

## Fifth Grade Reading

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| <b>Curriculum/Content Area:</b> Reading  | <b>Course Length:</b> One Year |
| <b>Course Title:</b> Fifth Grade Literacy  | <b>Date last reviewed:</b>     |
| <b>Prerequisites:</b> N/A  | <b>Board approval date:</b>    |
| <p><b>Primary Resource:</b> Teachers College Readers and Writers Project</p> <p><i>***Note: Textual materials can provide important resources for teachers. However, it is not a teacher's job to cover a book page-by-page. A textbook should be viewed as a guide, not the curriculum. A teacher's job is to teach to established standards using the textbook and other resources in support of student learning.</i></p> |                                |

## Desired Results

**Course description and purpose:** Through these units, students will draw on a repertoire of ways for reading closely, noticing how story elements interact, understanding how different authors develop the same theme, and comparing and contrasting texts that develop a similar theme. Students will investigate the ways nonfiction texts are becoming more complex, and they will learn strategies to tackle these new challenges. Units focus on strong foundational skills, such as fluency, orienting to texts, and word solving, that are required to read complex nonfiction. Students will read complex nonfiction texts to conduct research on a debatable topic, consider perspective and craft, evaluate arguments, and formulate their own evidence-based, ethical positions on issues. Students will also work in clubs to become deeply immersed in the fantasy genre and further develop higher-level thinking skills to study how authors develop characters and themes over time. They think metaphorically as well as analytically, explore the quests and themes within and across their novels, and consider the implications of conflicts, themes, and lessons learned.

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| <p><b>Priority Standards - Anchor Standards</b></p> <p><b><u>Wisconsin Standards for English Language Arts</u></b></p> <p><b>WI.ELA.R1:</b> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>K-12</i></p> <p><b>WI.ELA.R4:</b> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <i>K-12</i></p> <p><b>WI.ELA.R10:</b> Read and comprehend complex literary and informational texts independently and proficiently. <i>K-5</i></p> <p><b>WI.ELA.W4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Includes W.1-3). <i>K-5</i></p> <p><b>WI.ELA.SL1:</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <i>K-12</i></p> <p><b>WI.ELA.L1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>K-12</i></p> <p><b>WI.ELA.F1-Print Concepts:</b> Demonstrate understanding of the organization and basic features of</p> |
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print K-1

**WI.ELA.F2-Phonological Awareness:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes) K-1

**WI.ELA.F3-Phonics and Word Recognition:** Know and apply grade-level phonics and word analysis skills in decoding words. K-5

**WI.ELA.F4-Fluency:** Read with sufficient accuracy and fluency to support comprehension. 2-5

## Priority Standards - Fifth Grade

### **Wisconsin Standards for English Language Arts**

**WI.ELA.R1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**WI.ELA.R10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

**WI.ELA.W4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**WI.ELA.SL1:** 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.

- a. 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**WI.ELA.L1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- b. Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- c. Use verb tense to convey various times, sequences, states, and conditions.
- d. Recognize and correct inappropriate shifts in verb tense.\*
- e. Use correlative conjunctions (e.g., either/or, neither/nor).

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. 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.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

- a. B. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Unit 1 - Interpretation Book Clubs: Analyzing Themes

### Enduring Understandings

1. Students will be able to explain how themes change in a story, allowing for new ideas and interpretation.
2. Students will understand how to read interpretively by using ideas as lenses, finding and weighing evidence, and settling on the most significant theme.
3. Students will know how to think and write analytically about reading.
4. Students will understand how to work together in book clubs to identify themes in various texts.

### Essential Questions

1. How might an author set up a story in a specific way to highlight a particular theme?
2. What does it mean to write well about reading?
3. How does the narrator's voice effect the perspective of a story?
4. How do book clubs change the way we read a story?

