



Park Hill School District

Building Successful Futures • Each Student • Every Day

5th Grade ELA – Reading Curriculum 2024-2025

Scope and Sequence:

Quarter	Unit	Topics/Bends
1	<u>Agency and Independence as Readers</u>	Setting up your routines and procedures for the workshop model
1	<u>Interpretation Book Clubs: Analyzing Themes</u>	Topic 1: Writing About Reading with Voice and Investment Topic 2: Raising the Level of Writing and Talking about Literature Topic 3: Thematic Text Sets: Turning Texts Inside Out
2	<u>Tackling Complexity: Moving Up the Levels of Nonfiction</u>	Topic 1: Working With Text Complexity Topic 2: Applying Knowledge About Nonfiction Reading to Inquiry Projects
3	<u>Argument and Advocacy: Researching Debatable Issues</u>	Topic 1: Investigating Issues Topic 2: Raising the Level of Research Topic 3: Researching a New Issue with More Agency
4	<u>Fantasy Book Clubs: The Magic of Themes and Symbols</u>	Topic 1: Constructing and Navigating Other Worlds Topic 2: More than Dwarves: Metaphors, Life Lessons, Quests and Thematic Patterns Topic 3: When Fact and Fantasy Collide Topic 4: Literary Traditions: Connecting Fantasy to Other Genres

Curriculum Revision Tracking Spring, 2017

- Standards in each unit have been re-coded to align with the Missouri Learning Standards.
- Moved the Fantasy Book Club Unit to be the very last unit of the year.
- Removed the Author Study Unit.
- Added a new unit that will span the third and fourth quarter, The Study of Short Text.
This unit was previously in 4th grade and has been adapted to meet the revised Missouri Learning Standards.

Curriculum Revision Tracking Spring, 2018

- The title for *Unit 2: Social Issues Book Clubs* was changed to “Interpretation Book Clubs” to mirror the same language as the unit resources.
- The *Study of Short Text* unit was condensed to a 2-week Gem Unit focusing on literary craft techniques to better align with the Missouri Learning Standards.

- *Committing to a Summer Reading Life*, a 2-week Gem Unit, was added to the end of the school year.

Curriculum Revision Tracking Spring, 2019

- Editing changes for standard coding

Curriculum Revision Tracking 2020-2021:

- Changes made to pacing due to the new calendar

Curriculum Revision Tracking Spring, 2023:

- Editing changes for standard coding
- Denoted phonics and vocabulary standards that are addressed in Word Study
- Revised all Pre and Post Assessments to match reporting standards
- Revised Sample Answers/ Rubrics to show levels of understanding

Unit 0: Agency and Independence as Readers

Subject: Reader's Workshop

Grade: 5th Grade

Name of Unit: Agency and Independence as Readers

Length of Unit: 2 weeks; August

Overview of Unit: During Bend 1 of the unit, you will invite readers to author their own reading lives and you will pull out all the stops in an effort to lay a foundation for a year that helps all of your students become avid readers. Your students will share techniques that they have used in the past to get stronger at working toward a goal, such as practicing or having a mentor text. They will also spend some time analyzing their own reading lives, really evaluating and weighing where they are as readers, and setting ambitious goals for themselves. Note that several of the engaging experiences outlined in this unit focus on behaviors of readers, and encouraging readers. Because of this, you will see "N/A" listed as the priority standards for experiences that focus on these behaviors.

Getting Ready for the Unit:

- Gather a variety of high interest texts for students that will get them excited about reading
 - See popular book lists on TCRWP website
- Read Lucy Calkins' Agency and Independence unit--Bend 1 only
- Go over the classroom system for checking out books (e.g. traditional check-out, book shopping, etc.)
- Make decisions about routines and procedures in regards to reading logs
- Prepare your own materials on how you will display your personal reading life to students. It is so important for students to see you as a reader, too! This could be your own reading timeline that has book covers of the titles you have loved and those you have not. Be honest with students about when you have liked or disliked reading. Another option is to fill out an [ideal bookshelf](#) and have students do the same for the EE in which it applies.
- During this unit, time will be spent collecting information to assess fluency. This is reported out as a foundational skill, separate from the work of this unit, however will need to be collected through conferences.
- Feel free to take some time to set up reader's notebooks and expectations with your students prior to the beginning of the unit, or during the first few lessons.

