

*Unatego Central School District  
ELA Curriculum Map*

Month <u>September</u>			Grade Level <u>5</u>
<b>Reading and Listening</b>			
CONTENT	SKILLS	ASSESSMENTS	
Realistic Fiction	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand characteristics of realistic fiction</li> <li>• Determine main idea/supporting detail</li> <li>• Identify author’s purpose</li> <li>• Identify the purpose of reading</li> <li>• Recognize organizational formats to assist in comprehension</li> <li>• Adjust reading rate according to purpose, self-monitoring for comprehension and self-correct when comprehension is disrupted</li> <li>• Skim material for information to gain an overview of the content or to locate specific information</li> <li>• Use text features, such as headings, captions, and titles to understand and interpret text.</li> <li>• Activate their prior knowledge in order to understand ideas, vocabulary, and text</li> <li>• Use a variety of decoding strategies to decode unfamiliar words, cross-check, and self-correct as needed</li> <li>• Recognize and use various word structures to determine the meaning of a word and use a thesaurus and or dictionary/ glossaries to find synonyms and antonyms</li> <li>• Recognize, use correctly, and learn high frequency words and regularly spelled words in content vocabulary and their meanings by both indirect and direct means</li> <li>• Be motivated to read a wide range of genres, by a variety of authors, for independent reading of a substantial period of time</li> <li>• Be socially and respectfully engaged in the</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple Choice Book Tests</li> <li>• Treasure Hunt Short Responses</li> <li>• Reading/Writing Parallel Tasks with graphic organizers</li> <li>• Listening/Writing Parallel Tasks with graphic organizers</li> <li>• Activities               <ul style="list-style-type: none"> <li>-book reports</li> <li>-projects</li> <li>-interviews</li> </ul> </li> <li>• RC Skills Tests</li> <li>• Classroom Discussion Participation</li> <li>• Teacher Conferencing</li> <li>• Teacher Observation of speaking/listening skills</li> <li>• Individual Reading Inventories</li> <li>• Story Test</li> <li>• Respond appropriately to what is heard</li> </ul> <p><b>* A combination of the above will be used.</b></p>	

	reading process continuously by peering/teacher/small group social interactions	
Classroom Discussion	<ul style="list-style-type: none"><li>• Ask probing questions and respond to questions for clarification</li><li>• Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles and advertisements</li><li>• Use the informal language of social communication</li><li>• Use text connections to better comprehend while reading</li></ul>	

**Reading and Listening**

<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENTS</b>
Mystery	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand characteristics of a mystery</li> <li>• Make valid prediction</li> <li>• Drawing valid conclusions</li> <li>• Identify one purpose for listening</li> <li>• Use corrective strategies such as rereading</li> <li>• Listen attentively for different purposes and for an extended period of time</li> <li>• Identify missing information and irrelevant information</li> <li>• Identify information that is implied rather than stated</li> <li>• Adjust reading rate according to purpose, self-monitoring for comprehension and self-correct when comprehension is disrupted</li> <li>• Skim material for information to gain an overview of the content or to locate specific information</li> <li>• Use text features, such as headings, captions, and titles to understand and interpret text.</li> <li>• Activate their prior knowledge in order to understand ideas, vocabulary, and text</li> <li>• Use a variety of decoding strategies to decode unfamiliar words, cross-check, and self-correct as needed</li> <li>• Recognize, use correctly, and learn high frequency words and regularly spelled words in content vocabulary and their meanings by both indirect and direct means</li> <li>• Recognize and use various word structures to determine the meaning of a word and use a thesaurus and or dictionary/ glossaries to find synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple Choice Book Tests</li> <li>• Treasure Hunt Short Responses</li> <li>• Reading/Writing Parallel Tasks with graphic organizers</li> <li>• Listening/Writing Parallel Tasks with graphic organizers</li> <li>• Activities               <ul style="list-style-type: none"> <li>-book reports</li> <li>-projects</li> <li>-interviews</li> </ul> </li> <li>• RC Skills Tests</li> <li>• Classroom Discussion Participation</li> <li>• Teacher Conferencing</li> <li>• Teacher Observation</li> <li>• Individual Reading Inventories</li> <li>• Story Test</li> </ul> <p><b>* A combination of the above will be used.</b></p>