### Standards

**WI.ELA.R10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

**WI.ELA.SL1:** 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.

- a. 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

### Learning Targets

I can understand the books I read. (F.5.a.4)

I can read out loud and say the words correctly. (F.5.b.4)

I can read with the same speed I talk. (F.5.b.4)

I can read with expression. (F.5.b.4)

I can figure out when I have read something incorrectly and can go back and fix it. (F.5.c.4)

I can recognize when I don't understand something and I know how to fix that. (F.5.c.4)

- *Bend 1 Lesson 2 Writing Well About Reading*

I can read and understand a variety of kinds of texts written for fifth graders. (R.5.10)

- *Bend 1 Lesson 3 Writing About Reading Means Reading with a Writerly Wide-Awakeness*
- *Bend 1 Lesson 4 Grounding Your Thinking in the Text and Carrying It with You as You Read On*

I can come to discussions prepared by having my text read and having some ideas that I would like to talk about. (SL.5.1)

I can be a respectful participant in conversation and be responsible for contributing to my group. (SL.5.1)

I can ask questions to help my group stay on topic, clarify understanding, and build on someone else's idea. (SL.5.1)

I can think about all the key ideas shared in a conversation and use them to draw a conclusion about the topic. (SL.5.1)

- *Bend 1 Lesson 6 Learning to Think Analytically*
- *Bend 2 Lesson 8 Launching Interpretation Book Clubs*
- *Bend 2 Lesson 9 Characters-and Readers-Find Meaning in the Midst of Struggle*
- *Bend 2 Lesson 10 Seeing a Text Through the Eyes of Other Readers*
- *Bend 2 Lesson 13 Debating to Prompt Rich Book Conversation*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

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#### Other assessment options

May include, but are not limited to the following:

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### Digital Tools & Supplementary Resources

#### Recommended Mentor Text:

- *Home Of The Brave* by Katherine Applegate
- *Fly Away Home* by Eve Bunting
- *Every Living Thing* by Cynthia Rylant

## Unit 2 - Tackling Complexity: Moving Up Levels of Nonfiction

### Enduring Understandings

1. Students will be able to understand that readers analyze texts in order to determine central ideas, key details, and themes.
2. Students will be able to understand the structures of text including how sentences, paragraphs and larger portions of the text relate to each other and the whole.
3. Students will be able to understand that two or more texts can be analyzed and compared to build knowledge on similar themes or topics.
4. Students will be able to understand how to interpret words and phrases and to

### Essential Questions

1. In what ways are nonfiction texts complex?
2. How can I tackle complex nonfiction as a reader?
3. How can I use what I know about tackling complex nonfiction to study a topic I care about and present the information I learn to my peers?

consider how word choice shapes meaning and tone of text.

## Standards

**WI.ELA.R1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Learning Targets

I can understand the books I read. (F.5.a.4)

- *Bend 1 Lesson 1 The More You Know, The More You See*
- *Bend 1 Lesson 2 Orienting to More Complex Texts*
- *Bend 1 Lesson 7 Complex Thinking About Structure*
- *Bend 1 Lesson 8 Rising to the Challenges of Nonfiction*
- *Bend 1 Lesson 9 Summarizing as a Text Gets Harder*
- *Bend 2 Lesson 10 Learning from Sources*
- *Bend 2 Lesson 11 Learning from Primary Research*
- *Bend 2 Lesson 12 Coming to Texts as Experts*
- *Bend 2 Lesson 14 Lifting the Level of Questions to Drive Research Forward*
- *Bend 2 Lesson 15 Synthesizing Across Subtopics*
- *Bend 2 Lesson 16 Writing About Reading*
- *Bend 2 Lesson 17 Comparing and Contrasting What Authors Say*
- *Bend 2 Lesson 18 Critically Reading Our Texts, Our Topics, and Our Lives*

I can read out loud and say the words correctly. (F.5.b.4)

- *Bend 1 Lesson 5 Using Context to Determine the Meaning of Vocabulary in Complex Texts*
- *Bend 1 Lesson 6 Inquiry into Using Morphology of Words to Tackle Tricky Vocabulary*

