

- 5.4 The student will read fiction and nonfiction with fluency and accuracy.
- 5.5 The student will read and demonstrate comprehension of fiction.
- 5.6 The student will read and demonstrate comprehension of nonfiction.

FIRST NINE WEEKS

STANDARDS	CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	GENERAL INFORMATION STRATEGY INSTRUCTION	HOUGHTON MIFFLIN STRATEGY WORKSHOP	ASSESSMENT Getting to Know Your Students
<p>5.4b Use knowledge of root words, prefixes, and suffixes.</p> <p>5.5a Describe the relationship between text and previously read materials.</p> <p>5.6a Use text organizers, such as type, headings, and graphics, to predict and categorize information.</p> <p>5.6c Locate information to support opinions, predictions, and conclusions.</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• apply prior knowledge to make predictions</li> <li>• use text set in special type styles (e.g., boldfaced, italics) and color, captions under pictures and graphics, and headings of sections and chapters, to predict and categorize information</li> <li>• identify specific information in text that supports predictions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>A Reading Strategy is a process that students</b> <ul style="list-style-type: none"> <li>➢ Know and can independently use to support their active thinking and meaning making</li> <li>➢ Can intentionally apply to better understand what they are reading</li> </ul> </li> <li>• <b>Reading strategies</b> have been identified through research on what proficient readers do                             <ul style="list-style-type: none"> <li>➢ <b>Before Reading</b> <ul style="list-style-type: none"> <li>* Activate prior knowledge</li> <li>* Understand the task and set purpose</li> </ul> </li> <li>➢ <b>During Reading</b> <ul style="list-style-type: none"> <li>* Monitor comprehension by knowing when it is occurring and what is being understood</li> <li>* Anticipate and predict</li> <li>* Use fix-up strategies when lack of understanding occurs</li> <li>* Use text structure to assist comprehension</li> <li>* Organize and integrate new information</li> </ul> </li> <li>➢ <b>After Reading</b> <ul style="list-style-type: none"> <li>* Summarize major idea</li> <li>* Seek additional information from outside sources</li> <li>* Feel success as a result of effort</li> </ul> </li> </ul> </li> <li>• <b>Students need to know</b> <ul style="list-style-type: none"> <li>➢ Who has eventual responsibility for using the strategy (individual student)</li> <li>➢ What the particular strategy is (name it)</li> <li>➢ How to apply the process of the strategy (the sequence of steps)</li> <li>➢ Why it's important to use the strategy (what the strategy will help the reader do)</li> <li>➢ When the strategy should be used (at what point in the reading process)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Purpose</b> <ul style="list-style-type: none"> <li>➢ <b>Review:</b> 5 Comprehension Strategies and 1 Decoding/Phonics Strategy</li> <li>➢ <b>Set Expectation:</b> Readers use strategies to understand what they are reading</li> <li>➢ <b>Establish a set of Core Strategies</b></li> </ul> </li> <li>• <b>What Good Readers Do</b> <ul style="list-style-type: none"> <li>➢ Use strategies when they read.</li> <li>➢ Adjust the strategies they use before, during and after reading.</li> <li>➢ Think about how each strategy will help them and make a choice of which strategy to use.</li> </ul> </li> <li>• <b>Workshop Steps:</b> review one strategy per day as set up classroom management system and get to know student strengths and needs                             <ul style="list-style-type: none"> <li>➢ Explicit instruction on focus strategy</li> <li>➢ Teacher read aloud/think aloud that models focus strategy</li> <li>➢ Teacher read aloud with student application</li> <li>➢ Teacher/Student discussion of how they have applied strategy and guidance in how to apply the strategy</li> </ul> </li> <li>• <b>Reflect on Student Use of Strategies</b> <ul style="list-style-type: none"> <li>➢ What strategies were the most helpful to you in understanding this story?</li> <li>➢ What strategies do you use when you are reading? Why do you find them helpful?</li> </ul> </li> </ul>	<p><b>Back to School</b> provides the opportunity for teachers to gather information on students' knowledge, skills, and processes in order to plan initial instruction.</p> <ul style="list-style-type: none"> <li>• Determine each students interests and attitudes toward reading and writing through a teacher-designed survey</li> <li>• Determine each student's independent and instructional reading levels: Houghton Mifflin Leveled Reading Passages Assessment Kit, Rigby PM Benchmark Kit, or another set of leveled text.</li> <li>• Use High Frequency Word List to determine sight recognition competence of each student.</li> <li>• Administer Elementary Spelling Inventory-1 or Intermediate Spelling Inventory from <u>Words Their Way</u> to determine each student's word knowledge.</li> <li>• Determine students' level of understanding regarding reading strategies and their use</li> </ul>

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- 5.8 The student will read and demonstrate comprehension of nonfiction.

