

# 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.

Grade 5 – Volume 1		
Unit / Read-aloud	Length	Focus
<b>1 ▶ The Reading Life: Fiction</b> <ul style="list-style-type: none"> <li>• <i>The Lotus Seed</i> by Sherry Garland</li> <li>• <i>Something to Remember Me By</i> by Susan V. Bosak</li> <li>• <i>Everybody Cooks Rice</i> by Nora Dooley</li> </ul>	2 weeks	<ul style="list-style-type: none"> <li>• Building a reading community</li> <li>• Listening to and discussing stories</li> <li>• Learning the procedure for listening to read-alouds</li> <li>• Learning “Turn to Your Partner” and “Think, Pair, Share”</li> </ul>
<b>2 ▶ Recognizing Text Features: Expository Nonfiction</b> <ul style="list-style-type: none"> <li>• <i>Life in the Rain Forests</i> by Lucy Baker</li> <li>• “Follow That Ball!”</li> <li>• “All Work and No Play”</li> <li>• <i>Chinese Americans</i> by Tristan Boyer Binns</li> </ul>	3 weeks	<ul style="list-style-type: none"> <li>• Exploring expository text features</li> <li>• Learning “Think, Pair, Write”</li> </ul>
<b>3 ▶ Questioning: Expository Nonfiction</b> <ul style="list-style-type: none"> <li>• <i>Big Cats</i> by Seymour Simon</li> </ul>	2 weeks	<ul style="list-style-type: none"> <li>• Using questioning to make sense of expository text</li> </ul>
<b>4 ▶ Analyzing Text Structure: Fiction</b> <ul style="list-style-type: none"> <li>• <i>The Summer My Father Was Ten</i> by Pat Brisson</li> <li>• <i>Uncle Jed’s Barbershop</i> by Margaree King Mitchell</li> <li>• <i>Star of Fear, Star of Hope</i> by Jo Hoestlandt</li> </ul>	2 weeks	<ul style="list-style-type: none"> <li>• Exploring narrative text structure (plot, setting, character, and conflict)</li> <li>• Using questioning to think about narrative text</li> </ul>
<b>5 ▶ Making Inferences: Fiction and Poetry</b> <ul style="list-style-type: none"> <li>• <i>The Van Gogh Cafe</i> by Cynthia Rylant</li> <li>• “Circles” by Myra Cohn Livingston</li> <li>• “Speech Class” by Jim Daniels</li> <li>• “October Saturday” by Bobbi Katz</li> <li>• “Eraser and School Clock” by Gary Soto</li> <li>• “back yard” by Valerie Worth</li> </ul>	3 weeks	<ul style="list-style-type: none"> <li>• Using inference to understand narrative text and poetry</li> <li>• Using inference and visualization to understand poetry</li> <li>• Learning “Heads Together”</li> </ul>

## Grade 5 – Volume 2

Unit / Read-aloud	Length	Focus
<b>6 ▶ Making Inferences: Fiction and Expository Nonfiction</b> <ul style="list-style-type: none"> <li>• <i>Richard Wright and the Library Card</i> by William Miller</li> <li>• <i>Wildfires</i> by Seymour Simon</li> <li>• <i>Earthquakes</i> by Seymour Simon</li> <li>• <i>Life in the Rain Forests</i> by Lucy Baker</li> </ul>	3 weeks	<ul style="list-style-type: none"> <li>• Using inference to understand narrative and expository text</li> <li>• Using inference to explore cause and effect</li> <li>• Learning “Group Brainstorming”</li> </ul>
<b>7 ▶ Analyzing Text Structure: Expository Nonfiction</b> <ul style="list-style-type: none"> <li>• “Copycats”</li> <li>• “The Debate on Banning Junk Food Ads”</li> <li>• “All-girls’ and All-boys’ Schools”</li> <li>• “Do Kids Really Need Cell Phones?”</li> <li>• “How to Make an Origami Cup”</li> <li>• “Ashton Hammerheads Schedule for July, 2008”</li> <li>• “Frontier Fun Park” Ticket Prices</li> <li>• <i>Survival and Loss: Native American Boarding Schools</i></li> </ul>	5 weeks	<ul style="list-style-type: none"> <li>• Analyzing expository text structure</li> <li>• Exploring ways in which articles and functional texts are organized</li> <li>• Exploring the use of cause and effect, chronological, and compare and contrast relationships in textbooks</li> </ul>
<b>8 ▶ Determining Important Ideas and Summarizing: Fiction and Narrative Nonfiction</b> <ul style="list-style-type: none"> <li>• <i>Letting Swift River Go</i> by Jane Yolen</li> <li>• <i>A River Ran Wild</i> by Lynne Cherry</li> <li>• <i>Harry Houdini: Master of Magic</i> by Robert Kraske</li> <li>• “Mrs. Buell” by Jean Little</li> </ul>	5 weeks	<ul style="list-style-type: none"> <li>• Determining important ideas in a text</li> <li>• Distinguishing between important and supporting ideas in a text</li> <li>• Summarizing from important ideas</li> </ul>
<b>9 ▶ Synthesizing: Fiction and Expository Nonfiction</b> <ul style="list-style-type: none"> <li>• “Zoo” by Edward D. Hoch</li> <li>• “12 seconds from death” by Paul Dowswell</li> <li>• “Is Dodge Ball Too Dangerous?” by Dina Maasarani</li> <li>• “Turn It Off!” by Kathryn R. Hoffman</li> <li>• Review of <i>The Legend of Sleepy Hollow</i> by Jennifer B. (age 12)</li> </ul>	4 weeks	<ul style="list-style-type: none"> <li>• Synthesizing by forming opinions and making judgments about text</li> </ul>
<b>10 ▶ Revisiting the Reading Life</b>	1 week	<ul style="list-style-type: none"> <li>• Reflecting on the student’s growth as readers</li> <li>• Reflecting on the reading community</li> </ul>