

Teacher: Core Reading Guided Reading
Grade5

Year: 2011-12

Course: Guided Reading Grade 5

Month: All Months

September	Informational Text - Assumes increasing text complexity with identified grade level text (DRA, lexile, differentiated text as appropriate. Sept ~							
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	
	R.5.7.1- Obtaining information from text features(State)		Focus reference material: *science/soc.st. content, dictionary, thesaurus, glossary	NEW: Choose /use appropriate practical/functional text				*App vocab deriv not li instr (i.e.s sequ infer cont unfa word asses (i.e.N NEC
	R.5.7.5- Identifying the characteristics of a variety of types of text(Local) R.5.15.1- Identifying potential sources of information from those provided (Local)		Text features: table of contents, bold/italicized text, headings	Obtain information using text features				
Four Blocks as Model of Instructional Delivery applies to each unit and month.								
	Literary Text - Assumes increasing text complexity with identified grade level text (DRA, lexile, text as appropriate. Sept ~							
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary	
R.5.8.1- Connecting information within a text or across texts (State)		Strategy and skill review Connections (text to text, text to self,	Continuous revisiting of previous skills and strategies as appropriate to text					

<p>R.5.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by</p> <p>R.5.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>		<p>text to world)</p>	<p>Makes connections to text</p>			
<p>R.5.4.1- Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time (State)</p> <p>R.5.4.3- Generating questions before, during, and after reading to enhance recall (Local)</p> <p>R.5.4.4-</p>		<p>Questioning Focus genre: Realistic Fiction Story elements: character, setting, problem/solution, major events, plot Logical predictions Character Traits NEW: Conclusion (including relevant details)</p>	<p>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information Identify characteristics of realistic fiction Identify story elements Describe story elements Drawing logical predictions Describe</p>			<p>*Appro vocabu derived not lim instruc (i.e.sur sequen inferri conten unfami words) assess (i.e.NV NECA *Appro vocabu derived not lim instruc (i.e.sur sequen inferri conten</p>

<p>Identifying the characteristics of a variety of types of text(Local) R.5.5.1-Making logical predictions (State) R.5.5.3- Describing characters' physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time (State) R.5.7.4- Generating questions before, during, and after reading to enhance recall (Local) R.5.14.2-Reading from a wide range of genres/kinds of text and a variety of authors(Local) R.5.15.4-Using evidence to support conclusions(local) R.5.16.2- Providing relevant details to support the conclusions made (Local)</p>			<p>characters' physical characteristics Describe characters' personality traits and <i>NEW: changes over time</i>, using examples from story <i>NEW: Draws conclusions that are supported by relevant details</i></p>			<p>unfam words) assess (i.e.NV NECA</p>
--	--	--	--	--	--	--

October

Informational Text - **Assumes increasing text complexity with identified grade level text (DRA, lexile, differentiated text as appropriate.**

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.5.7.2-Using information from the text to answer questions related to explicitly stated main/central ideas or key details (State) R.5.7.5-Identifying the characteristics of a variety of types of text(Local) R.5.8.3-Drawing inferences about text, including author's purpose or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)		Focus reference material:*science/soc.st. content, newspaper, advertisement Controlling idea (main idea)	Choose/use appropriate practical/functional text Identify controlling idea			*Appropriate vocabulary derived from text not included in instructional materials (i.e. sequences, inferences, content, unfamiliar words, assessments, etc.) (i.e. NEC)

Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text - **Assumes increasing text complexity with identified grade level text (DRA, lexile, differentiated text as appropriate.**

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.5.8.1-Connecting information within a text or across texts (State) R.5.12.0-Comprehension Skills and		Strategy and skill review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies as appropriate to text Makes connections to			

<p>Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by R.5.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>			text			
<p>R.5.4.2- Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text (State) R.5.4.3- Generating questions before, during, and after reading to enhance recall (Local) R.5.4.4- Identifying the characteristics of a variety of types of text(Local) R.5.5.6- Identifying</p>		<p>Questioning Focus genre: <i>NEW: Mystery</i> Summary/paraphrase Cause and effect</p>	<p>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information Identify characteristics of a mystery Summarize key ideas/plot Sequencing of events Identify cause and effect, including motives of characters</p>			<p>*Appro vocabu derived not lim instruc (i.e.sur sequen inferri conten unfami words) assess (i.e.NV NECA</p>

author's message or theme (implied or stated, as in a fable) (State) R.5.7.4- Generating questions before, during, and after reading to enhance recall (Local) R.5.14.2- Reading from a wide range of genres/kinds of text and a variety of authors(Local)						
--	--	--	--	--	--	--