	<ul style="list-style-type: none"> <li>• Be motivated to read a wide range of genres, by a variety of authors, for independent reading of a substantial period of time</li> <li>• Be socially and respectfully engaged in the reading process continuously by peering/teacher/small group social interactions.</li> <li>• Identify a character's motivation</li> </ul>	
Classroom Discussion	<ul style="list-style-type: none"> <li>• Ask probing questions and respond to questions for clarification</li> <li>• Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles and advertisements</li> <li>• Use the informal language of social communication</li> <li>• Use text connections to better comprehend while reading</li> </ul>	

**Reading and Listening**

<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENTS</b>
<p>Historical Fiction</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand characteristics of historical fiction</li> <li>• Determine setting</li> <li>• Identify point of view</li> <li>• Compare and contrast information on one topic from multiple sources</li> <li>• Recognize content-specific vocabulary or terminology</li> <li>• Recognize how new information is related to prior knowledge or experience</li> <li>• Listen for unfamiliar words and learn their meaning</li> <li>• Adjust reading rate according to purpose, self-monitoring for comprehension and self-correct when comprehension is disrupted</li> <li>• Skim material for information to gain an overview of the content or to locate specific information</li> <li>• Use text features, such as headings, captions, and titles to understand and interpret text.</li> <li>• Activate their prior knowledge in order to understand ideas, vocabulary, and text</li> <li>• Use a variety of decoding strategies to decode unfamiliar words, cross-check, and self-correct as needed</li> <li>• Recognize and use various word structures to determine the meaning of a word and use a thesaurus and or dictionary/ glossaries to find synonyms and antonyms</li> <li>• Recognize, use correctly, and learn high frequency words and regularly spelled words in content vocabulary and their</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple Choice Book Tests</li> <li>• Treasure Hunt Short Responses</li> <li>• Reading/Writing Parallel Tasks with graphic organizers</li> <li>• Listening/Writing Parallel Tasks with graphic organizers</li> <li>• Activities                             <ul style="list-style-type: none"> <li>-book reports</li> <li>-projects</li> <li>-interviews</li> </ul> </li> <li>• RC Skills Tests</li> <li>• Classroom Discussion Participation</li> <li>• Teacher Conferencing</li> <li>• Teacher Observation</li> <li>• Individual Reading Inventories</li> <li>• Story Test</li> </ul> <p><b>* A combination of the above will be used.</b></p>

	<p>meanings by both indirect and direct means</p> <ul style="list-style-type: none"> <li>• Be motivated to read a wide range of genres, by a variety of authors, for independent reading of a substantial period of time</li> <li>• Be socially and respectfully engaged in the reading process continuously by peering/teacher/small group social interactions</li> </ul>	
<p>Classroom Discussion</p>	<ul style="list-style-type: none"> <li>• Ask probing questions and respond to questions for clarification</li> <li>• Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles and advertisements</li> <li>• Use the informal language of social communication</li> <li>• Identify cultural and history</li> <li>• Use text connections to better comprehend while reading</li> </ul>	

