of a narrative (story) including identifying the problem (conflict) and determining how the problem is resolved.</i></p>	
<p><b>GLE 0501.6.2</b></p> <p>Recognize the different text features of informational texts</p>	536 d-e	<p><i>The Unsinkable Wreck of the R.M.S. Titanic</i></p> <p>TE</p>		<p><b>0501.6.4</b></p> <p><i>Use common text parts and features to enhance understanding.</i></p>	
<p><b>GLE 0501.6.3</b></p> <p>Explore the organizational structures of informational texts.</p>		<p><i>The Unsinkable Wreck of the R.M.S. Titanic</i></p> <p>TE</p>		<p><b>0501.6.8</b></p> <p><i>Understand a variety of informational texts, which include primary sources.</i></p> <p><b>0501.6.11</b></p> <p><i>Explore the organizational structures of informational text.</i></p>	
<p><b>GLE 0501.6.1</b></p> <p>Apply appropriate skills and</p>		<p><i>The Unsinkable Wreck of the R.M.S. Titanic</i></p> <p>TE</p>		<p><b>0501.6.4</b></p> <p><i>Use common text parts</i></p>	

strategies to comprehend informational texts.				<p><i>and features to enhance understanding</i></p> <p><b>0501.6.7</b> <i>Skim text to develop a general overview of content or to locate specific information.</i></p> <p><b>0501.6.10</b> <i>Summarize information presented in text.</i></p>	
<b>GLE 0501.8.1</b> Use previously learned comprehension strategies before, during, and after reading.		<p><i>Talk with an Astronaut</i> TE</p> <p><a href="http://www.teach-nology.com/worksheets/language_arts/authors/">http://www.teach-nology.com/worksheets/language_arts/authors/</a></p> <p>FCRR: Scroll down for author’s purpose activity <a href="http://www.ferr.org/curriculum/PDF/G4-5/45CPartThree.pdf">http://www.ferr.org/curriculum/PDF/G4-5/45CPartThree.pdf</a></p>		<p><b>0501.8.3</b> <i>Check for understanding after reading (e.g., indicate sequence of events, <b>identify the author’s purpose</b>).</i></p>	Plant the Seed – Careers
<b>GLE 0501.5.1</b> Refine logic skills to facilitate learning and to enhance thoughtful reasoning.		<i>Journey to the Center of the Earth</i>		<p><b>0501.5.1</b> <i>Distinguish between fact/opinion, between <b>cause/effect</b>, and between <b>fantasy/reality</b>.</i></p>	
<b>GLE 0501.6.1</b> Apply appropriate skills and strategies to				<p><b>0501.6.10</b> <i>Summarize information</i></p>	

comprehend texts.				<i>presented in text.</i>	
<b>GLE 0501.5.2</b> Use logic to make inferences and to draw conclusions in a variety of oral and written contexts.		<i>Ghost Town of the American West</i> TE	TE 604k Make a Poster	<b>0501.5.2</b> <i>Make inferences and draw appropriate conclusions while reading, viewing, or listening to print and non-print media. (generalize)</i>	Social Studies: 5.5.04 Understand the acquisition of territory to the United States.
Title: The Unexpected Unit 6				Time Frame: 3 <sup>rd</sup> Nine Weeks	
Grade Level Expectations (GLEs)	Essential Questions Sample given	Resources	Common Experiences	Checks for Understanding	Integrations/Connections
<b>GLE 0501.5.2</b> Use logic to make inferences and to draw conclusions in a variety of oral and written contexts.	What can you learn from encounters with the unexpected?	<i>At the Beach</i> TE	TE 634k Make a List	<b>0501.5.2</b> <i>Make inferences and draw appropriate conclusions while reading, viewing, or listening to print and non-print media.</i>	
<b>GLE 0501.6.1</b> Apply appropriate skills and strategies to comprehend informational texts.		<i>The Mystery of Saint Matthew Island</i> TE		<b>0501.6.6</b> <i>Determine the main idea and supporting details from text.</i>	Plant the Seed – Careers

				<p><i><b>0501.6.4</b> Use common text parts and features to enhance understanding.</i></p> <p><i><b>0501.6.7</b> Skim text to develop a general overview of content or to locate specific information.</i></p>	
<p><b>GLE 0501.6.2</b> Recognize the different text features of informational texts (e.g., separate text boxes, diagrams, captions, charts, graphs).</p>		<p><i>The Mystery of Saint Matthew Island TE</i></p>		<p><i><b>0501.6.4</b> Use common text parts and features to enhance understanding (e.g., headings, key words, graphics, captions, side bars, chapter titles, glossaries).</i></p> <p><i><b>0501.6.9</b> Follow multi-tasked instructions in informational and technical texts (e.g., follow a recipe, complete assembly instructions).</i></p>	

<p><b>GLE</b> <b>0501.6.3</b> Explore the organizational structures of informational texts.</p>		<p><i>The Mystery of Saint Matthew Island</i> TE</p>		<p><b>0501.6.8</b> <i>Understand a variety of informational texts, which include primary sources</i> <b>0501.6.11</b> <i>Explore the organizational structures of informational text (e.g., chronological, sequential, cause-effect, comparison-contrast, problem-solution).</i></p>	
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Developed Summer 2009

Title: The Unexpected	Time Frame: 4 <sup>th</sup> Nine Weeks
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Academic Vocabulary: Being revised by TN DoE, link will be provided.

