

# Calendar-Based Curriculum Map: Reading

## 5th Grade Special Education

	<b>August/September</b>	<b>October</b>	<b>November</b>
<b>Essential Question</b>	<p>How do we use decoding strategies to problem-solve unknown words when reading?</p> <p>What are reading strategies used before, during, and after reading?</p>	<p>How can we use note-taking to organize information from written text?</p> <p>How do we use different text elements to comprehend, analyze and evaluate?</p>	<p>How do we use different text elements to comprehend, analyze and evaluate?</p> <p>How can we develop vocabulary through the text?</p>
<b>Content</b>	<p>Knowledge of how to apply decoding strategies to help solve and identify unknown words. (GLE R.1.C.5)</p> <p>Knowledge of how to apply pre-reading strategies to aid comprehension.(GLE R.1.F.5)</p> <p>Knowledge of how to compare, contrast, and analyze different connections. (GLE R.1.I.5)</p> <p>Utilize different strategies during and post-reading to comprehend and interpret the text. (GLE R.1.G.5, R.1.H.5)</p>	<p>Using note-taking to organize information from a variety of written text. (GLE I.1.C.5)</p> <p>Develop and apply skills/strategies to comprehend, analyze and evaluate a variety of text (GLE R.2.C.5, R.3.C.5)</p> <p>Use strategies and skills to locate, interpret and apply various text features (GLE R.2.A.5)</p>	<p>Develop and apply skills/strategies to comprehend, analyze and evaluate a variety of text. (GLE R.2.C.5, R.3.C.5)</p> <p>Developing and applying skills and strategies to the reading process (vocabulary). (GLE R.1.E.5)</p> <p>Understanding directions (GLE R.3.D.5)</p> <p>Various forms/purpose of listening (GLE L.1.A.5)</p>
<b>Skills</b>	<p>Decoding or translating symbols into words</p>	<p>Use of a system to summarize concepts and ideas presented in print,</p>	<p>Identify cause and effect</p> <p>Make predictions</p>

	<p>Word identification</p> <p>Sequence of events</p> <p>Make different connections to text</p> <p>Strategies to aid comprehension: access prior knowledge, preview, predict, set a purpose and rate for reading</p> <p>During reading, utilize strategies to: self-question, infer, visualize, predict and check cueing systems (meaning, structure, visual)</p> <p>Strategies to comprehend and interpret text after reading: question to clarify, reflect, analyze, draw conclusions, summarize, paraphrase</p>	<p>verbal and nonverbal communications</p> <p>Demonstrate knowledge of summarizing and generalizing a passage</p> <p>Make inferences about setting, character traits, problem and solution and story events</p> <p>Make predictions</p> <p>Draw conclusions</p> <p>Explain author's purpose</p> <p>Interpret and apply information in title, table of contents and glossary</p>	<p>Draw conclusions</p> <p>Compare and contrast various elements</p> <p>Develop vocabulary through roots and affixes, context clues, glossary and dictionary</p> <p>Ability to follow directions to complete a task</p> <p>Listen for directions</p> <p>Listen for enjoyment</p> <p>Listen for information</p>
<b>Assessments</b>	<p>Classroom discussions</p> <p>Reading comprehension tests</p> <p>Teacher created materials</p> <p>Curriculum-based tests on group reading books</p> <p>DRA</p> <p>Easy CBM</p> <p>Test Ready</p>	<p>Classroom discussions</p> <p>Reading comprehension tests</p> <p>Teacher created materials</p> <p>Curriculum-based tests on group reading books</p> <p>DRA</p> <p>Easy CBM</p> <p>Test Ready</p>	<p>Classroom discussions</p> <p>Reading comprehension tests</p> <p>Teacher created materials</p> <p>Curriculum-based tests on group reading books</p> <p>DRA</p> <p>Easy CBM</p> <p>Test Ready</p>