Nov ~ Informational Text - **Assumes increasing text complexity with identified grade level text (DRA, le differentiated text as appropriate.**

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voca
R.5.7.3-Organizing information to show understanding(State) R.5.7.5-Identifying the characteristics of a variety of types of text(Local)		Focus reference material:*science/soc.st. content, announcements, letters, invitations Graphic organizers	Choose/use appropriate practical/functional text Organizes information from text using graphic organizers to show understanding			*App voca deriv not l instr (i.e.s sequ infer cont unfa word asses (i.e.N NEC

Literary Text - Nov (continues into December) ~ **Four Blocks as Model of Instructional Delivery applies to each u Assumes increasing text complexity with identified grade level t and differentiated text as appropriate.**

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
<p>R.5.8.1- Connecting information within a text or across texts (State)</p> <p>R.5.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by</p> <p>R.5.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>		<p>Strategy and skill review</p> <p>Connections (text to text, text to self, text to world)</p>	<p>Continuous revisiting of previous skills and strategies as appropriate to text</p> <p>Makes connections to text</p>			
<p>R.5.4.1- Identifying or describing character(s), setting, problem/solution, major events, or plot, as appropriate to text; or identifying any significant changes in character(s) over time (State)</p>		<p>Questioning Focus genre: Fantasy Story elements: review all, focus on setting and problem Inferences: problem/conflict, solution</p>	<p>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information Identify characteristics of a fantasy</p>			<p>*Appro vocabu derived not lim instruc (i.e.sun sequen inferri conten unfami words) assessr (i.e.NW NECA.</p>

<p>R.5.4.3- Generating questions before, during, and after reading to enhance recall (Local)</p> <p>R.5.4.4- Identifying the characteristics of a variety of types of text(Local)</p> <p>R.5.5.3- Describing characters' physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time (State)</p> <p>R.5.7.4- Generating questions before, during, and after reading to enhance recall (Local)</p> <p>R.5.14.2-Reading from a wide range of genres/kinds of text and a variety of authors(Local)</p>			<p>Identify story elements Describe story elements <i>NEW: Discuss how story elements impact each other i.e How the setting may affect a character</i></p>			
---	--	--	---	--	--	--

D
e
c
e

Informational Text - **Assumes increasing text complexity with identified grade level text (DRA, leveled differentiated text as appropriate.**
Dec ~

m b e r	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voca
	R.5.7.5- Identifying the characteristics of a variety of types of text(Local) R.5.8.2- Synthesizing information within or across ext(s)(State)		Focus reference material: *science/soc.st. content, encyclopedia, atlas, index Gneralizations	Choose/use appropriate practical/functional text Recognizes generalizations using controlling ideas and titles			*App vocab deriv not li instr (i.e.s sequ inferm contc unfa word asses (i.e.N NEC

Four Blocks as Model of Instructional Delivery applies to each
Assumes increasing text complexity with identified grade level t
and differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.5.8.1- Connecting information within a text or across texts (State) R.5.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by R.5.16.1- Comparing stories or other		Strategy and skill review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies as appropriate to text Makes connections to text			

	texts to related personal experience, prior knowledge, or to other books						
	<p>R.5.4.3-Generating questions before, during, and after reading to enhance recall (Local)</p> <p>R.5.4.4-Identifying the characteristics of a variety of types of text(Local)</p> <p>R.5.7.3-Organizing information to show understanding(State)</p> <p>R.5.7.4-Generating questions before, during, and after reading to enhance recall (Local)</p> <p>R.5.14.2-Reading from a wide range of genres/kinds of text and a variety of authors(Local)</p>		<p>Questioning Focus genre: Fairy Tales</p> <p>Point of view</p> <p>Lesson or moral</p>	<p>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information</p> <p>Identify characteristics of a Fairy Tale</p> <p>Identify Fairy Tale's lesson or moral</p> <p>Discuss Fairy Tale's lesson or moral</p> <p>Discuss different characters point of view</p>			<p>*Appro vocabulary derived not limited instru (i.e.sur sequen inferrin conten unfami words) assess (i.e.NV NECA</p>
J a n u a r y	Informational Text- Jan ~	Assumes increasing text complexity with identified grade level text (DRA, lex differentiated text as appropriate.					
	Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Voc
	R.5.7.5-Identifying the characteristics of a variety of types of text(Local) R.5.8.3-Drawing inferences about		<p>Focus reference material:*science/soc.st. content, procedures, instructions, directions</p> <p>Author's Purpose:</p>	<p>Choose/use appropriate practical/functional text</p> <p>Identify Author's</p>			<p>*Appr voca deriv not l instr (i.e.s</p>