Month December

Grade Level 5

**Reading and Listening**

<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENTS</b>
<p>Folktales</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Determine characteristics of folk tales</li> <li>• Recognize character traits</li> <li>• Identify problem and solution</li> <li>• Identify missing information and irrelevant information</li> <li>• Recognize the meaning of the speaker’s nonverbal cues</li> <li>• Identify cultural and historical influences in texts and performances, with assistance</li> <li>• Identify essential details or note taking</li> <li>• Adjust reading rate according to purpose, self-monitoring for comprehension and self-correct when comprehension is disrupted</li> <li>• Skim material for information to gain an overview of the content or to locate specific information</li> <li>• Use text features, such as headings, captions, and titles to understand and interpret text.</li> <li>• Activate their prior knowledge in order to understand ideas, vocabulary, and text</li> <li>• Use a variety of decoding strategies to decode unfamiliar words, cross-check, and self-correct as needed</li> <li>• Recognize, use correctly, and learn high frequency words and regularly spelled words in content vocabulary and their meanings by both indirect and direct means</li> <li>• Recognize and use various word structures to determine the meaning of a word and use a thesaurus and or dictionary/ glossaries to find synonyms and antonyms</li> <li>• Be motivated to read a wide range of genres,</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple Choice Book Tests</li> <li>• Treasure Hunt Short Responses</li> <li>• Reading/Writing Parallel Tasks with graphic organizers</li> <li>• Listening/Writing Parallel Tasks with graphic organizers</li> <li>• Activities               <ul style="list-style-type: none"> <li>-book reports</li> <li>-projects</li> <li>-interviews</li> </ul> </li> <li>• RC Skills Tests</li> <li>• Classroom Discussion Participation</li> <li>• Teacher Conferencing</li> <li>• Teacher Observation</li> <li>• Individual Reading Inventories</li> <li>• Story Test</li> </ul> <p><b>* A combination of the above will be used.</b></p>

	<p>by a variety of authors, for independent reading of a substantial period of time</p> <ul style="list-style-type: none"> <li>• Be socially and respectfully engaged in the reading process continuously by peering/teacher/small group social interactions</li> </ul>	
Classroom Discussion	<ul style="list-style-type: none"> <li>• Ask probing questions and respond to questions for clarification</li> <li>• Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles and advertisements</li> <li>• Use the informal language of social communication</li> <li>• Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations</li> <li>• Use text connections to better comprehend while reading</li> </ul>	

Month January

Grade Level 5

**Reading and Listening**

CONTENT	SKILLS	ASSESSMENTS
Poetry	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand characteristics of poetry</li> <li>• Identify and use figurative language correctly</li> <li>• Recognize personification</li> <li>• Develop a personal voice that enables the reader to get to know the writer</li> <li>• Distinguish different genres, such as story, biography, poem, or play, with assistance</li> <li>• Listen respectfully and responsibly without interrupting. When others speak</li> <li>• Use knowledge of punctuation to assist in comprehension</li> <li>• Adjust reading rate according to purpose, self-monitoring for comprehension and self-correct when comprehension is disrupted</li> <li>• Skim material for information to gain an overview of the content or to locate specific information</li> <li>• Use text features, such as headings, captions, and titles to understand and interpret text.</li> <li>• Activate their prior knowledge in order to understand ideas, vocabulary, and text</li> <li>• Use a variety of decoding strategies to decode unfamiliar words, cross-check, and self-correct as needed</li> <li>• Recognize and use various word structures to determine the meaning of a word and use a thesaurus and or dictionary/ glossaries to find synonyms and antonyms</li> <li>• Recognize, use correctly, and learn high frequency words and regularly spelled words in content vocabulary and their</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple Choice Book Tests</li> <li>• Treasure Hunt Short Responses</li> <li>• Reading/Writing Parallel Tasks with graphic organizers</li> <li>• Listening/Writing Parallel Tasks with graphic organizers</li> <li>• Activities               <ul style="list-style-type: none"> <li>-book reports</li> <li>-projects</li> <li>-interviews</li> </ul> </li> <li>• RC Skills Tests</li> <li>• Classroom Discussion Participation</li> <li>• Teacher Conferencing</li> <li>• Teacher Observation</li> <li>• Individual Reading Inventories</li> <li>• Story Test</li> </ul> <p><b>* A combination of the above will be used.</b></p>

	<p>meanings by both indirect and direct means</p> <ul style="list-style-type: none"> <li>• Be motivated to read a wide range of genres, by a variety of authors, for independent reading of a substantial period of time</li> <li>• Be socially and respectfully engaged in the reading process continuously by peering/teacher/small group social interactions</li> </ul>	
Classroom Discussion	<ul style="list-style-type: none"> <li>• Ask probing questions and respond to questions for clarification</li> <li>• Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles and advertisements</li> <li>• Use the informal language of social communication</li> <li>• Evaluate the quality of the speaker's presentation style—volume, tone, rate</li> <li>• Use text connections to better comprehend while reading</li> </ul>	