Pre-Assessment (given prior to starting the unit):

- Reading Interest-A-Lyzer by Donalyn Miller and Joseph S. Renzulli

Based on information obtained in this assessment, provide students one book as a "book gift" from your classroom or school library. This helps them to see that you value who they are as a reader and want to make sure they have the resources to be successful.

- Running Records--With the data collected you can give explicit small group instruction based on need. Due to the fact that these standards are considered "supporting" for this unit they will be tied to *Engaging Experiences*, but not have explicit lessons pertaining to them.

Read aloud considerations:

- As you consider your first read alouds of the year, you might choose stories in which you have strong feelings towards. This will allow you to articulate what it is about the story that you appreciate. You can use this as a way to model your love of reading as students reflect on their identities as readers.

Essential Questions:

- How can I draw upon what I know about reading in order to read with greater agency and independence, knowing when and how to draw upon my repertoire of strategies as I tackle more complex texts?
- How can I set up goals for my own reading life and begin to work deliberately towards those goals?

Enduring Understanding/Big Ideas:

- Understanding who I am as a reader allows me to set goals for future work
- Readers challenge themselves to grow, taking note of when reading becomes difficult
- Reading is a personal and social experience. I can learn from readers around me and create reading relationships with my peers.

DESE Priority Standards for unit:

- 5.R.1.D.a:** Read independently for multiple purposes over sustained periods of time by reading text that is developmentally appropriate.
- 5.R.1.D.b:** Read independently for multiple purposes over sustained periods of time by producing evidence of reading.

DESE Supporting Standards for unit:

- 5.R.1.A.c:** develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down.
- 5.SL.2.A.a:** Develop and apply effective listening skills and strategies in formal and informal settings by evaluating your own active listening.

Standard	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
5.R1.D.a	For multiple purposes over sustained periods of time by	Read independently	Remember	1
	Text that is developmentally appropriate	Reading	Remember	1
5.R.1.D.b	For multiple purposes over sustained periods of time	Read independently	Remember	1
	Evidence of reading	Producing	Create	1, 2, 3, 4

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
quote know apply read engage report speak	inferences phonics word analysis accuracy fluency comprehension text opinion main ideas themes

Topic 1: Lifting Our Reading Lives to a New Level

Engaging Experience 1

Teaching Point: “Readers, today we are going to build our Reading Workshop expectations so that we become a community of readers. It’s important for us to know and value who we are as not only a classroom of readers, but also as individuals. In order to do this we are going to come to some agreements on ways we’ll make our classroom a learning and reading space for everyone to collaborate effectively.”

Suggested Length of Time: 1 mini lesson

Detailed Description/Instructions:

One way you can do this...

1. Create an anchor chart of reading non-negotiables. It can be a T-chart with one side labeled “Student” and one side labeled “Teacher.”
 - Student: quiet, reads in bubble space, gets started right away, reads the whole time, and stays in one spot.
 - Teacher: confers individually with students, meets with book groups
- Transitions: Also note this is a great time for students to practice transitions like coming to the area and sitting next to their partner, turning and talking to a partner, going off to read independently, etc.
- Stamina: As you send students off to practice the agreed upon procedures you should work to begin building stamina. Start at 3-5 minutes and challenge students to add 2-5 minutes to their stamina a day. You can track this goal on a graph in order for students to keep momentum around reading longer and physically being able to see the growth. It’s important for students and teachers to remember that if the group expectations are broken during the “Practice and Application” component, you join back together as a class, talk about it, and try that minute increment again. You should not move up your minute goal until the previous one has been reached by all students committing to the classroom agreement made as a community of readers.
- Start a “Readers...” anchor chart.

Engaging Experience 2

Teaching Point: “Today I want to teach you that whenever a person wants to really become more powerful at something--anything--the learner needs to consciously take hold of his or her life and say, ‘I can decide to work hard at this. I’m in charge of this. Starting today, I’m going to make deliberate decisions that help me learn this skill in leaps and bounds so that I can be as powerful as possible.’ That’s called agency. People who have agency strive--they work independently and incredibly hard at something in order to achieve it.”

Suggested Length of Time: 2 mini lessons

Detailed Description/Instructions:

One way you can do this...