	Phonics for Older Students Individual reading to teacher STAR reading test IEP goals	Phonics for Older Students Individual reading to teacher STAR reading test IEP goals	Phonics for Older Students Individual reading to teacher STAR reading test IEP goals
<b>Activities/Resources</b>	Classroom discussions Reading comprehension tests Teacher created materials Curriculum-based tests on group reading books Phonics for Older Students Individual reading to teacher Books on tape Internet – Starfall.com IEP goals	Classroom discussions Reading comprehension tests Teacher created materials Curriculum-based tests on group reading books Phonics for Older Students Individual reading to teacher Books on tape Internet – Starfall.com IEP goals	Classroom discussions Reading comprehension tests Teacher created materials Curriculum-based tests on group reading books Phonics for Older Students Individual reading to teacher Books on tape Internet – Starfall.com IEP goals

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	<b>December</b>	<b>January</b>	<b>February</b>
<b>Essential Question</b>	<p>How do we use different text elements to comprehend, analyze and evaluate?</p> <p>How do we develop and apply effective listening skills and strategies?</p> <p>How can we develop and apply effective speaking skills and strategies for various audiences and purposes?</p>	<p>How do we develop and apply skills and strategies to comprehend, analyze and evaluate nonfiction text?</p> <p>How can we develop and apply different strategies to the reading process?</p> <p>How can we effectively write in various forms and types?</p>	<p>How do we develop and apply skills and strategies to comprehend, analyze and evaluate various nonfiction text?</p> <p>How can we develop and apply skills and strategies to comprehend, analyze and evaluate poetry?</p>
<b>Content</b>	<p>Develop and apply skills/strategies to comprehend, analyze and evaluate a variety of text. (GLE R.2.C.5, R.3.C.5)</p> <p>Demonstrate listening behaviors. (GLE L.1.B.5)</p> <p>Demonstrate effective speaking skills. (GLE L.2.A.5)</p>	<p>Knowledge of how to apply strategies to various nonfiction text such as biographies, newspapers and technical manuals. (GLE R.3.C.5)</p> <p>Knowledge of how to compare, contrast, and analyze different connections. (GLE R.1.I.5)</p> <p>Demonstrate various forms of</p>	<p>Knowledge of how to apply information in various formats/features. (GLE R.3.A.5)</p> <p>Figurative language in poetry. (GLE R.2.B.5)</p>

		writing. (GLE W.3.A.5)	
<b>Skills</b>	<p>Make inferences about setting, character traits, problem and solution and story</p> <p>Prepare to listen, maintain eye contact, use alert posture, listens without interruptions and overcomes barriers</p> <p>Demonstrate a clear viewpoint</p> <p>Appropriate public speaking techniques, such as rate, pace and enunciation</p>	<p>Restate main ideas and supporting details</p> <p>Sequence of events</p> <p>Cause and effect</p> <p>Compare and contrast</p> <p>Make predictions and inferences</p> <p>Evaluate the accuracy of the information</p> <p>Identify and interpret author's ideas and purpose</p> <p>Make different connections to text</p> <p>Summaries and a retelling of main ideas of a written text</p>	<p>Apply nonfiction information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas.</p> <p>Explain examples of figurative language including simile, metaphor and personification.</p>
<b>Assessments</b>	<p>Classroom discussions</p> <p>Reading comprehension tests</p> <p>Teacher created materials</p> <p>Curriculum-based tests on group reading books</p> <p>DRA</p> <p>Easy CBM</p> <p>Test Ready</p>	<p>Classroom discussions</p> <p>Reading comprehension tests</p> <p>Teacher created materials</p> <p>Curriculum-based tests on group reading books</p> <p>DRA</p> <p>Easy CBM</p> <p>Test Ready</p>	<p>Classroom discussions</p> <p>Reading comprehension tests</p> <p>Teacher created materials</p> <p>Curriculum-based tests on group reading books</p> <p>DRA</p> <p>Easy CBM</p> <p>Test Ready</p>