**Reading and Listening**

CONTENT	SKILLS	ASSESSMENTS
<p>Biography</p>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand characteristics of a biography</li> <li>• Sequence events</li> <li>• Create timelines</li> <li>• Compare and contrast two or more concepts (characters, objects, ideas)</li> <li>• Read the steps in a procedure in order to accomplish a task</li> <li>• Identify signal words such as finally, in addition, next, etc</li> <li>• Use the table of contents and indexes to locate information</li> <li>• Adapt an organizational format appropriate for critical analysis and evaluation, with assistance</li> <li>• Adjust reading rate according to purpose, self-monitoring for comprehension and self-correct when comprehension is disrupted</li> <li>• Skim material for information to gain an overview of the content or to locate specific information</li> <li>• Use text features, such as headings, captions, and titles to understand and interpret text</li> <li>• Activate their prior knowledge in order to understand ideas, vocabulary, and text</li> <li>• Use a variety of decoding strategies to decode unfamiliar words, cross-check, and self-correct as needed</li> <li>• Recognize and use various word structures to determine the meaning of a word and use a thesaurus and or dictionary/ glossaries to find synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple Choice Book Tests</li> <li>• Treasure Hunt Short Responses</li> <li>• Reading/Writing Parallel Tasks with graphic organizers</li> <li>• Listening/Writing Parallel Tasks with graphic organizers</li> <li>• Activities               <ul style="list-style-type: none"> <li>-book reports</li> <li>-projects</li> <li>-interviews</li> </ul> </li> <li>• RC Skills Tests</li> <li>• Classroom Discussion Participation</li> <li>• Teacher Conferencing</li> <li>• Teacher Observation</li> <li>• Individual Reading Inventories</li> <li>• Story Test</li> </ul> <p><b>* A combination of the above will be used.</b></p>

	<ul style="list-style-type: none"> <li>• Recognize, use correctly, and learn high frequency words and regularly spelled words in content vocabulary and their meanings by both indirect and direct means</li> <li>• Be motivated to read a wide range of genres, by a variety of authors, for independent reading of a substantial period of time</li> <li>• Be socially and respectfully engaged in the reading process continuously by peering/teacher/small group social interactions</li> </ul>	
Classroom Discussion	<ul style="list-style-type: none"> <li>• Ask probing questions and respond to questions for clarification</li> <li>• Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles and advertisements.</li> <li>• Use the informal language of social communication</li> <li>• Recognize the age, gender, position, and cultural traditions of the author</li> <li>• Recognize that social communication may include informal language such as jargon</li> <li>• Use text connections to better comprehend while reading</li> </ul>	

**Reading and Listening**

<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENTS</b>
<p>Fantasy</p>	<ul style="list-style-type: none"> <li>• Understand characteristics of a fantasy</li> <li>• Distinguish between fantasy and realistic fiction</li> <li>• Making inferences</li> <li>• Identify the purpose of reading</li> <li>• Use information and ideas from other subject areas and personal experiences to form and express opinions</li> <li>• Recognize how new information is related to prior knowledge or experiences</li> <li>• Recognize the use of literary devices, such as simile, personification, rhythm, rhyme, in presentations of literary text</li> <li>• Adjust reading rate according to purpose, self-monitoring for comprehension and self-correct when comprehension is disrupted</li> <li>• Skim material for information to gain an overview of the content or to locate specific information</li> <li>• Use text features, such as headings, captions, and titles to understand and interpret text</li> <li>• Activate their prior knowledge in order to understand ideas, vocabulary, and text</li> <li>• Use a variety of decoding strategies to decode unfamiliar words, cross-check, and self-correct as needed</li> <li>• Recognize, use correctly, and learn high frequency words and regularly spelled words in content vocabulary and their meanings by both indirect and direct means</li> <li>• Recognize and use various word structures to determine the meaning of a word and use a thesaurus and or dictionary/ glossaries to</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple Choice Book Tests</li> <li>• Treasure Hunt Short Responses</li> <li>• Reading/Writing Parallel Tasks with graphic organizers</li> <li>• Listening/Writing Parallel Tasks with graphic organizers</li> <li>• Activities                             <ul style="list-style-type: none"> <li>-book reports</li> <li>-projects</li> <li>-interviews</li> </ul> </li> <li>• RC Skills Tests</li> <li>• Classroom Discussion Participation</li> <li>• Teacher Conferencing</li> <li>• Teacher Observation</li> <li>• Individual Reading Inventories</li> <li>• Story Test</li> </ul> <p><b>* A combination of the above will be used.</b></p>

