

5th Grade Reading Instructional Calendar 2009-2010  
First Nine Weeks

Unit 1 - Writing Process - 6 weeks

8/10-9/18

**GPS**

**ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.** For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that

- a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.
- e. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.
- f. Identifies and analyzes the author's use of dialogue and description.
- g. Applies knowledge of the concept that theme refers to the main idea and meaning of a selection, whether implied or stated.
- i. Makes judgments and inferences about setting, characters, and events and supports them with elaborating and convincing evidence from the text.
- k. identifies common structures and stylistic elements (e.g., hyperbole, refrain, simile) in traditional literature.

**ELA5R2 The student consistently reads at least twenty-five books or book equivalents (approximately 1,000,000 words) each year. The materials should include traditional and contemporary literature (both fiction and non-fiction) as well as magazines, newspapers, textbooks, and electronic material. Such reading should represent a diverse collection of material from at least three different literary forms and from at least five different writers.**

**ELA5R4 The student reads aloud, accurately (in the range of 95%), familiar material in a variety of genres of the quality and complexity illustrated in the sample reading list, in a way that makes meaning clear to listeners. The student**

- a. Uses letter-sound knowledge to decode written English and use a range of cueing systems (e.g., phonics and context clues) to determine pronunciation and meaning.
- b. Uses self-correction when subsequent reading indicates an earlier miscue (self-monitoring and self-correcting strategies).

c. Reads with a rhythm, flow, and meter that sounds like everyday speech (prosody).

**Essential Questions:**

1. How does knowledge of our academic strengths and weaknesses help us grow?
2. How do creators of text communicate life experiences?
3. What is fiction? What is non-fiction? How do we distinguish between the two?
4. To what extent can fiction be "true"? How can we find universal truths in the personal experiences of individuals and the stories they tell?
5. How does the point of view of the narrator shape or persuade the readers' perspective?

Unit 2 - Narrative Writing - 3 Weeks

9/21-10/8

**GPS**

**ELA5R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts.** For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- a. Identifies and analyzes the elements of setting, characterization, and conflict in plot.
- e. Identifies imagery, figurative language (e.g., personification, metaphor, simile, hyperbole), rhythm, or flow when responding to literature.
- f. Identifies and analyzes the author's use of dialogue and description.

**Essential Questions:**

1. How do the events and location of a story influence the character's development?
2. How can visualizing help me better understand the story?