



Grade 5 - Unit 4 Reading - Interpreting Social Themes

Unit Focus

While exploring social issues, students will infer character traits and motivation while justifying their inferences with both text evidence and schema to interpret themes that authors reveal through the troubles characters face. In this unit, students work in book clubs or partnerships to collect and share their ideas. Students may interpret texts differently, highlighting one social issue or another.

Social Issues May Include:

- Bullying
- Fitting In/Being New
- Friendship Issues
- Growing Up
- Homelessness
- Divorce/Family Issues
- Racism/Discrimination
- Peer Pressure
- Death/Dying
- Building Community

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Standards <ul style="list-style-type: none">• Common Core<ul style="list-style-type: none">○ <i>English Language Arts: 5</i>▪ Reading Literature▪ 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)▪ 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)▪ Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.5.3)	<i>Students will be able to independently use their learning to...</i> T1 Use strategies to comprehend and engage with a variety of increasingly complex texts to become independent, critical, and reflective thinkers. T2 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Readers support their conclusions (inferences and interpretations) by citing appropriate details within the text. U2 Readers identify how specific details shape and refine the themes and central ideas as they emerge and develop across a text.	<i>Students will keep considering...</i> Q1 How do I support and prove my thinking? Q2 What is this text really about? (e.g. theme, main idea, moral)?

Stage 1: Desired Results - Key Understandings

- 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)*
- Read grade-level text with purpose and understanding. *(CCSS.ELA-LITERACY.RF.5.4.A)*
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.5.4.C)*
- Draw evidence from literary or informational texts to support analysis, reflection, and research. *(CCSS.ELA-LITERACY.W.5.9)*
- Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). *(CCSS.ELA-LITERACY.W.5.9.A)*
- 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)*
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. *(CCSS.ELA-LITERACY.L.5.4)*
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.5.4.A)*
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). *(CCSS.ELA-LITERACY.L.5.4.B)*
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. *(CCSS.ELA-LITERACY.L.5.4.C)*
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.5.5)*
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. *(CCSS.ELA-LITERACY.L.5.5.C)*

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Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. *(POG.1.2)*

U3 Great literature is intentionally crafted to explore enduring human themes transferable across time and place.

U4 Readers ask and answer questions to deepen understanding and promote further thinking.

Q3 How can investigating characters help me understand myself and people around me?

Q4 How do people/characters, events, and ideas develop within the text?

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 A social issues is a problem that affects a large number of people in society.

K2 Motivation is the reason behind a character's behaviors and actions in a given scene or throughout a story.

K3 A theme is a lesson that the author wants the reader to learn from the story, without using character names and must be a complete sentence.

K4 Authors reveal universal themes through the trouble character's face.

K5 When making predictions, take the details found in the text and use those details to support what you think will happen next.

K6 Vocabulary: Empathy, Compassion, Equal Rights, Social Justice, Discrimination, Traits, Text Evidence, Interpretation, Inner thinkings

K7 Morphemes: Base leg, lig, lect = "choose, read", Base duc, duct = "lead"

Skill(s)

Students will be skilled at...

S1 Using plot and character timelines to keep track of important ideas while reading texts.

S2 Providing text evidence when talking and writing about reading.

S3 Thinking and writing analytically about books.

S4 Analyzing critical scenes from a narrative in order to understand a theme.

S5 Reading interpretively by identifying and weighing evidence, and determining the most significant theme in a book.

S6 Working together in book clubs to identify and discuss possible themes.

S7 Making predictions when reading.

S8 Using context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

S9 Recognizing morphemes hold their own individual meaning.