	<p>find synonyms and antonyms</p> <ul style="list-style-type: none"> <li>• Be motivated to read a wide range of genres, by a variety of authors, for independent reading of a substantial period of time</li> <li>• Be socially and respectfully engaged in the reading process continuously by peering/teacher/small group social interactions</li> </ul>	
Classroom Discussion	<ul style="list-style-type: none"> <li>• Ask probing questions and respond to questions for clarification</li> <li>• Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles and advertisements</li> <li>• Use the informal language of social communication</li> <li>• Use text connections to better comprehend while reading</li> </ul>	

Month April

Grade Level 5

**Reading and Listening**

<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENTS</b>
<p>Non-Fiction</p>	<ul style="list-style-type: none"> <li>• Understand characteristics of a non-fiction</li> <li>• Distinguish between fact and opinion</li> <li>• Determine unfamiliar words</li> <li>• Form an opinion on a subject on the basis of information, ideas, and themes expressed in presentations</li> <li>• Identify information that is implied rather than stated</li> <li>• Identify signal words such as because, as a result of, and therefore</li> <li>• Recognize and use the perspective of others to analyze the content of presentations</li> <li>• Adjust reading rate according to purpose, self-monitoring for comprehension and self-correct when comprehension is disrupted</li> <li>• Skim material for information to gain an overview of the content or to locate specific information</li> <li>• Use text features, such as headings, captions, and titles to understand and interpret text</li> <li>• Activate their prior knowledge in order to understand ideas, vocabulary, and text</li> <li>• Recognize and use various word structures to determine the meaning of a word and use a thesaurus and or dictionary/ glossaries to find synonyms and antonyms</li> <li>• Use a variety of decoding strategies to decode unfamiliar words, cross-check, and self-correct as needed</li> <li>• Recognize, use correctly, and learn high frequency words and regularly spelled words in content vocabulary and their meanings by both indirect and direct means</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple Choice Book Tests</li> <li>• Treasure Hunt Short Responses</li> <li>• Reading/Writing Parallel Tasks with graphic organizers</li> <li>• Listening/Writing Parallel Tasks with graphic organizers</li> <li>• Activities               <ul style="list-style-type: none"> <li>-book reports</li> <li>-projects</li> <li>-interviews</li> </ul> </li> <li>• RC Skills Tests</li> <li>• Classroom Discussion Participation</li> <li>• Teacher Conferencing</li> <li>• Teacher Observation</li> <li>• Individual Reading Inventories</li> <li>• Story Test</li> </ul> <p><b>* A combination of the above will be used.</b></p>

	<ul style="list-style-type: none"> <li>• Be motivated to read a wide range of genres, by a variety of authors, for independent reading of a substantial period of time</li> <li>• Be socially and respectfully engaged in the reading process continuously by peering/teacher/small group social interactions</li> </ul>	
Classroom Discussion	<ul style="list-style-type: none"> <li>• Ask probing questions and respond to questions for clarification</li> <li>• Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles and advertisements.</li> <li>• Use the informal language of social communication</li> <li>• Use prior knowledge and experience to analyze the content of presentations</li> <li>• Use text connections to better comprehend while reading</li> </ul>	