text, including author's purpose or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)		inform, explain, entertain, NEW: persuade Basic conclusions	Purpose Draws basic conclusions			sequ infer cont unfa word asses (i.e.N NEC
--	--	---	--	--	--	---

Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text -
Jan ~

Assumes increasing text complexity with identified grade level text (DRA, lexile, etc.) and text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.5.8.1- Connecting information within a text or across texts (State) R.5.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by R.5.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books		Strategy and skill review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies as appropriate to text Makes connections to text			

<p>R.5.4.3- Generating questions before, during, and after reading to enhance recall (Local)</p> <p>R.5.4.4- Identifying the characteristics of a variety of types of text(Local)</p> <p>R.5.5.5- Identifying the narrator(State)</p> <p>R.5.7.4- Generating questions before, during, and after reading to enhance recall (Local)</p> <p>R.5.14.2- Reading from a wide range of genres/kinds of text and a variety of authors(Local)</p>		<p>Questioning</p> <p>Focus genre: Poetry</p> <p>Stanza</p> <p>Rhyme scheme</p> <p>Literary devices: Figurative Language (simile, NEW: metaphor, hyperbole etc.)</p>	<p>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information</p> <p>Identify characteristics of a poem</p> <p>Recognize that poems are written in stanza format</p> <p>Identify any given poem's rhyme scheme</p> <p>Identify author's use of literary devices in any given poem</p>			<p>*Appro vocabulary derived not limited instruct (i.e.sum sequen inferrin content unfamiliar words), assessm (i.e.NW NECAF</p>
---	--	---	---	--	--	--

February

Informational Text- Feb ~

Assumes increasing text complexity with identified grade level text (DRA, lex differentiated text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabu
<p>R.5.7.5- Identifying the characteristics of a variety of types of text(Local)</p> <p>R.5.8.4- Distinguishing</p>		<p>Focus reference material: *science/soc.st. content, NEW: Biography</p>	<p>Choose/use appropriate practical/functional text</p> <p>Distinguishes fact from opinion</p>			<p>*Appro vocabulary derived not limited instruct (i.e.sum sequen inferrin</p>

fact from opinion (State)		Fact and opinion				content (unfamiliar words) assessment (i.e. NWEA, NECA)
---------------------------	--	------------------	--	--	--	---

Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-Feb

~

Assumes increasing text complexity with identified grade level text (DRA, lexile, etc.) as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.5.8.1- Connecting information within a text or across texts (State) R.5.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by R.5.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books		Strategy and skill review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies as appropriate to text Makes connections to text			
R.5.4.3-Generating questions before, during, and after reading to enhance		Questioning Focus genre: Folk Tales	Generating questions before, during, and after			*Appropriate vocabulary derived from text not limited

recall (Local) R.5.4.4-Identifying the characteristics of a variety of types of text(Local) R.5.7.3-Organizing information to show understanding(State) R.5.7.4-Generating questions before, during, and after reading to enhance recall (Local) R.5.14.2-Reading from a wide range of genres/kinds of text and a variety of authors(Local)		and Fables	reading to enhance recall, expand understanding and/or gain new information Identify characteristics of Folk Tales and Fables <i>NEW:Compare and contrast characteristics of Fairy Tale, Folk Tale and Fable</i>			instru (i.e.su sequen inferri conter unfam words, assess (i.e.NV NECA
---	--	------------	--	--	--	---

Informational Text- Mar ~ **Assumes increasing text complexity with identified grade level text (DRA, lexile, and differentiated text as appropriate.**

