

# HUDSONVILLE PUBLIC SCHOOLS ELEMENTARY COURSE FRAMEWORK



**COURSE/SUBJECT**

**Fifth Grade Reading**

<b>UNIT PACING</b> Names of units and approximate pacing	<b>UNIT LEARNING TARGETS</b> By the end of the unit, students will be able to...	<b>STANDARD</b> Which Common Core standards does this address?	<b>ASSESSMENTS</b> 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"> <li>• I can quote from a text to explain what the text says.</li> <li>• I can quote from a text when I make an inference from the text.</li> <li>• I can use details from a text to figure out the theme of a story, drama, or poem.</li> <li>• I can use what I know about how the characters in a story or drama respond to challenges to help me determine the theme.</li> <li>• I can use specific details in the text to compare and contrast two or more characters, settings, or events in a story.</li> <li>• I can explain how each chapter fits together to create the structure of a story.</li> <li>• I can describe how a narrator’s or speaker’s point of view affects a story.</li> <li>• I can participate in different types of group discussions (one-on-one, in groups, and teacher-led).</li> <li>• I can build on others’ ideas and express my own clearly in discussions.</li> </ul>	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"> <li>• I can quote from a text to explain what the text says.</li> <li>• I can quote from a text when I make an inference from the text.</li> <li>• I can use details from a text to figure out the theme of a story.</li> <li>• I can use what I know about how the characters in a story respond to challenges to help me determine the theme.</li> <li>• I can summarize a text.</li> <li>• I can use specific details in the text to compare and contrast two or more characters, settings, or events in a story.</li> <li>• I can read and study to prepare for discussions.</li> <li>• I can use a variety of resources to explore ideas that are discussed.</li> <li>• I can follow classroom rules for discussions and complete my assigned roles.</li> <li>• I can ask and respond to questions by making comments that add to the discussion and what other people said.</li> <li>• I can review key ideas from discussions.</li> <li>• I can draw conclusions from the information and knowledge I gained during a discussion.</li> </ul>	<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"> <li>• I can quote from a text to explain what the text says.</li> <li>• I can quote from a text to explain the author's inferences.</li> <li>• I can determine two or more main ideas of a text and explain how the key details support those main ideas.</li> <li>• I can summarize an informational text.</li> <li>• I can explain the relationship or interactions between two or more people, events, or ideas using specific information from the text.</li> <li>• 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.</li> <li>• I can compare and contrast the text structure of events, ideas, concepts, or information in two or more texts.</li> <li>• I can use information from multiple sources, including digital sources, to quickly find an answer to a question or to solve a problem.</li> <li>• I can explain how an author uses reasons and evidence to support particular points in a text.</li> <li>• I can identify which reasons and evidence support particular points.</li> </ul>	<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"> <li>• I can use details from a text to figure out the theme of a story, drama, or poem.</li> <li>• I can use what I know about how the speaker in a poem reflects on a topic to help me determine the theme.</li> <li>• I can determine the meaning of figurative language including similes and metaphors used in a text.</li> <li>• I can explain how each stanza fits together to create the structure of a poem.</li> <li>• I can analyze how visual and multimedia elements add to the meaning, tone and beauty of a text</li> <li>• I can read and understand 4th-5th grade level poetry, at the high end of 4th-5th grade texts on my own.</li> </ul>	<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"> <li>• I can quote from a text to explain what the text says.</li> <li>• I can quote from a text to explain the author's inferences.</li> <li>• I can determine two or more main ideas of a text and explain how the key details support those main ideas.</li> <li>• I can summarize an informational text.</li> <li>• I can explain the relationship or interactions between two or more people, events, or ideas using specific information from the text.</li> <li>• 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.</li> <li>• I can compare and contrast the text structure of events, ideas, concepts, or information in two or more texts.</li> <li>• I can use information from multiple sources, including digital sources, to quickly find an answer to a question or to solve a problem.</li> <li>• I can explain how an author uses reasons and evidence to support particular points in a text.</li> <li>• I can identify which reasons and evidence support particular points.</li> </ul>	<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"> <li>• I can quote from a text to explain what the text says.</li> <li>• I can quote from a text when I make an inference from the text.</li> <li>• I can use details from a text to figure out the theme of a story.</li> <li>• I can use what I know about how the characters in a story respond to challenges to help me determine the theme.</li> <li>• I can summarize a text.</li> <li>• I can use specific details in the text to compare and contrast two or more characters, settings, or events in a story.</li> <li>• I can read and study to prepare for discussions.</li> <li>• I can use a variety of resources to explore ideas that are discussed.</li> <li>• I can follow classroom rules for discussions and complete my assigned roles.</li> <li>• I can ask and respond to questions by making comments that add to the discussion and what other people said.</li> <li>• I can review key ideas from discussions.</li> <li>• I can draw conclusions from the information and knowledge I gained during a discussion.</li> </ul>	<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"> <li>• I can quote from a text to explain what the text says.</li> <li>• I can quote from a text to explain the author's inferences.</li> <li>• I can determine two or more main ideas of a text and explain how the key details support those main ideas.</li> <li>• I can summarize an informational text.</li> <li>• I can explain the relationship or interactions between two or more people, events, or ideas using specific information from the text.</li> <li>• 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.</li> <li>• I can compare and contrast the text structure of events, ideas, concepts, or information in two or more texts.</li> <li>• I can analyze multiple accounts of the same event or topic and find similarities and differences in the point of view of each account.</li> <li>• I can use information from multiple sources, including digital sources, to quickly find an answer to a question or to solve a problem.</li> <li>• I can explain how an author uses reasons and evidence to support particular points in a text.</li> <li>• I can identify which reasons and evidence support particular points.</li> <li>• I can use information from several texts about the same topic to write or speak like an expert.</li> <li>• I can read and understand informational texts at the high end of the 4th-5th grade levels on my own.</li> </ul>	<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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