I can read with the same speed I talk. (F.5.b.4)

- *Bend 1 Lesson 8 Rising to the Challenges of Nonfiction*

I can read with expression. (F.5.b.4)

- *Bend 1 Session 5 Using Context to Determine the Meaning of Vocabulary in Complex Texts*
- *Bend 1 Session 6 Inquiry into Using Morphology of Words to Tackle Tricky Vocabulary*
- *Bend 1 Lesson 8 Rising to the Challenges of Nonfiction*

I can figure out when I have read something incorrectly and can go back and fix it. (F.5.c.4)

I can recognize when I don't understand something and I know how to fix that. (F.5.c.4)

- *Bend 1 Session 5 Using Context to Determine the Meaning of Vocabulary in Complex Text*
- *Bend 1 Lesson 6 Inquiry into Using Morphology of Words to Tackle Tricky Vocabulary*

I can choose a quote to explain what the text actually says. (R.5.1)

- *Bend 1 Lesson 3 Uncovering What Makes A Main Idea Complex*

- *Bend 1 Lesson 4 Strategies for Determining Implicit Main Ideas*
- *Bend 2 Lesson 13 Writing About Reading in Nonfiction*

I can choose and explain a quote that supports an inference I make about the text. (R.5.1)

- *Bend 2 Lesson 13 Writing About Reading in Nonfiction*
- *Bend 2 Lesson 16 Writing About Reading*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

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#### Other assessment options

May include, but are not limited to the following:

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### Digital Tools & Supplementary Resources

#### Recommended Mentor Text:

- *When Lunch Fights Back: Wickedly Clever Animal Defenses* by Rebecca L. Johnson
- *Alien Deep* by Bradley Hague

### Unit 3 - Argument and Advocacy: Researching Debatable Issues

#### Enduring Understanding

1. Students will be able to understand how to evaluate and integrate diverse media and format.
2. Students will be able to understand that two or more texts can be analyzed and compared to build knowledge on similar themes or topics.
3. Students will be able to understand that readers analyze texts in order to determine central ideas, key details, and themes.
4. Students will be able to read complex literary and informational texts independently and proficiently.

#### Essential Questions

1. How can I use all I know about reading complex nonfiction to research and make arguments about debatable issues?
2. How can I investigate issues with a group to analyze the argument that is being made?
3. How can I push myself to research an issue more deeply in order to understand the issue from multiple perspectives?
4. How can I use all I have learned about researching issues to research a new issue with more agency?

### Standards

**WI.ELA.R1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**WI.ELA.SL1:** 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.

- a. 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.

- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**WI.ELA.F.4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Learning Targets

I can choose a quote to explain what the text actually says. (R.5.1)

- *Bend 2 Lesson 10 Raising the Level of Annotating Texts*

I can choose and explain a quote that supports an inference I make about the text. (R.5.1)

- *Bend 1 Lesson 1 Argument Intensive*
- *Bend 1 Lesson 2 Organizing an Ethical Research Life to Investigate an Issue*
- *Bend 1 Lesson 3 Letting Nonfiction Reading on an Issue Spur Flash-Debates*
- *Bend 1 Lesson 5 Strengthening Club Work*

I can come to discussions prepared by having my text read and having some ideas that I would like to talk about. (SL.5.1)

- *Bend 1 Lesson 3 Letting Nonfiction Reading on an Issue Spur Flash-Debates*
- *Bend 1 Lesson 5 Strengthening Club Work*
- *Bend 1 Lesson 7 Summarizing to Hold On to What is Most Essential*
- *Bend 2 Lesson 9 Moving Beyond One Debatable Question*
- *Bend 2 Lesson 15 Day of Shared Learning*

I can be a respectful participant in conversation and be responsible for contributing to my group. (SL.5.1)

- *Bend 1 Lesson 5 Strengthening Club Work*
- *Bend 1 Lesson 8 Arguing to Learn*
- *Bend 2 Lesson 15 Day of Shared Learning*