FIRST NINE WEEKS

STANDARDS	CURRICULUM FRAMEWORK Essential Knowledge, Skills & Processes	HOUGHTON MIFFLIN PHONICS/DECODING STRATEGY	HOUGHTON MIFFLIN CORE COMPREHENSION STRATEGIES	HOUGHTON MIFFLIN CORE COMPREHENSION STRATEGIES
<p>5.4b Use knowledge of root words, prefixes, and suffixes.</p> <p>5.5a Describe the relationship between text and previously read materials.</p> <p>5.6a Use text organizers, such as type, headings, and graphics, to predict and categorize information.</p> <p>5.6c Locate information to support opinions, predictions, and conclusions.</p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>• understand that often a word can be divided into root word, prefix, and suffix in order to determine its pronunciation</li> <li>• understand how a prefix changes the meaning of a root word</li> <li>• read familiar text with fluency, accuracy, and expression.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Say Word</b> <ul style="list-style-type: none"> <li>➢ Look carefully at the word.</li> <li>➢ Look for word parts you know and think about the sounds for the letters.</li> <li>➢ Blend the sounds to read the word.</li> <li>➢ Ask yourself: Is it a word I know? Does it make sense in what I am reading?</li> <li>➢ If not, ask yourself: What else can I try?</li> </ul> </li> </ul> <p><b>Problem Solve:</b> If students have difficulty using the Phonics/Decoding Strategy in their reading, review steps with them. Remind them to use the letter sounds they now. Also point out that some words are made up of smaller words they know.</p>	<ul style="list-style-type: none"> <li>• <b>Predict/Infer</b> <ul style="list-style-type: none"> <li>➢ Think about the title, the illustrations, and what you have read so far.</li> <li>➢ Tell what you think will happen next or what you will learn.</li> <li>➢ Try to figure out things that the author does not say directly.</li> </ul> </li> </ul> <p><b>Problem Solve:</b> If students have difficulty making reasonable predictions, guide them in looking for clues in the title and the beginning text. Tell them that thinking about what they have just read and about any background knowledge they have will help them think about what will happen next.</p> <ul style="list-style-type: none"> <li>• <b>Monitor/Clarify</b> <ul style="list-style-type: none"> <li>➢ Ask yourself if what you are reading makes sense or if you are learning what you want to learn.</li> <li>➢ If you don't understand something, reread, read ahead, or use the illustrations.</li> </ul> </li> </ul> <p><b>Problem Solve:</b> If students have difficulty monitoring as they read, tell them to stop and think about the story as you continue reading. Tell them that thinking about how well they understand what they are reading will help them understand and enjoy reading more.</p> <ul style="list-style-type: none"> <li>• <b>Question</b> <ul style="list-style-type: none"> <li>➢ Ask questions that can be answered as you read or after you finish reading.</li> </ul> </li> </ul> <p><b>Problem Solve:</b> If students have difficulty coming up with questions, have them think about the story and discuss things that they want to know more about. Model for them how to formulate questions.</p>	<ul style="list-style-type: none"> <li>• <b>Evaluate</b> <ul style="list-style-type: none"> <li>Ask yourself:                             <ul style="list-style-type: none"> <li>➢ How do I feel about what I read?</li> <li>➢ Do I agree or disagree with it?</li> <li>➢ Am I learning what I wanted to know?</li> <li>➢ How good a job has the author done?</li> </ul> </li> </ul> </li> </ul> <p><b>Problem Solve:</b> If students have difficulty evaluating the story/nonfiction selection, guide them with questions that require students to give opinions about the selection. Explain that when giving opinions, they are evaluating the selection.</p> <ul style="list-style-type: none"> <li>• <b>Summarize</b> <ul style="list-style-type: none"> <li>➢ Think about the main ideas or the important parts of the selection.                             <ul style="list-style-type: none"> <li>▪ <b>Fiction:</b> Who are the main characters? Where does the story take place? What is the problem? What happens in the beginning, middle, and end?</li> <li>▪ <b>Nonfiction:</b> What is the topic? What kind of information does the author tell about the topic? What details are used to make his idea clear? What point is the author making about the topic?</li> </ul> </li> <li>➢ Tell in your own words the important things you have read.</li> </ul> </li> </ul> <p><b>Problem Solve:</b> If students have difficulty summarizing the story/nonfiction selection, use a story or main idea/details map to chart the key information needed to summarize. Then have students use the information on the chart to summarize the selection.</p>