Managing the Program

The *Making Meaning* program for grade 5 consists of ten units. The units vary in length from one to five weeks. Each week has four days of instruction and practice. During some weeks, a class meeting replaces a day of practice. The chart below provides an overview of the year.

<table>
<thead>
<tr>
<th>Grade 5 – Volume 1</th>
<th>Length</th>
<th>Focus</th>
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</table>
| **1  The Reading Life: Fiction**  
  - *The Lotus Seed* by Sherry Garland  
  - *Something to Remember Me By* by Susan V. Bosak  
  - *Everybody Cooks Rice* by Nora Dooley | 2 weeks | • Building a reading community  
  • Listening to and discussing stories  
  • Learning the procedure for listening to read-alouds  
  • Learning “Turn to Your Partner” and “Think, Pair, Share” |
| **2  Recognizing Text Features: Expository Nonfiction**  
  - *Life in the Rain Forests* by Lucy Baker  
  - “Follow That Ball!”  
  - “All Work and No Play”  
  - *Chinese Americans* by Tristan Boyer Binns | 3 weeks | • Exploring expository text features  
  • Learning “Think, Pair, Write” |
| **3  Questioning: Expository Nonfiction**  
  - *Big Cats* by Seymour Simon | 2 weeks | • Using questioning to make sense of expository text |
| **4  Analyzing Text Structure: Fiction**  
  - *The Summer My Father Was Ten* by Pat Brisson  
  - *Uncle Jed’s Barbershop* by Margaree King Mitchell  
  - *Star of Fear, Star of Hope* by Jo Hoestlandt | 2 weeks | • Exploring narrative text structure (plot, setting, character, and conflict)  
  • Using questioning to think about narrative text |
| **5  Making Inferences: Fiction and Poetry**  
  - *The Van Gogh Cafe* by Cynthia Rylant  
  - “Circles” by Myra Cohn Livingston  
  - “Speech Class” by Jim Daniels  
  - “October Saturday” by Bobbi Katz  
  - “Eraser and School Clock” by Gary Soto  
  - “back yard” by Valerie Worth | 3 weeks | • Using inference to understand narrative text and poetry  
  • Using inference and visualization to understand poetry  
  • Learning “Heads Together” |
## Managing the Program

### Grade 5 – Volume 2

<table>
<thead>
<tr>
<th>Unit / Read-aloud</th>
<th>Length</th>
<th>Focus</th>
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<tbody>
<tr>
<td><strong>7 Analyzing Text Structure: Expository Nonfiction</strong>&lt;br&gt; - “Copycats”&lt;br&gt; - “The Debate on Banning Junk Food Ads”&lt;br&gt; - “All-girls’ and All-boys’ Schools”&lt;br&gt; - “Do Kids Really Need Cell Phones?”&lt;br&gt; - “How to Make an Origami Cup”&lt;br&gt; - <em>Ashton Hammerheads Schedule for July, 2008</em>&lt;br&gt; - “Frontier Fun Park” Ticket Prices&lt;br&gt; - <em>Survival and Loss: Native American Boarding Schools</em></td>
<td>5 weeks</td>
<td>- Analyzing expository text structure&lt;br&gt; - Exploring ways in which articles and functional texts are organized&lt;br&gt; - Exploring the use of cause and effect, chronological, and compare and contrast relationships in textbooks</td>
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<tr>
<td><strong>8 Determining Important Ideas and Summarizing: Fiction and Narrative Nonfiction</strong>&lt;br&gt; - <em>Letting Swift River Go</em> by Jane Yolen&lt;br&gt; - <em>A River Ran Wild</em> by Lynne Cherry&lt;br&gt; - <em>Harry Houdini: Master of Magic</em> by Robert Kraske&lt;br&gt; - “Mrs. Buell” by Jean Little</td>
<td>5 weeks</td>
<td>- Determining important ideas in a text&lt;br&gt; - Distinguishing between important and supporting ideas in a text&lt;br&gt; - Summarizing from important ideas</td>
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<tr>
<td><strong>9 Synthesizing: Fiction and Expository Nonfiction</strong>&lt;br&gt; - “Zoo” by Edward D. Hoch&lt;br&gt; - “12 seconds from death” by Paul Dowswell&lt;br&gt; - “Is Dodge Ball Too Dangerous?” by Dina Maasarani&lt;br&gt; - “Turn It Off!” by Kathryn R. Hoffman&lt;br&gt; - Review of <em>The Legend of Sleepy Hollow</em> by Jennifer B. (age 12)</td>
<td>4 weeks</td>
<td>- Synthesizing by forming opinions and making judgments about text</td>
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<tr>
<td><strong>10 Revisiting the Reading Life</strong></td>
<td>1 week</td>
<td>- Reflecting on the student’s growth as readers&lt;br&gt; - Reflecting on the reading community</td>
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