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| **Essential Understandings** | * Effective readers engage in behaviors that contribute to the understanding and enjoyment of becoming lifelong learners while attending to accuracy, fluency, comprehension, expanded vocabulary and purpose.
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| **Essential****Questions** | * What are the behaviors that contribute to effective reading?
* What are the phonics, word analysis skills, grammar and language conventions students need to read and speak with accuracy, fluency, and comprehension?
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| **Essential Knowledge** | * Readers have personal responsibility to choose behaviors that contribute to effective reading.
* Collaborative discussions following agreed-upon rules are valuable to deepening understanding of a text.
* Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose.
* There are a variety of ways to respond to a text.
* Grade-level vocabulary, language conventions and mechanics contribute to proficient reading and speaking.
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| **Vocabulary/Content** | * comprehension, fluency, accuracy, self-monitor, vocabulary, stamina, connections, text, rate/pace, expression, dialogue, focus, craft, collaborate, discussion, strategy, illustrate, literal, figurative speech, context, inference, specific, general, details summarize, cause and effect
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| **Essential** **Skills** | * Read on-level text with purpose and understanding.
* Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
* Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
* Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
* Follow agreed-upon rules for discussions and carry out assigned roles.
* Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
* Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
* Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
* Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
* Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
* Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
* Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
* Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).
* Demonstrate mastery of grade level appropriate foundational and language skills. See Appendix 5BRH
* Use knowledge of language and its conventions when writing, speaking, reading, or listening. See Appendix: 5BRH
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| **Related****Maine Learning Results** | Foundational Skills—Grade 5* RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.
1. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
* RF.5.4 Read with sufficient accuracy and fluency to support comprehension.
1. Read on-level text with purpose and understanding.
2. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening—Grade 5* SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners *on grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
1. Come to discussions prepared, having read or studied required material, explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
2. Follow agreed-upon rules for discussions and carry out assigned roles.
3. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
4. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
* SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
* SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
* SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
* SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
* SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language—Grade 5* L.5.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
1. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.
2. Use verb tense to convey various times, sequence, states, and conditions.
3. Use correlative conjunctions (e.g., *either/or, neither/nor*).
* L.5.3 Use knowledge of language and its conventions when writing, speaking, reading or listening.
	1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
	2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
* L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
	+ - * 1. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
				2. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
* L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. * L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. *however, although, nevertheless, similarly, moreover, in addition).*
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| **Sample Lessons and Activities** | Read aloud activitiesReader’s theater Partner reading activities Independent reading for stamina How to determine a “good fit” bookLiterature circles with specific jobs (summarizer, connector, bridge builder, artist, investigator, etc.)Vocabulary activities |
| **Sample****Classroom****Assessment****Methods** | DRA Aimsweb Teacher observationConferences with students, conversations, informal assessments |
| **Sample****Resources** | * Publications:

Lucy Calkins Reading Workshop* Teacher Resources

[The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction](http://www.amazon.com/CAFE-Book-Engaging-Assessment-Instruction/dp/1571107282/ref%3Dsr_1_1?s=books&ie=UTF8&qid=1399319146&sr=1-1&keywords=daily+five+cafe) by [Gail Boushey](http://www.amazon.com/Gail-Boushey/e/B001JS10RO/ref%3Dsr_ntt_srch_lnk_1?qid=1399319145&sr=1-1) and Joan Moser (Apr 28, 2009)[The Daily Five](http://www.amazon.com/Daily-Five-Gail-Boushey-ebook/dp/B001ROAK94/ref%3Dsr_1_3?s=books&ie=UTF8&qid=1399319146&sr=1-3&keywords=daily+five+cafe) by [Gail Boushey](http://www.amazon.com/Gail-Boushey/e/B001JS10RO/ref%3Dsr_ntt_srch_lnk_3?qid=1399319145&sr=1-3) and Joan Moser (Jan 1, 2006)  |