I can ask questions to help my group stay on topic, clarify understanding, and build on someone else's idea. (SL.5.1)

- *Bend 1 Lesson 5 Strengthening Club Work*
- *Bend 2 Lesson 9 Moving Beyond One Debatable Question*
- *Bend 2 Lesson 14 Evaluating Arguments*
- *Bend 2 Lesson 15 Day of Shared Learning*

I can think about all the key ideas shared in a conversation and use them to draw a conclusion about the topic. (SL.5.1)

- *Bend 1 Lesson 4 Mining Texts for Relevant Information*
- *Bend 1 Lesson 5 Strengthening Club Work*
- *Bend 1 Lesson 6 Readers Think and Wonder as They Read*
- *Bend 1 Lesson 7 Summarizing to Hold On to What is Most Essential*
- *Bend 1 Lesson 8 Arguing to Learn*

- *Bend 2 Lesson 15 Day of Shared Learning*

I can understand the books I read. (F.5.a.4)

- *Bend 1 Lesson 7 Summarizing to Hold On to What is Most Essential*
- *Bend 2 Lesson 11 Reaching to Tackle More Difficult Texts*

I can recognize when I don't understand something and I know how to fix that. (F.5.c.4)

- *Bend 1 Lesson 5 Strengthening Club Work*
- *Bend 1 Lesson 6 Readers Think and Wonder as They Read*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

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#### Other assessment options

May include, but are not limited to the following:

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### Digital Tools & Supplementary Resources

## Unit 4 - Historical Fiction Book Clubs

### Enduring Understandings

1. Students will be able to understand that readers analyze texts in order to determine central ideas, key details, and themes.
2. Students will be able to understand that readers analyze texts to determine how and why individuals, events and ideas develop and interact.
3. Students will be able to understand how to interpret words and phrases and to consider how word choice shapes meaning and tone of text.
4. Students will be able to understand how point of view affects the content and style of a text.
5. Students will be able to read complex literary and informational texts independently and proficiently.

### Essential Questions

1. How can I draw on all I know about reading historical fiction to rise to the challenge of reading even more complex historical fiction texts?
2. How can I develop a deeper understanding of the characters and the setting by learning about a specific period in time?
3. How can I almost write the story of my own reading - noticing things in the text that perhaps no one else notices, thinking and questioning what I see, letting nonfiction spark new ideas?

### Standards

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**WI.ELA.R10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

**WI.ELA.SL1:** 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.

- a. 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. 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.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Learning Targets

I can choose a quote to explain what the text actually says. (R.5.1)

- *Bend 3 Lesson 1 Deepen Understanding Through Minor Characters*
- *Bend 3 Lesson 2 Investigating the Lens of Power*

I can choose and explain a quote that supports an inference I make about the text. (R.5.1)

- *Bend 3 Lesson 5 Using Allusion to Illustrate Big Ideas*
- *Bend 3 Lesson 6 Readers Formulate Their Own Reactions*

I can figure out the meaning of an unknown word or phrase. (In increasingly more complex text) (R.5.4)

- *Bend 3 Lesson 5 Using Allusion to Illustrate Big Ideas*

I can explain the author's goal when using literary language. When talking about author techniques and goals, I can discuss how the text would have been different had the author made different choices. (R.5.4)

- *Bend 1 Lesson 8 Understanding How The Author's Choice of Narrator Influences The Text*
- *Bend 2 Lesson 5 Using Author's Craft to Determine Deeper Meaning*
- *Bend 2 Lesson 7 Analyze Figurative Language to Notice Thematic Significance*
- *Bend 2 Lesson 8 Noticing Specific Author's Craft Moves to Interpret Author's Message*
- *Bend 3 Lesson 5 Using Allusion to Illustrate Big Ideas*

I can read and understand a variety of kinds of texts written for fifth graders. (R.5.10)

- *Bend 1 Lesson 1 Readers Build Understanding of Setting Through Envisioning*
- *Bend 1 Lesson 3 Readers Carefully Select and Sort Information*
- *Bend 1 Lesson 4 Using Nonfiction Texts to Answer Questions*
- *Bend 1 Lesson 5 Readers Build Double Timelines*
- *Bend 1 Lesson 6 Analyzing The Relationship Between Historical Events and Main Characters*

I can come to discussions prepared by having my text read and having some ideas that I would like to talk about.