Grade Level Expectations (GLEs)	Essential Questions Sample given	Resources	Common Experiences	Checks for Understanding	Integrations/ Connections
<b>GLE 0501.8.1</b> Use previously learned comprehension strategies before, during, and after reading.		<i>King Midas and the Golden Touch</i>	TE 674j Design a Book Cover	<b>0501.8.11</b> Discuss similarities and differences in events and/or characters, using evidence cited in two or more texts. <b>0501.8.12</b> Make connections among various texts showing similarities and differences.	
<b>GLE 0501.5.1</b> Refine logic skills to facilitate learning and to enhance thoughtful reasoning.		<i>The Hindenburg</i> TE  FCRR: <a href="http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf">http://www.fcrr.org/curriculum/PDF/G4-5/45CPartThree.pdf</a>	TE 700k Write an Article	<b>0501.5.1</b> Distinguish between <i>fact/opinion</i> , between <i>cause/effect</i> , and between <i>fantasy/reality</i> .	Social Studies: 5.5.03 Understand the development of Industrial America.  Science:

					<b>GLE 0507.7.1</b> Compare geologic events responsible for the earth's major geological features.
<b>GLE 0501.8.1</b> Use previously learned comprehension strategies before, during, and after reading.		<i>Sweet Music in Harlem</i> TE	TE 726k Match Words Cards	<b>0501.8.3</b> Check for understanding after reading (e.g., indicate <b>sequence of events</b> , identify the author's purpose).	
Title: Poetry and Research				Time Frame: 4 <sup>th</sup> Nine Weeks	
<b>GLE 0501.8.3</b> Understand the basic characteristics of the genres (e.g., narratives, prose, poetry, drama) studied.	Do poems have to rhyme?  How do I know if it is a poem?	<a href="http://sandler5thgrade.com/Poetry%20unit.pdf">http://sandler5thgrade.com/Poetry%20unit.pdf</a>	Students will write at least 3 poems.	<b>0501.8.5</b> Recognize varying forms of text (e.g., poems {lines and stanzas}, plays {acts, stage directions}, novels {chapters}).	

<p><b>GLE 0501.8.4</b> Recognize and understand basic literary terms (e.g., simile, metaphor, setting, point of view, alliteration, onomatopoeia).</p>				<p><i><b>0501.8.14</b> Know and use basic literary devices (e.g., imagery, metaphor, simile, personification, hyperbole).</i> <i><b>0501.8.15</b> Recognize sound devices in poetry (e.g., onomatopoeia, alliteration, rhythm, rhyme, repetition).</i></p>	
<p><b>GLE 0501.4.1</b> Conduct research to access and present information.</p>	<p>What are the components of a good research paper?</p>		<p>Students will research a literary topic and write a report.</p>	<p><i><b>0501.4.1</b> Define and narrow a topic for research.</i> <i><b>0501.4.2</b> Discern and use appropriate reference sources in various format (e.g., interviews with family and community; encyclopedia, card/electronic catalogs, almanacs, magazines, newspapers).</i></p>	

				<p><i><b>0501.4.3</b> Use current technology as a research and communication tool for personal interest, research, and clarification.</i></p> <p><i><b>0501.4.4</b> Gather and record information on a research topic using three different sources, at least one of which must be a print source.</i></p>	
<p><b>GLE 0501.4.2</b> Collect, organize, determine reliability, and use information researched.</p>				<p><i><b>0501.4.6</b> Organize information from text or technological sources using a graphic organizer.</i></p> <p><i><b>0501.4.7</b> Develop a note taking system that includes important concepts, paraphrases, summaries, and identification of</i></p>	

				<i>reference sources.</i> <b>0501.4.5</b> <i>Evaluate and determine the reliability of sources on a given topic.</i>	
<b>GLE 0501.4.3</b> Present the research results in a written report, citing the resources used.				<b>0501.4.8</b> <i>Write a research report using and citing three or more sources.</i> <b>0501.4.9</b> <i>Distinguish between necessary and unnecessary bibliographical information (information that should or should not be included in a citation).</i> <b>0501.4.10</b> <i>Cite three or more sources, including the title, author, and page number(s).</i>	