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocab
R.5.7.1-Obtaining information from text features(State) R.5.7.3-Organizing information to show understanding(State) R.5.7.5-Identifying the characteristics of a variety of types of text(Local) R.5.8.5-Making inferences about causes or effects (State)		Focus reference material: *science/soc.st. content, schedule, chart, table, recipe, timeline, menu Cause and effect	Choose/use appropriate practical/functional text Identify cause and effect relationships			*Appr vocab derive not lin instru (i.e.su sequen inferri conter unfam words, assess (i.e.NV NECA

Literary Text- Mar ~ **Assumes increasing text complexity with identified grade level text (DRA, lexile, and differentiated text as appropriate.**

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.5.8.1-		Strategy and	Continuous			

<p>Connecting information within a text or across texts (State) R.5.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by R.5.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>		<p>skill review</p> <p>Connections (text to text, text to self, text to world)</p>	<p>revisiting of previous skills and strategies as appropriate to text</p> <p>Makes connections to text</p>			
<p>R.5.4.3- Generating questions before, during, and after reading to enhance recall (Local) R.5.4.4- Identifying the characteristics of a variety of types of text(Local) R.5.5.4- Making inferences about problem,</p>		<p>Questioning</p> <p>Focus genre: Play</p> <p>Narrator</p> <p>Phrasing and Expression</p>	<p>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information</p> <p>Identify characteristics of a Play</p> <p>Identify narrator</p>			<p>*Appro vocabul derived not limi instruc (i.e.sum sequenc infeirin content unfamil words), assessm (i.e.NW NECAF</p>

<p>conflict, solution, or the relationship among elements (plot, character, setting) within text(State) R.5.7.4- Generating questions before, during, and after reading to enhance recall (Local) R.5.11.3- Fluency: reading familiar text with phrasing and expression, and with attention to text features, such as punctuation, italics, and dialogue R.5.14.2- Reading from a wide range of genres/kinds of text and a variety of authors(Local)</p>			<p>Reads with appropriate phrasing and expression</p>			
---	--	--	---	--	--	--

Assumes increasing text complexity with identified grade level text (DRA, lex
differentiated text as appropriate.

<p>A p r i l</p>	<p>Informational Text-</p>					
	<p>Apr ~</p>					
	<p>Standards</p>	<p>Enduring Understandings</p>	<p>Content</p>	<p>Skills</p>	<p>Lessons</p>	<p>Resources</p>
<p>R.5.7.2-Using information from the text to answer questions related to explicitly stated</p>		<p>Focus reference material:*science/soc.st. content, bibliography NEW: report,citations</p>	<p>Choose/use appropriate practical/functional text</p>			<p>*App voca deriv not l instr</p>

<p>main/central ideas or key details (State) R.5.7.5-Identifying the characteristics of a variety of types of text(Local) R.5.8.3-Drawing inferences about text, including author's purpose or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)</p>		<p>Controlling idea (main idea)</p>	<p>Identify controlling idea</p>		<p>(i.e.s sequ infer cont unfa word asse (i.e.N NEC *App voca deriv not l instr (i.e.s sequ infer cont unfa word asse (i.e.N NEC</p>
---	--	-------------------------------------	----------------------------------	--	---

Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text-Apr
~

Assumes increasing text complexity with identified grade level text (DRA, lexile, e text as appropriate.

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
<p>R.5.8.1-Connecting information within a text or across texts (State) R.5.12.0-Comprehension Skills and Strategies (R-12 and R-13)-Demonstrates ability to monitor comprehension</p>		<p>Strategy and skill review Connections (text to text, text to self, text to world)</p>	<p>Continuous revisiting of previous skills and strategies as appropriate to text Makes connections to text</p>			

<p>for different types of texts and purposes by R.5.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>						
<p>R.5.4.3- Generating questions before, during, and after reading to enhance recall (Local) R.5.4.4- Identifying the characteristics of a variety of types of text(Local) R.5.4.5- Identifying literary devices as appropriate to genre: rhyme, alliteration, simile, dialogue, imagery, or simple metaphors (Local) R.5.6.1- Demonstrating knowledge of use of literary elements and</p>		<p>Questioning Focus genre: Historical Fiction NEW: Compare /Contrast</p>	<p>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information Identify characteristics of historical fiction Compare and contrast information from text with modern day experiences</p>			<p>*Appro vocabul derived not limi instruc (i.e.sum sequenc inferri content unfamil words), assessm (i.e.NW NECAF</p>

devices to analyze literary works(State) R.5.7.4-Generating questions before, during, and after reading to enhance recall (Local) R.5.14.2-Reading from a wide range of genres/kinds of text and a variety of authors(Local)							
--	--	--	--	--	--	--	--