(SL.5.1)

- *Bend 2 Lesson 1 Adding Your Life To a Text To Interpret Meaning Between Book and Reader*
- *Bend 2 Lesson 2 Pausing to Capture Big Ideas*
- *Bend 2 Lesson 3 Stringing Together Details to Find Larger Meaning*

I can ask questions to help my group stay on topic, clarify understanding, and build on someone else's idea.

(SL.5.1)

- *Bend 2 Lesson 6 Asking Burning Questions To Build Ideas*

I can think about all the key ideas shared in a conversation and use them to draw a conclusion about the topic.

(SL.5.1)

- *Bend 1 Lesson 2 Readers Structure Book Clubs*
- *Bend 2 Lesson 4 Having Conversations To Deepen Understanding*

I can use a variety of strategies to figure out how to read increasingly complex unknown words. (F.5.3a)

- *Bend 3 Lesson 5 Using Allusion to Illustrate Big Ideas*
- *Bend 3 Lesson 6 Bend 3 Lesson 6 Readers Formulate Their Own Reactions*

I can understand the books I read. (F.5.4a)

- *Bend 1 Lesson 4 Using Nonfiction Texts to Answer Questions*
- *Bend 1 Lesson 5 Readers Build Double Timelines*
- *Bend 1 Lesson 6 Analyzing The Relationship Between Historical Events and Main Characters*
- *Bend 1 Lesson 7 Understand Differences in Point of View and How Experience Shapes It*
- *Bend 3 Lesson 4 Comparing and Contrasting to Notice Common Themes*

I can recognize when I don't understand something and I know how to fix that. (F.5.4c)

- *Bend 1 Lesson 4 Using Nonfiction Texts to Answer Questions*
- *Bend 3 Lesson 3 Using Nonfiction To Spark New Ideas About Novels*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

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#### Other assessment options

May include, but are not limited to the following:

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### Digital Tools & Supplementary Resources

## Unit 5 - Fantasy Book Clubs: The Magic of Themes and Symbols

### Enduring Understandings

1. Students will be able to understand that readers support their literal and inferential thinking, writing and speaking with evidence from the text.
2. Students will be able to understand that

### Essential Questions

1. How can I tackle the demanding and complex genre of fantasy reading? What will my strategies and goals be that help me to make sense of multiple plot lines, layered characters, complex themes?

- readers analyze texts in order to determine central ideas, key details, and themes.
3. Students will be able to understand that readers analyze texts to determine how and why individuals, events and ideas develop and interact.
  4. Students will be able to read complex literary and informational texts independently and proficiently.

2. What strategies can I use to hold onto the story line when plots get tangled and the main characters seem confusing?
3. How can I use all that I have learned about how characters develop themes to study the way authors approach common themes in fantasy?
4. How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made - especially thinking about symbolism, allusion and craft?

## Standards

**WI.ELA.R4:** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**WI.ELA.R10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

**WI.ELA.SL1:** 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.

- a. 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.
- b. Follow agreed-upon rules for discussions and carry out assigned roles.
- c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**WI.ELA.F3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. 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.

