

Unit Focus

This unit moves student thinking a notch up from inferring character traits and motivation and justifying their inferences with both text evidence and schema to interpreting the themes that authors reveal through the troubles characters face. Issues may include bullying, friendship, fitting in, divorce, etc. Students will move from collecting individually, to working productively with a partner and then to launching book clubs. Third and fourth graders worked in book clubs and will likely bring some collaboration skills as this unit teaches students to come prepared with specific ideas, questions and interpretations to discuss in depth.

Reading Skills: Interpreting

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"> ○ 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. (CCSS.ELA-LITERACY.RL.5.2) ○ 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) ○ Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. (CCSS.ELA-LITERACY.RL.5.5) ○ Describe how a narrator's or speaker's point of view influences how events are described. (CCSS.ELA-LITERACY.RL.5.6) • 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. 	<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</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Collective Intelligence, Synthesizing)</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions. (Synthesizing)</p> <p>T4 Generate and capture ideas to pursue in future writing about reading. (Synthesizing - evidence for literary essay)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Critical readers reflect on and question the text, consider different perspectives to examine author's message.</p> <p>U2 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>U3 Critical readers (reflect on and) question the text, consider different perspectives and look for author bias.</p> <p>U4 Theme: Readers look for ways to convey their learning to others in order to change the way people think about and react to issues.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What does this author want me to think about?</p> <p>Q2 How do authors use characters to teach readers about real people and problems?</p> <p>Q3 How and why do readers discuss their thinking and questions with other readers?</p> <p>Q4 How and why do readers put themselves in characters' shoes?</p>	

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p style="text-align: center;"><i>(CCSS.ELA-LITERACY.RF.5.3.A)</i></p> <ul style="list-style-type: none"> • Read with sufficient accuracy and fluency to support comprehension. <i>(CCSS.ELA-LITERACY.RF.5.4)</i> <ul style="list-style-type: none"> ○ Read grade-level text with purpose and understanding. <i>(CCSS.ELA-LITERACY.RF.5.4.A)</i> ○ Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. <i>(CCSS.ELA-LITERACY.RF.5.4.B)</i> ○ Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <i>(CCSS.ELA-LITERACY.RF.5.4.C)</i> • 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. <i>(CCSS.ELA-LITERACY.SL.5.1)</i> <ul style="list-style-type: none"> ○ 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. <i>(CCSS.ELA-LITERACY.SL.5.1.A)</i> ○ Follow agreed-upon rules for discussions and carry out assigned roles. <i>(CCSS.ELA-LITERACY.SL.5.1.B)</i> • 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. <i>(CCSS.ELA-LITERACY.SL.5.1)</i> <ul style="list-style-type: none"> ○ Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. <i>(CCSS.ELA-LITERACY.SL.5.1.C)</i> ○ Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <i>(CCSS.ELA-LITERACY.SL.5.1.D)</i> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>(CCSS.ELA-LITERACY.L.5.2)</i> <ul style="list-style-type: none"> ○ Use a comma to separate an introductory element from the rest of the sentence. <i>(CCSS.ELA-LITERACY.L.5.2.B)</i> • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. <i>(CCSS.ELA-LITERACY.L.5.5)</i> <ul style="list-style-type: none"> ○ Interpret figurative language, including similes and 	<p style="text-align: center;"><i>Students will know...</i></p> <p>K1 Vocabulary: Empathy, Compassion, Equal Rights, Social Justice, Discrimination, Segregation, Civil Rights, Freedom of Speech, Constitutional Rights, Cause, Gender, Parallel Plot, Inference, Theme, Interpretation, Reading With Your Mind on Fire, Universal Theme, Comma, Introductory Element</p> <p>K2 Authors reveal universal themes through the trouble character's face.</p>	<p style="text-align: center;"><i>Students will be skilled at...</i></p> <p>S1 Inferring</p> <p>S2 Interpreting</p> <p>S3 Analyzing critical scenes from a narrative in order to understand a theme.</p> <p>S4 Using plot and character timelines to keep track of important ideas while reading texts.</p> <p>S5 Providing text evidence when talking and writing about reading.</p> <p>S6 Interpreting figurative language, including similes and metaphors, in context.</p> <p>S7 Using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>S8 Using a comma to separate an introductory element from the rest of the sentence.</p>

Stage 1: Desired Results - Key Understandings

metaphors, in context. (CCSS.ELA-LITERACY.L.5.5.A)

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. *MM.1.3*

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*