

Grade 5 Reading R-5.1	KAS Standard: Determine the meaning of general academic and domain- specific words and phrases in a text relevant to a grade 5 topics or subject area. READING STANDARDS FOR INFORMATIONAL TEXT	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Determine the meaning of specific words or phrases in text relevant to 5 th grade content.		
What does the student need to know to begin (pre-requisite skills)? Content specific vocabulary; identify related and non-related vocabulary words and phrases as it pertains to a topic.		
What will the student be able to do (student outcomes)? Identify and define specific words and phrases in grade level text.		
How will you task analyze the skill?		
How will you teach this (SDI, strategies)? Concrete representation of concepts, Variety of ways to teach vocabulary, including matching/use cards with color coding of pictures to meaning (folder activities), change question format, Graphic organizers (e.g. T-charts for match and does not match), develop prior knowledge related to specific vocabulary (e.g. book on tape, sound walks, props, role-playing, etc), paraphrasing.		
What materials will be needed? Variety of Graphic organizers, Visual represented concepts, adapted text, Encyclomedia videos.		
What will daily checks for understanding look like (formative assessment)?		
What were the outcomes of your practice test (summative assessment)?		

Reflections (what worked well, what will you change next time)

Grade 5 Reading R5.2	KAS Standard: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. READING STANDARDS FOR LITERATURE	Accommodations and Supports (Should align with IEP)
-----------------------------	---	--

KAS-KAAP Content Assessment Standard: Determine the meaning of figurative language as it is used in text.	
--	--

What does the student need to know to begin (pre-requisite skills)? Understand compare/contrast and same/different concepts and the relationship between them, Understand fictional/nonfictional texts, literal vs. non-literal, and real/non-real concepts and the relationship between them.

What will the student be able to do (student outcomes)? Identify how figurative language impacts the text.

How will you task analyze the skill?

How will you teach this (SDI, strategies)? Teach concept of figurative (describing something by comparing with something else), use of adapted semantic maps, develop prior knowledge related to specific vocabulary (e.g. book on tape, make idiom books, Compare and contract real and literal meanings and how absurd to interpret literally Create riddles for similes, Distinguish close shades of meaning between verbs and adjectives, Identify real life connections between words and use (e.g. foods that are spicy), change mode to real-life pictures matching, use cards with color coding of pictures to meaning, use concrete objects to teach similarities.

What materials will be needed? Adapted text (e.g. books, songs, lyrics, riddles, poems, etc), Google how to teach figurative language.

<p>What will daily checks for understanding look like (formative assessment)?</p>
<p>What were the outcomes of your practice test (summative assessment)?</p>
<p>Reflections (what worked well, what will you change next time)</p>

<p>Grade 5 Reading R-5.3</p>	<p>KAS Standard: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>READING STANDARDS FOR LITERATURE</p>	<p>Accommodations and Supports (Should align with IEP)</p>
<p>KAS-KAAP Content Assessment Standard: Determine a theme of a story from details in a text including how characters in a story respond to challenges.</p>		
<p>What does the student need to know to begin (pre-requisite skills)? Distinguish character from other elements of story, content specific vocabulary, determine sequence of events, determine relevant information, Identify literary elements.</p>		
<p>What will the student be able to do (student outcomes)? Determine the message in the story</p>		
<p>How will you task analyze the skill?</p>		

<p>How will you teach this (SDI, strategies)? Introduce definition of theme (a true about life, a complete idea, or a message that is not stated directly in the story), Show different painting (and lyrics, rhymes, movies etc) and make predictions about the message of the paintings (and lyrics, rhymes, movies, etc), graphic organizers, 3-2-1 Summarizing strategies or KWL strategy, repeated story line, repeated reading, familiar concepts, preview text, reduce amount of text, paraphrase, priming, explicit teaching, “get the gist” strategy.</p>
<p>What materials will be needed? Adapted text, Sparknotes.com, visual manipulatives (objects, photos...), Coach, Ladders, News to you, Weekly Reader, Enchanted Learning website (www.enchantedlearning.com).</p>
<p>What will daily checks for understanding look like? (formative assessment)</p>
<p>What were the outcomes of your practice test (summative assessment)?</p>
<p>Reflections (what worked well, what will you change next time)</p>

<p>Grade 5 Reading R5.4</p>	<p>KAS Standard: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>READING STANDARDS FOR INFORMATIONAL TEXT</p>	<p>Accommodations and Supports (Should align with IEP)</p>
<p>KAS-KAAP Content Assessment Standard: Determine two main ideas of a text and how they are by key details.</p>		
<p>What does the student need to know to begin (pre-requisite skills)?</p>		

What will the student be able to do (student outcomes)?

How will you task analyze the skill?

How will you teach this (SDI, strategies)? graphic organizers, 3-2-1 determine main idea, repeated story line, repeated reading, familiar concepts, preview text, adapted text, reduce amount of text, paraphrase, visual manipulatives (objects, photos...), change question format, priming, explicit teaching, “get the gist” strategy, Marzano, ELSB, Coach, Ladders, News to you, Weekly Reader.

What materials will be needed?

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)

Grade 5 Reading R-5.5	KAS Standard: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). READING STANDARDS FOR LITERATURE	Accommodations and Supports (Should align with IEP)
KAS-KAAP Content Assessment Standard: Compare and contrast two characters, settings and events in a story.		
What does the student need to know to begin (pre-requisite skills)? vocabulary, identify the elements, compare/contrast, and Attending.		
What will the student be able to do (student outcomes)?		
How will you task analyze the skill?		
How will you teach this? (SDI, strategies) Venn diagram or T chart (graphic organizers), adapted text, leveled readers, story maps, technology (read Write Gold, Smart Board, Writing with Symbols), websites (readingatoz.com, adlit.org, readingquest.org, fcat.usf.edu, Florida center for reading research), comprehension module from literacy consultants, multisensory approach, story based lessons.		
What materials will be needed?		
What will daily checks for understanding look like (formative assessment)?		
What were the outcomes of your practice test (summative assessment)?		

Reflections (what worked well, what will you change next time)

Grade 5 Reading R-5.6	KAS Standard: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. READING STANDARDS FOR INFORMATIONAL TEXT	Accommodations and Supports (Should align with IEP)
------------------------------	---	--

KAS-KAAP Content Assessment Standard: Determine the relationships between two events or ideas in an historical, scientific or technical text.

What does the student need to know to begin (pre-requisite skills)? compare/contrast, identify main points and details.

What will the student be able to do (student outcomes)?

How will you task analyze the skill?

How will you teach this (SDI, strategies)? graphic organizers, adapted texts, paraphrasing, board-maker, weekly reader, uncore learning, news2you.com.

What materials will be needed?

What will daily checks for understanding look like (formative assessment)?

What were the outcomes of your practice test (summative assessment)?

Reflections (what worked well, what will you change next time)