Month May

Grade Level 5

**Reading and Listening**

<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENTS</b>
Adventure	<ul style="list-style-type: none"> <li>• Understand characteristics of a adventure</li> <li>• Determine cause and effect</li> <li>• Determine appropriate definition for multiple meaning words</li> <li>• Use context clues, dictionary, or glossary to determine meaning</li> <li>• Use personal experience and schema to interpret and response to literary texts and performances</li> <li>• Read to collect and interpret data, facts, and ideas from multiple sources</li> <li>• Adjust reading rate according to purpose, self-monitoring for comprehension and self-correct when comprehension is disrupted</li> <li>• Skim material for information to gain an overview of the content or to locate specific information</li> <li>• Use text features, such as headings, captions, and titles to understand and interpret text</li> <li>• Activate their prior knowledge in order to understand ideas, vocabulary, and text</li> <li>• Use a variety of decoding strategies to decode unfamiliar words, cross-check, and self-correct as needed</li> <li>• Recognize, use correctly, and learn high frequency words and regularly spelled words in content vocabulary and their meanings by both indirect and direct means</li> <li>• Recognize and use various word structures to determine the meaning of a word and use a thesaurus and or dictionary/ glossaries to find synonyms and antonyms</li> <li>• Be motivated to read a wide range of genres,</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple Choice Book Tests</li> <li>• Treasure Hunt Short Responses</li> <li>• Reading/Writing Parallel Tasks with graphic organizers</li> <li>• Listening/Writing Parallel Tasks with graphic organizers</li> <li>• Activities               <ul style="list-style-type: none"> <li>-book reports</li> <li>-projects</li> <li>-interviews</li> </ul> </li> <li>• RC Skills Tests</li> <li>• Classroom Discussion Participation</li> <li>• Teacher Conferencing</li> <li>• Teacher Observation</li> <li>• Individual Reading Inventories</li> <li>• Story Test</li> </ul> <p><b>* A combination of the above will be used.</b></p>

	<p>by a variety of authors, for independent reading of a substantial period of time</p> <ul style="list-style-type: none"> <li>• Be socially and respectfully engaged in the reading process continuously by peering/teacher/small group social interactions</li> </ul>	
Classroom Discussion	<ul style="list-style-type: none"> <li>• Ask probing questions and respond to questions for clarification</li> <li>• Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles and advertisements</li> <li>• Use the informal language of social communication</li> <li>• Use text connections to better comprehend while reading</li> </ul>	

Month June

Grade Level 5

**Reading and Listening**

<b>CONTENT</b>	<b>SKILLS</b>	<b>ASSESSMENTS</b>
<p>Realistic fiction</p>	<ul style="list-style-type: none"> <li>• Understand characteristics of realistic fiction</li> <li>• Determine theme</li> <li>• Create a story map</li> <li>• Listen attentively to a variety of texts read aloud</li> <li>• Recognize organizational formats to assist in comprehension</li> <li>• Read aloud using inflection and intonation appropriate to text</li> <li>• Identify main ideas and supporting detail to distinguish between relevant and irrelevant information</li> <li>• Adjust reading rate according to purpose, self-monitoring for comprehension and self-correct when comprehension is disrupted</li> <li>• Skim material for information to gain an overview of the content or to locate specific information</li> <li>• Use text features, such as headings, captions, and titles to understand and interpret text</li> <li>• Activate their prior knowledge in order to understand ideas, vocabulary, and text</li> <li>• Use a variety of decoding strategies to decode unfamiliar words, cross-check, and self-correct as needed</li> <li>• Recognize, use correctly, and learn high frequency words and regularly spelled words in content vocabulary and their meanings by both indirect and direct means</li> <li>• Recognize and use various word structures to determine the meaning of a word and use a thesaurus and or dictionary/ glossaries to find synonyms and antonyms</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple Choice Book Tests</li> <li>• Treasure Hunt Short Responses</li> <li>• Reading/Writing Parallel Tasks with graphic organizers</li> <li>• Listening/Writing Parallel Tasks with graphic organizers</li> <li>• Activities               <ul style="list-style-type: none"> <li>-book reports</li> <li>-projects</li> <li>-interviews</li> </ul> </li> <li>• RC Skills Tests</li> <li>• Classroom Discussion Participation</li> <li>• Teacher Conferencing</li> <li>• Teacher Observation</li> <li>• Individual Reading Inventories</li> <li>• Story Test</li> </ul> <p><b>* A combination of the above will be used.</b></p>