1. Think aloud about a time in your life when you really were determined to learn something, and by applying agency--your drive to actively work toward this goal--you achieved it. Then
2. Tell students what you learned about yourself as a learner by reflecting on that moment in your life.
 - Ask students to think about times they had to show agency to learn something. Were they trying to get stronger at playing soccer? Beating a video game? Learning to sing?
3. Allow them to think for a few minutes, then share with a partner what this moment was in their life and what they learned about themselves as a learner because of it, and how those skills might be applied to reading.
4. Draft an anchor chart together about who we are as a classroom of learners and readers. Provide students their book logs, telling them this is how they will show you their agency in their reading life and send them off to read.

Another way to do this is...

1. Have students discuss how reading has gone for them in the past. Ask them the question: what is a reading workshop? What does it look like? Sound like? Etc.
2. Students can reflect on the question, “I’m the kind of reader who....”

Another way to do this is...

1. Have students create a “100 things about me as a reader” list at the start of their reading notebook. Students can create this list throughout the year, adding or erasing items as they uncover new characteristics about themselves as a reader.
 - Add to “Readers...” anchor chart--exhibit agency in their reading lives; notice the qualities that build their personal reading identity

Engaging Experience 3

Teaching Point: “Today I want to teach you that people who take care of themselves--as athletes, as musicians, and as readers, too--know that it is important to sometimes stop and say, ‘From this moment on, I’m going to...’and then we name our hopes, our promises, our New Year’s resolutions. After that, we make sure our important resolution changes how we live in the future, so that our resolution will come true. Readers do that, too. We stop, we promise, and we look forward, saying, ‘From now on, I...’”

Suggested Length of Time: 1-2 mini lessons

Detailed Description/Instructions:

One way to do this...

1. Have students reflect on what habits have helped them to meet goals as readers, and what habits have gotten in the way.
2. Model making a plus delta T-chart where you show students times in your life and good/bad habits that have helped and hurt your journey as a reader.

Another way to do this...

1. Review with students that resolutions should be important and realistic. Think back to the reflection they did yesterday and the goal they made in their life experience to try to learn something new.
2. Have them apply this to their reading goals as well. Remind them that for the goal to be important they can't have ten different things listed, but rather only one or two. That's what makes it important.
3. To help them think about a realistic goal, you might give the example goal of writing down everything I ever read. Then you can think aloud with them about how you read texts and newspapers and magazine articles and books, and keeping track of all that is too much. So, if I want this to be a realistic goal, I'm just going to track the books I read.
4. Decide on a goal for yourself based on your reflection of your reading life from yesterday, thinking aloud with students about you to make sure it was important and realistic.
 - Remind students once again of their book log. As they begin to add books and notice more specifically who they are as a reader, let them know this will also be a powerful goal-setting tool.
 - Add to "Readers..." anchor chart: Set attainable goals to become stronger readers

Engaging Experience 4

Teaching Point: "Today I want to teach you that there is more to choosing a just right book than thinking about if it will be too easy or too hard. A smart way to choose just right book is to do some research. By doing this we can learn more about authors we love including their other titles, preferred topics, style, or genres. By doing this we reduce the likelihood that we'll need to abandon a book."

Suggested Length of Time: 1 mini lessons

Detailed Description/Instructions:

One way to do this...

1. Choose an author or book series that you love, showing students how to find titles that are also by that author or other books that belong in that series. Websites like www.whatshouldireadnext.com and www.librarything.com can be helpful for this work.
2. Remind them that their classroom community of readers is also a powerful resource for book recommendations.
3. Let today be about drafting a "to read" list in their reader's notebooks. Students can create a wish list that they can add to throughout the year.
4. Add to the "Readers..." anchor chart: know multiple strategies in choosing just right books.

NOTE: If you have not yet given the reading interest survey, today would be a great day to do this, and begin distributing book stacks to children.

Engaging Experience 5

Teaching Point: "Today I want to teach you that at times, readers must make decisions to stop reading a book."

This may happen because readers find that at this point in their life, it might not be something they are ready to read, or, it might not be a book that is right for you ever. And this is okay. I want to teach you that at times, but not always, we might need to walk away from a text.”

Suggested Length of Time: 1 mini lesson

Standards Addressed:

Priority: 5.R.1.D.a

Detailed Description/Instructions:

As a reader many things can cause a reader to want to set aside a book for now, but not forever.

