

Unit Focus

Students are familiar with the routines and procedures of choosing a variety of just right books, accountable talk, working with reading partners and book clubs and have worked to evaluate and justify with text evidence when writing about reading. Setting up the routines and procedures will help a community of readers choose, talk about and read books critically. The primary goal is to set the stage for engaging a community of avid readers who read, think, talk and write about books in great volume. During this unit, reading partnerships will be launched, in order to give students practice and opportunity to take and make reading journeys through a book more meaningful.

Reading Skills: Summarizing, Predicting, Visualizing

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 5</i></p> <ul style="list-style-type: none"> • Reading Literature <ul style="list-style-type: none"> ○ Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RL.5.1) ○ 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). (CCSS.ELA-LITERACY.RL.5.3) • Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.5.3) <ul style="list-style-type: none"> ○ Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. (CCSS.ELA-LITERACY.RF.5.3.A) • Read with sufficient accuracy and fluency to support comprehension. (CCSS.ELA-LITERACY.RF.5.4) <ul style="list-style-type: none"> ○ Read grade-level text with purpose and understanding. (CCSS.ELA-LITERACY.RF.5.4.A) ○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (CCSS.ELA-LITERACY.RF.5.4.B) 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers (Reflection)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Collective Intelligence)</p> <p>T3 Reflect on progress and set goals for choosing and thinking about books as an individual and partner, reading independently with stamina and volume. (Reflection, Collective Intelligence)</p> <p>T4 Generate and capture ideas to pursue in future writing about reading. (Product Creation)</p> <p>T5 Choose a variety of Just Right Books purposefully. (Reflection)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers monitor their comprehension and use strategies when meaning breaks down.</p> <p>U2 Critical readers reflect on and question the text, consider different perspectives and examine author's message by stop and jot when they react and wonder about what they are reading.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How and why do readers talk and write about their reading? What is the impact?</p> <p>Q2 What makes this book just right for me now? How can it help me set reading goals?</p> <p>Q3 Theme: What goals will help me</p>	

Stage 1: Desired Results - Key Understandings

- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.5.4.C)*
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. *(CCSS.ELA-LITERACY.SL.5.1)*
 - Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. *(CCSS.ELA-LITERACY.SL.5.1.A)*
 - Follow agreed-upon rules for discussions and carry out assigned roles. *(CCSS.ELA-LITERACY.SL.5.1.B)*
 - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. *(CCSS.ELA-LITERACY.SL.5.1.C)*
 - Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. *(CCSS.ELA-LITERACY.SL.5.1.D)*

Student Growth and Development 21st Century Capacities Matrix

Collaboration/Communication

- Collective Intelligence: Students will be able to work respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. *MM.3.1*
- Product Creation: Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *MM.3.2*

Self-Direction

- Reflection: Students will be able to analyze their performance to evaluate progress toward learning goals in order to determine next step(s). *MM.4.1*

- U3 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).
- U4 Theme: Readers choose and read a wide variety of texts and genres with a variety of purposes to grow and change their thinking.
- U5 Theme: Readers choose books that interest them, are enjoyable, and are understandable.
- U6 Readers write about their reading to analyze and develop new thinking, notice patterns and communicate with other readers about their thinking

grow as a reader? What reading experiences, expertise, skills and stamina should I consider? (building a reading life)

Acquisition of Knowledge and Skill

Knowledge

- Students will know...*
- K1 Readers choose just right books because they are interesting and they can understand them
 - K2 Routines and procedures help a community work and learn together efficiently and productively.
 - K3 Vocabulary: Just Right Book, Reading Goal, Accountable Talk, Critical Reflection, Interpreting, Predicting, Inferring, Stamina, Theme, Author's Message, Text Set, Conjunctions, Prepositions, Interjections, Perfect Verb Tenses.

Skill(s)

- Students will be skilled at...*
- S1 Supporting ideas with text evidence.
 - S2 Conversing with peers using accountable talk prompts
 - S3 Reading for extended amounts of time with stamina and focus
 - S4 Choosing a just right book.
 - S5 Finding books in the class library.