	<ul style="list-style-type: none"> <li>• Be motivated to read a wide range of genres, by a variety of authors, for independent reading of a substantial period of time</li> <li>• Be socially and respectfully engaged in the reading process continuously by peering/teacher/small group social interactions</li> </ul>	
Classroom Discussion	<ul style="list-style-type: none"> <li>• Ask probing questions and respond to questions for clarification</li> <li>• Express an opinion about information, ideas, opinions, themes, and experiences in books, essays, articles and advertisements</li> <li>• Use the informal language of social communication</li> <li>• Use text connections to better comprehend while reading</li> </ul>	

- ELA Standard 1: Language for Information and Understanding**
- ELA Standard 2: Language for Literary Response and Expression**
- ELA Standard 3: Language for Critical Analysis and Evaluation**
- ELA Standard 4: Language for Social Interaction**



Island of the Blue Dolphins	Historical Fiction
Esperanza Rising	Historical Fiction
Hiroshima	Historical Fiction
Stories to Solve: Folktales from Around the World	Folktales
American Tall Tales	Folktales
Calamity Jane	Folktales
Molly Pitcher	Folktales
A Kick In the Head	Poetry
This Day Is Over (Landscapes-basal)	Poetry
Metaphor (Landscapes-basal)	Poetry
Books Fall Open (Landscapes-basal)	Poetry
Western Wagons (Landscapes-basal)	Poetry
Some People I Know (Landscapes-basal)	Poetry
The Snowflake (Landscapes-basal)	Poetry
Eagle Flight (Landscapes-basal)	Poetry
The River (Landscapes-basal)	Poetry
Haiku (Landscapes-basal)	Poetry
A Bat is Born (Landscapes-basal)	Poetry
Going West (Landscapes-basal)	Biography
Meet the Author: Carol Ryrie Brink (Landscapes-basal)	Biography
Women of the West (Landscapes-basal)	Biography
Samurai of Gold Hill (Landscapes-basal)	Biography
Meet the Author: Virginia Hamilton (Landscapes-basal)	Biography
Meet the Author: L. Frank Baum (Landscapes-basal)	Biography
Oh the Places He Went; Dr. Seuss	Biography
Stuart Little	Fantasy
Charlie and the Chocolate Factory	Fantasy
Witches	Fantasy
Tuck Everlasting	Fantasy
G.L.U.T.Z. (Landscapes-basal)	Fantasy
The Flight of Icarus (Landscapes-basal)	Fantasy
East of the Sun and West of the Moon (Landscapes-basal)	Fantasy
A Strange Sled Ride (Landscapes-basal)	Fantasy
Dorothy's Journey to the Center of the Earth (Landscapes-basal)	Fantasy
Journey to the Center of the Earth	Fantasy
Series of Unfortunate Events #1	Fantasy
Volcano	Non-Fiction
You Can Get a Job (Landscapes-basal)	Non-Fiction

Children's Express (Landscapes-basal)	Non-Fiction
The Art of the Old West (Landscapes-basal)	Non-Fiction
Frontier Schoolhouses (Landscapes-basal)	Non-Fiction
The Changing River (Landscapes-basal)	Non-Fiction
Why Mount St. Helens Blew Its Top (Landscapes-basal)	Non-Fiction
The Endless Cave (Landscapes-basal)	Non-Fiction
Volcanoes	Non-Fiction
Blue or Gray?	Non-Fiction
The 13 Colonies	Non-Fiction
The Maya	Non-Fiction
Volcanoes and Earthquakes	Non-Fiction
Dust Bowl Days	Non-Fiction
The Roaring 20's	Non-Fiction
The Toothpaste Millionaire (Landscapes-basal)	Adventure
Henry Reed's Journal (Landscapes-basal)	Adventure
The Best Kind of Book (Landscapes-basal)	Adventure
Canyon Winter (Landscapes-basal)	Adventure
Escaping the Wave	Adventure