**WI.ELA.F4:** Read with sufficient accuracy and fluency to support comprehension.

- a. Read on-level text with purpose and understanding.
- b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

## Learning Targets

I can figure out the meaning of an unknown word or phrase. (In increasingly more complex text) (R.5.4)

- *Bend 2 Lesson 6 Here Be Dragons*
- *Bend 3 Lesson 12 Using Vocabulary Strategies to Figure Out Unfamiliar Words*
- *Bend 3 Lesson 15 Interpreting Allegories in Fantasy Stories*

I can explain the author's goal when using literary language. When talking about author techniques and goals, I can discuss how the text would have been different had the author made different choices. (R.5.4)

- *Bend 2 Lesson 6 Here Be Dragons*
- *Bend 3 Lesson 14 Investigating Symbolism*
- *Bend 3 Lesson 15 Interpreting Allegories in Fantasy Stories*
- *Bend 4 Lesson 16 Paying Attention to How Cultures Are Portrayed in Stories*
- *Bend 4 Lesson 17 Identifying Archetypes*

I can read and understand a variety of kinds of texts written for fifth graders. (R.5.10)

- *Bend 1 Lesson 2 Researching the Setting*
- *Bend 1 Lesson 2 Learning Alongside the Main Character*
- *Bend 1 Lesson 3 Keeping Track of Problems that Multiply*
- *Bend 1 Lesson 4 Suspending Judgment*
- *Bend 2 Lesson 7 Readers Learn Real-Life Lessons from Fantastical Characters*
- *Bend 2 Lesson 8 Quests Can Be Internal as Well as External*
- *Bend 4 Lesson 17 Identifying Archetypes*
- *Bend 4 Lesson 18 Reading Across Texts with Critical Lenses*

I can come to discussions prepared by having my text read and having some ideas that I would like to talk about. (SL.5.1)

- *Bend 1 Lesson 5 Reflecting on Learning and Raising the Level of Book Clubs*

I can be a respectful participant in conversation and be responsible for contributing to my group. (SL.5.1)

- *Bend 1 Lesson 5 Reflecting on Learning and Raising the Level of Book Clubs*

I can ask questions to help my group stay on topic, clarify understanding, and build on someone else's idea. (SL.5.1)

- *Bend 1 Lesson 5 Reflecting on Learning and Raising the Level of Book Clubs*

I can think about all the key ideas shared in a conversation and use them to draw a conclusion about the topic. (SL.5.1)

- *Bend 1 Lesson 5 Reflecting on Learning and Raising the Level of Book Clubs*
- *Bend 3 Lesson 12 Using Vocabulary Strategies to Figure Out Unfamiliar Words*

I can use a variety of strategies to figure out how to read increasingly complex unknown words. (F.5.3a)

- *Bend 3 Lesson 12 Using Vocabulary Strategies to Figure Out Unfamiliar Words*
- *Bend 3 Lesson 15 Interpreting Allegories in Fantasy Stories*

I can understand the books I read. (F.5.4a)

- *Bend 1 Lesson 1 Researching the Setting*
- *Bend 1 Lesson 2 Learning Alongside the Main Character*
- *Bend 1 Lesson 3 Keeping Track of Problems that Multiply*
- *Bend 1 Lesson 4 Suspending Judgment*
- *Bend 2 Lesson 7 Readers Learn Real-Life Lessons from Fantastical Characters*
- *Bend 2 Lesson 8 Quests Can Be Internal as Well as External*
- *Bend 4 Lesson 17 Identifying Archetypes*
- *Bend 4 Lesson 18 Reading Across Texts with Critical Lenses*

I can figure out when I have read something incorrectly and can go back and fix it. (F.5.4c)

- *Bend 3 Lesson 12 Using Vocabulary Strategies to Figure Out Unfamiliar Words*

I can recognize when I don't understand something and I know how to fix that. (F.5.4c)

- *Bend 3 Lesson 11 Using Information to Better Understand Fantasy Stories*
- *Bend 3 Lesson 12 Using Vocabulary Strategies to Figure Out Unfamiliar Words*

### Assessment Evidence

#### Performance Assessment Options

May include, but are not limited to the following:

- 

#### Other assessment options

May include, but are not limited to the following:

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### Digital Tools & Supplementary Resources

#### Recommended Mentor Text:

- *Mufaro's Beautiful Daughters* by John Steptoe
- *The Paper Bag Princess* by Robert Munsch
- *The Thief of Always* by Clive Barker