- *The book is too long.* Reading a book takes commitment, and some books are more demanding than others. Occasionally, a book is so long that you get bogged down in it, or you switch to a faster-paced book for a while.
 - *You have to, want to, and need to read something else first.* Your book club/book study meeting is next week and you haven’t started this month’s selection. You have a paper due, and all you can read is research. You borrowed a book from a friend and you need to return it. A book you’ve been eager to read just arrived in the mail, and you want to read it now. You prioritize what you read, and sometimes other reading moves ahead of your current book.
 - *You’re worried that the book is about to get too scary or too sad.* You can feel it—the tension that authors build—foreshadowing something terrible is about to happen. You know the dog is about to die. You know the killer is going to catch them. Your heart can’t take it, not today.
 - *You love the book so much that you don’t want it to end (or the series).* You’re attached to the characters. The writing delights you or resonates with you. You’re not ready to say goodbye. It can be emotionally heart wrenching when a book or series you love comes to an end. Savoring and prolonging books feels delicious. Go ahead. Pause for now, just not forever.
 - *The book has not lived up to its promise (so far).* Everyone is talking about this book. It received a starred review. It won an award. All of your trusted friends think it’s amazing.
 - *You wanted a different book.* You wanted vanilla and you got chocolate. You wanted historical fiction instead of science fiction. You’re just not in the mood for what this book has to offer, but that could change tomorrow.
1. It is our jobs as readers to acknowledge this and to make these decisions, so that they do not drag down our reading life.
 2. Have a class discussion: What causes you to hit pause on a book? When is it okay to stop reading a book for now, but not forever? When is a book worth finishing? When should we just abandon a book?

Engaging Experience 6

Teaching Point: “Today I want to teach you that reading is both a personal and social experience. As readers, sometimes we find books that move us so much, we must share those books with others. When we go to share books with others, we call this book buzzing.”

Suggested Length of Time: 1 mini lesson

Detailed Description/Instructions:

{BOE 6-23-2022}

One way to do this...

1. Model how to have a conversation about a book with a peer, without giving too much away. Your goal is to persuade others to read the text, and leave them wanting more. These conversations should be purposeful, and happen often within your classroom to keep reading motivation high.
2. Create an anchor chart for buzzing about books. The anchor chart for buzzing about books could include the following points:
 - Think about a person who wants a book recommendation
 - Think about that person's reading life--you may have to ask some questions
 - Choose a book for that person, remember the books you know (use book log if needed)
 - Tell the person why they think this book might be a perfect fit.
 - Summarize a bit of the story, highlighting the parts that the reader will like.
 - Read aloud a tiny excerpt that reveals something exciting about the book.
 - Talk about why the book is irresistible.

A great resource to use to have kids try is Flip Grid. This site allows students to record for only 90 seconds and also provides an on-screen post-it for students to take notes of what they want to say during the recording.

Engaging Experience 7

Teaching Point: "Today I want to teach you that powerful readers use artifacts to help them reflect on and improve their reading lives. One artifact that is an incredibly useful tool for reflection is one you already have--the book log. This tool helps you keep track of how reading is going for you. It's concise, easy to sustain, and it has tons of information that lets you reflect wisely on yourselves as readers."

Suggested Length of Time: 1 mini lesson

Detailed Description/Instructions:

One way to do this...

1. Have a sample book log of your own reading or one you simply generate for the sake of this lesson.
2. Remind students that these are not just tools for recording, but also reflecting. Questions you might think aloud about while analyzing the book log include:
 - How much do I read at home vs. school?
 - Do I read some genres more slowly than others?
 - Is there a drop in reading volume because I moved to a higher reading level?
3. Think aloud together about these questions and what you can learn from the reader based on his or her log. Additionally, you can remind students this can be a tool to track their goals as well.
4. Send students off to read, recording their work of the day and reflecting on it at the end of the workshop.
 - Add to "Readers..." anchor chart: use reading tools to reflect and set goals as readers

Engaging Experience 8:

Teaching Point: "Today I want you to experience reading in a new way with me. Some authors give the reader the responsibility and opportunity to put their own words from their mind on the page. When you do this, the story highlights your interpretation of the text."

Suggested Length of Time: 1 mini lesson

Detailed Description/Instructions:**One way to do this...**

1. Read aloud a wordless picture book. At the end of the reading, ask students to decide whether or not this was reading, and have a conversation with them about what reading actually is.
2. Discuss with students how reading is not just about reading words on the page, rather, it is about the thinking that is happening within your mind. Reading is not just about words, it's the way you make sense of the story that defines reading.

