

HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



COURSE/SUBJECT

Fifth Grade Reading

UNIT PACING Names of units and approximate pacing	UNIT LEARNING TARGETS By the end of the unit, students will be able to...	STANDARD Which Common Core standards does this address?	ASSESSMENTS Which assessments are given to determine student growth?
A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues Unit 1: Agency and Independence: Launching with Experienced Readers <i>September</i>	<ul style="list-style-type: none"> • I can quote from a text to explain what the text says. • I can quote from a text when I make an inference from the text. • I can use details from a text to figure out the theme of a story, drama, or poem. • I can use what I know about how the characters in a story or drama respond to challenges to help me determine the theme. • I can use specific details in the text to compare and contrast two or more characters, settings, or events in a story. • I can explain how each chapter fits together to create the structure of a story. • I can describe how a narrator’s or speaker’s point of view affects a story. • I can participate in different types of group discussions (one-on-one, in groups, and teacher-led). • I can build on others’ ideas and express my own clearly in discussions. 	RL.5.1 RL.5.2 RL.5.3 RL.5.5 RL.5.6 SL.5.1	Fountas and Pinnell Reading Benchmark Conferring Frequent formative assessments based on learning targets

<p>A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues</p> <p>Unit 2: Following Characters into Meaning: Synthesize, Infer, and Interpret</p> <p><i>September/October</i></p>	<ul style="list-style-type: none"> • I can quote from a text to explain what the text says. • I can quote from a text when I make an inference from the text. • I can use details from a text to figure out the theme of a story. • I can use what I know about how the characters in a story respond to challenges to help me determine the theme. • I can summarize a text. • I can use specific details in the text to compare and contrast two or more characters, settings, or events in a story. • I can read and study to prepare for discussions. • I can use a variety of resources to explore ideas that are discussed. • I can follow classroom rules for discussions and complete my assigned roles. • I can ask and respond to questions by making comments that add to the discussion and what other people said. • I can review key ideas from discussions. • I can draw conclusions from the information and knowledge I gained during a discussion. 	<p>RL.5.1 RL.5.2 RL.5.3</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues</p> <p>Unit 3: Nonfiction Reading: Using Text Structures to Comprehend Expository, Narrative, and Hybrid Nonfiction</p> <p><i>October/November</i></p>	<ul style="list-style-type: none"> • I can quote from a text to explain what the text says. • I can quote from a text to explain the author's inferences. • I can determine two or more main ideas of a text and explain how the key details support those main ideas. • I can summarize an informational text. • I can explain the relationship or interactions between two or more people, events, or ideas using specific information from the text. • I can explain the relationship or interactions between two or more concepts in a historical, scientific, or technical text using specific information from the text. • I can compare and contrast the text structure of events, ideas, concepts, or information in two or more texts. • I can use information from multiple sources, including digital sources, to quickly find an answer to a question or to solve a problem. • I can explain how an author uses reasons and evidence to support particular points in a text. • I can identify which reasons and evidence support particular points. 	<p>RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.7 RI.5.8</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues</p> <p>Unit 6 (integrated with writing): Poetry</p> <p><i>December</i></p>	<ul style="list-style-type: none"> • I can use details from a text to figure out the theme of a story, drama, or poem. • I can use what I know about how the speaker in a poem reflects on a topic to help me determine the theme. • I can determine the meaning of figurative language including similes and metaphors used in a text. • I can explain how each stanza fits together to create the structure of a poem. • I can analyze how visual and multimedia elements add to the meaning, tone and beauty of a text • I can read and understand 4th-5th grade level poetry, at the high end of 4th-5th grade texts on my own. 	<p>RL.5.2 RL.5.4 RL.5.5 RL.5.7 RL.5.10</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>

<p>A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues</p> <p>Unit 4: Nonfiction Research Projects: Teaching Students to Navigate Complex Nonfiction Text Sets Using Critical Analytical Lenses</p> <p><i>January/February</i></p>	<ul style="list-style-type: none"> • I can quote from a text to explain what the text says. • I can quote from a text to explain the author's inferences. • I can determine two or more main ideas of a text and explain how the key details support those main ideas. • I can summarize an informational text. • I can explain the relationship or interactions between two or more people, events, or ideas using specific information from the text. • I can explain the relationship or interactions between two or more concepts in a historical, scientific, or technical text using specific information from the text. • I can compare and contrast the text structure of events, ideas, concepts, or information in two or more texts. • I can use information from multiple sources, including digital sources, to quickly find an answer to a question or to solve a problem. • I can explain how an author uses reasons and evidence to support particular points in a text. • I can identify which reasons and evidence support particular points. 	<p>RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.7 RI.5.8</p>	<p>Fountas and Pinnell Reading Benchmark</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues</p> <p>Unit 5: Historical Fiction Book Clubs or Fantasy Book Clubs (Integrate Unit 6: Interpretation Text Sets)</p> <p><i>February/March</i></p>	<ul style="list-style-type: none"> • I can quote from a text to explain what the text says. • I can quote from a text when I make an inference from the text. • I can use details from a text to figure out the theme of a story. • I can use what I know about how the characters in a story respond to challenges to help me determine the theme. • I can summarize a text. • I can use specific details in the text to compare and contrast two or more characters, settings, or events in a story. • I can read and study to prepare for discussions. • I can use a variety of resources to explore ideas that are discussed. • I can follow classroom rules for discussions and complete my assigned roles. • I can ask and respond to questions by making comments that add to the discussion and what other people said. • I can review key ideas from discussions. • I can draw conclusions from the information and knowledge I gained during a discussion. 	<p>RL.5.1 RL.5.2 RL.5.3 RL.5.5 RL.5.6 SL.5.1</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
<p>A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues</p> <p>Unit 7: Test Preparation</p> <p><i>March/April</i></p>	<p>See all previous units</p>	<p>All reading learning targets may apply</p>	<p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>

<p>A Curricular Plan for Reading and Writing Workshop Grade 5 by Lucy Calkins and Colleagues</p> <p>Unit 8: Informational Reading: Reading, Research, and Writing in the Content Areas</p> <p><i>April/May/June</i></p>	<ul style="list-style-type: none"> • I can quote from a text to explain what the text says. • I can quote from a text to explain the author's inferences. • I can determine two or more main ideas of a text and explain how the key details support those main ideas. • I can summarize an informational text. • I can explain the relationship or interactions between two or more people, events, or ideas using specific information from the text. • I can explain the relationship or interactions between two or more concepts in a historical, scientific, or technical text using specific information from the text. • I can compare and contrast the text structure of events, ideas, concepts, or information in two or more texts. • I can analyze multiple accounts of the same event or topic and find similarities and differences in the point of view of each account. • I can use information from multiple sources, including digital sources, to quickly find an answer to a question or to solve a problem. • I can explain how an author uses reasons and evidence to support particular points in a text. • I can identify which reasons and evidence support particular points. • I can use information from several texts about the same topic to write or speak like an expert. • I can read and understand informational texts at the high end of the 4th-5th grade levels on my own. 	<p>RI.5.1 RI.5.2 RI.5.3 RI.5.5 RI.5.6 RI.5.7 RI.5.8 RI.5.9 RI.5.10</p>	<p>Fountas and Pinnell Reading Benchmark</p> <p>Conferring</p> <p>Frequent formative assessments based on learning targets</p>
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