May ~ Informational Text- **Assumes increasing text complexity with identified grade level text (DRA, leveled text), differentiated text as appropriate.**

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabulary
R.5.7.5-Identifying the characteristics of a variety of types of text(Local) R.5.8.3-Drawing inferences about text, including author's purpose or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant (State)		Focus reference material:*science/soc.st. content, NEW: Internet websites Opinions/judgments Central ideas	Choose/use appropriate practical/functional text Formulate opinion/judgment Develop an assertion			*Appropriate vocabulary derived from text not listed in instruction (i.e. sequence of inferences) content unfamiliar words assessed (i.e. NECA)

Four Blocks as Model of Instructional Delivery applies to each unit
Assumes increasing text complexity with identified grade level text (DRA, leveled text), differentiated text as appropriate.

Literary Text-May (continues into June) ~						
---	--	--	--	--	--	--

Standards	Enduring	Content	Skills	Lessons	Resources	Vocabulary
-----------	----------	---------	--------	---------	-----------	------------

Understandings						
<p>R.5.8.1- Connecting information within a text or across texts (State)</p> <p>R.5.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by</p> <p>R.5.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books</p>		<p>Strategy and skill review</p> <p>Connections (text to text, text to self, text to world)</p>	<p>Continuous revisiting of previous skills and strategies as appropriate to text</p> <p>Makes connections to text</p>			
<p>R.5.4.3- Generating questions before, during, and after reading to enhance recall (Local)</p> <p>R.5.4.4- Identifying the characteristics of a variety of types of text(Local)</p> <p>R.5.5.1- Making logical</p>		<p>Questioning Continue focus genre: Historical Fiction from April</p> <p>Logical predictions Cause and effect Inference: problem/conflict and solution</p>	<p>Generating questions before, during, and after reading to enhance recall, expand understanding and/or gain new information</p> <p>Drawing logical predictions Identify cause and effect</p>			<p>*Appro vocabul derived not limi instruc (i.e.sum sequenc inferred content unfamil words), assessm (i.e.NW NECAF</p>

<p>predictions (State) R.5.5.3- Describing characters' physical characteristics, personality traits, or interactions; or providing examples of thoughts, words, or actions that reveal characters' personality traits or their changes over time (State) R.5.5.4- Making inferences about problem, conflict, solution, or the relationship among elements (plot, character, setting) within text(State) R.5.7.4- Generating questions before, during, and after reading to enhance recall (Local) R.5.8.5- Making inferences about causes or effects (State)</p>			<p>relationships <i>NEW: Discuss how story elements impact each other i.e How the setting may affect a character</i></p>			
--	--	--	--	--	--	--

R.5.14.2- Reading from a wide range of genres/kinds of text and a variety of authors(Local)						
--	--	--	--	--	--	--

J Informational Text- **Assumes increasing text complexity with identified grade level text (DRA, lexile, differentiated text as appropriate.**
u June ~
n
e

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocab
R.5.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes by		Strategy and skill review. Focus reference materials: *science/soc.st. content	Continuous revisiting of previous skills and strategies as appropriate to text			*Appr vocabul derive not lin instru (i.e.su sequer inferri conten unfam words assess (i.e.N NECA

Four Blocks as Model of Instructional Delivery applies to each unit and month.

Literary Text- **Assumes increasing text complexity with identified grade level text (DRA, lexile, differentiated text as appropriate.**
 June ~

Standards	Enduring Understandings	Content	Skills	Lessons	Resources	Vocabu
R.5.12.0- Comprehension Skills and Strategies (R-12 and R-13)- Demonstrates ability to monitor comprehension for different types of texts and purposes		Strategy and skill review Connections (text to text, text to self, text to world)	Continuous revisiting of previous skills and strategies as appropriate to text Makes connections to text			*Appro vocabul derived not limi instruc (i.e.sum sequenc inferrin content unfamil words), assessm

by R.5.16.1- Comparing stories or other texts to related personal experience, prior knowledge, or to other books						(i.e.NW NECAF
---	--	--	--	--	--	------------------