	<p>Individual reading to teacher</p> <p>STAR reading test</p> <p>IEP goals</p>	<p>Individual reading to teacher</p> <p>STAR reading test</p> <p>IEP goals</p>	<p>Individual reading to teacher</p> <p>STAR reading test</p> <p>IEP goals</p>
<p><b>Activities/Resources</b></p>	<p>Classroom discussions</p> <p>Teacher created materials</p> <p>Curriculum-based tests on group reading books</p> <p>IEP goals</p> <p>Phonics for Older Students</p> <p>Individual reading to teacher</p> <p>Guide reading – group/individual</p> <p>Books on tape</p> <p>Internet – Starfall.com</p>	<p>Classroom discussions</p> <p>Teacher created materials</p> <p>Curriculum-based tests on group reading books</p> <p>IEP goals</p> <p>Phonics for Older Students</p> <p>Individual reading to teacher</p> <p>Guide reading – group/individual</p> <p>Books on tape</p> <p>Internet – Starfall.com</p>	<p>Classroom discussions</p> <p>Teacher created materials</p> <p>Curriculum-based tests on group reading books</p> <p>IEP goals</p> <p>Phonics for Older Students</p> <p>Individual reading to teacher</p> <p>Guide reading – group/individual</p> <p>Books on tape</p> <p>Internet – Starfall.com</p>

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	<b>March</b>	<b>April</b>	<b>May</b>
<b>Essential Question</b>	<p>How can we develop and apply skills and strategies to comprehend, analyze and evaluate poetry?</p> <p>How do we develop and apply skills and strategies to the reading process?</p>	<p>How do we develop and apply skills and strategies to comprehend, analyze and evaluate fiction, poetry and drama from a variety of cultures?</p> <p>How can we develop and apply effective listening skills and strategies?</p>	<p>How do we apply skills and strategies to comprehend, analyze and evaluate nonfiction (technical manuals) from a variety of cultures?</p> <p>How can we develop and apply effective listening skills and strategies?</p>
<b>Content</b>	<p>Figurative language in nonfiction text (GLE R.3.B.5)</p> <p>Grade-level instructional text, focusing on fluency (GLE R.1.D.5)</p>	<p>Use strategies and skills to locate, interpret and apply various text features (GLE R.2.A.5)</p> <p>Various forms/purpose of listening (GLE L.1.A.5)</p>	<p>Understanding directions (GLE R.3.D.5)</p> <p>Various forms/purpose of listening (GLE L.1.A.5)</p> <p>Apply skills/strategies to comprehend, analyze and evaluate a variety of text (GLE R.2.C.5, R.3.C.5)</p>
<b>Skills</b>	<p>Identify and explain figurative language in nonfiction text, emphasis on</p>	<p>Interpret and apply information in title, table of contents and glossary</p>	<p>Ability to follow directions to complete a task</p> <p>Listen for directions</p>

	<p>similes, metaphors and personification.</p> <p>Read grade-level instructional text with fluency, accuracy and expression.</p> <p>Adjusting reading rate to difficulty and type of text.</p>	<p>Recognize the text features of fiction, poetry and drama in grade-level text</p> <p>Listen for enjoyment</p> <p>Listen for information</p> <p>Listen for directions</p> <p>Listen to identify and interpret tone, mood and emotion of verbal and nonverbal communication</p>	<p>Listen for enjoyment</p> <p>Listen for information</p> <p>Compare and contrast various elements</p> <p>Use of a system to summarize concepts and ideas presented in print, verbal and nonverbal communications</p>
<b>Assessments</b>	<p>Classroom discussions</p> <p>Reading comprehension tests</p> <p>Teacher created materials</p> <p>Curriculum-based tests on group reading books</p> <p>DRA</p> <p>Easy CBM</p> <p>Test Ready</p> <p>IEP goals</p> <p>Individual reading to teacher</p> <p>STAR reading test</p>	<p>Classroom discussions</p> <p>Reading comprehension tests</p> <p>Teacher created materials</p> <p>Curriculum-based tests on group reading books</p> <p>DRA</p> <p>Easy CBM</p> <p>Test Ready</p> <p>IEP goals</p> <p>Individual reading to teacher</p> <p>STAR reading test</p>	<p>Classroom discussions</p> <p>Reading comprehension tests</p> <p>Teacher created materials</p> <p>Curriculum-based tests on group reading books</p> <p>DRA</p> <p>Easy CBM</p> <p>Test Ready</p> <p>IEP goals</p> <p>Individual reading to teacher</p> <p>STAR reading test</p>

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