

Mead School District Curriculum Map

Content Area: Language Arts/Reading

Grade Level: 5th

Overarching Enduring Understandings:

1. Reading is critical to functioning in our world today.
2. Fluency and accuracy are critical to effective reading.
3. By reading and thinking critically, a student can form opinions in order to make decisions based on informed choices.
4. Understanding a text's structure and using specific strategies helps one understand meaning.
5. Effective readers bring various experiences to making meaning from text.
6. Insightful reading requires analysis and synthesis in order to draw conclusions and develop insight.
7. By building vocabulary, comprehension increases in a variety of context.
8. Great literature addresses universal themes of human experience.

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
Fall Trimester	Comprehension	<u>2.1 Reading Comprehension</u> 2.1.3 (W) Theme, Main Idea 2.1.5 (W) Predict, Infer 2.1.7 (W) Summarize 2.1.4 Prior knowledge 2.1.6 Comprehension monitoring	Write Source Reading FOSS Science	QRI (by Oct. 15th) READING LEXILE ASSESSMENT (in Sept.)
	Comprehension	<u>2.2 Text Components</u> 2.2.1 (W) Sequence 2.2.2 (W) Text Features 2.2.3 (W) Story Elements 2.2.4 Organizational Structures		Scored Expository Writing – Teacher/Grade Level Scored
	Vocabulary	<u>1.3 Vocabulary</u> 1.3.2 (W) Content/academic vocabulary		
	Vocabulary / Word Study	<u>1.2 Vocabulary</u> 1.2.2 Strategies for new words 1.2.1 using reference materials		
	Fluency Comprehension	<u>1.4 Word Recognition/Fluency</u> 1.4.2 Fluency 1.4.3 Vary Reading Rates		

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
Winter Trimester	Comprehension	<u>2.3 Analyzing, Interpreting, Synthesizing</u> 2.3.1 (W) Similarities/ Differences 2.3.3 (W) Literary Devices 2.3.2 Info Sources	Write Source Reading FOSS Science	Scored Procedural Writing – Building Scored
	Comprehension	<u>2.4 Critical Thinking/Author’s Purpose</u> 2.4.1 (W) Drawing Conclusions 2.4.2 (W) Author’s style/word choice 2.4.3 (W) Fact/opinion 2.4.4 (W) Audience 2.4.6 (W) Multiple Texts 2.4.5 Generalizing <u>2.4.7 Author’s Perspective</u>		READING LEXILE ASSESSMENT (March) March – QRI (only with students who were below grade level in fall)
	Comprehension	<u>3.1 New Information</u> 3.1.1 Using info		
	Comprehension	<u>3.2 Performing Tasks</u> 3.2.2 Using documents		
	Comprehension	<u>3.4 Genres</u> 3.4.2 Literature Genres 3.4.3 Cultural / Historical Themes		
	Comprehension	<u>4.1 Evaluating Progress</u> 4.1.2 Goal Setting		
	Comprehension	<u>4.2 Reading Interests / Sharing</u> 4.2.1 Sharing		

Time Frame or # of Days	<i>Strands</i>	Priority EALRs /GLEs	Materials/Resources	Assessment
Spring Trimester	Continue to work on areas from 1st and 2nd Trimester		Write Source Reading FOSS Science	WASL - Reading, Math and Science
				READING LEXILE ASSESSMENT (June)