Engaging Experience 9

Teaching Point: “Today, I want to teach you strategies to help us read a text closely and mark those moments in a text that speak to us. As readers, we pay attention to the parts of a book we love, wonder about, show us a character in a deeper way, have difficult words, shock or surprise us, make us laugh, provide great details. Reading a text closely helps us recognize these moments to ensure we continue to read ourselves awake.”

Suggested Length of Time: 1 mini lesson

Detailed Description/Instructions:**One way to do this...**

1. Read aloud an excerpt from your mentor text.
2. Create an anchor chart together of the different ways students can mark their text to show those moments (annotation codes, color-coding, etc.)
3. Using your mentor text, show students how you annotate the moments that speak to you, modeling in the process how to read a text closely--meaning that you are reading with purpose and stopping at those moments that you have a reaction to the text to think aloud about those.
4. Some questions you could use to model close reading for this lesson are as follows:
 - Why did the character say what he/she said?
 - How does the character's actions affect the story?
 - How does this place reflect what they are telling us about the character?
5. While you stop and consider these questions, thinking aloud about them also feel free to mark any other moments in the text that speak to you to model how to use the annotation system you set up.
 - Add to “Good Readers...” anchor chart: Notice moments that speak to us and remember characters' names and setting

Unit 1: Interpretation Book Clubs: Analyzing Themes

Subject: Reading

Grade: 5th Grade

Name of Unit: Interpretation Book Clubs: Analyzing Themes

Length of Unit: 23 *Engaging Experiences*

Overview of Unit:

This unit asks a lot of students and gives a lot to them as well. The learning curve between fourth and fifth grade is an especially steep one, and work that fifth graders are asked to do is work that many of us didn't do until high school (if then!). The fact that students will convene in clubs within a week or two of the start of fifth grade is emblematic of the tone and the message that characterize this unit. You'll set students up to participate by telling them that the most important thing they need to learn is to be in charge of their own learning. In the second and third bends, you will suggest to students that just as writing makes a person more awake to his or her life, so, too, writing makes a reader more awake to his or her text. Readers who write can see more in a text- they notice more and they make more of what they see. This bend quickly turns to the work of interpretation, teaching students how to read with interpretive lenses. Finally, you will teach students to read analytically, noticing the way different authors develop the same theme differently. You'll also help them do some important compare-and-contrast work on several texts that develop a similar theme, too.

Topic 1 (Bend 1)

In this first bend you'll ask students to become more committed to their readers' notebooks than ever before. As part of that, you'll rally them to regard the writing they do about their reading as every bit as important as the writing they do in the writing workshop. All too often, the writing that students do in their writers' notebooks is full of voice and spirit and thought, while the writing they do about reading seems dull and formulaic. As you start both fifth grade and this unit, you'll invite your children to approach their reading notebooks the way they do their writing notebooks-with conviction, a sense of purpose, and voice.

They'll deduce qualities of good writing-to-learn from studying those entries, and you'll pitch in about qualities of good writing about reading as well. One of the important things you'll teach is that reader's notebooks are meant as seedbeds for thought. The writing will not be boxed into tidy five-paragraph essays, but will instead be exploratory.

Topic 2 (Bend 2)

In this bend, you will up the ante by reminding students that as readers sharpen their reading and thinking skills, they are able to see more significance in a text and to trust that they notice things for a reason. Great literature in hand, students will embark on a study of interpretation. At the same time, they'll begin to work in small book clubs that will last for the remainder of the unit. Because members will read and reread copies of the same book (or perhaps two) in sync with each other during this bend, sometimes devoting as much as a week and a half to that book, the choice of text will be especially important.

By studying the skills and strategies of interpretation while reading, writing and talking about literature,

your readers will work together in their clubs to identify the themes that thread through their books. They will learn that the art of interpretation is not about placing a tag on a book with a pre-made cliché on it (such as “Work hard and you will succeed”). Instead, your students will learn that reading interpretively involves linking ideas and building larger theories.

Topic 3 (Bend 3)

Once your students are discussing themes actively with their clubs, you’ll teach them how to compare and contrast the ways in which themes are developed across texts. In the third and final bend, students will study the way in which a theme can be developed differently in different texts. You will teach students techniques for analyzing the different texts, noticing the roles that characters play in advancing (or pushing back against) a theme. By studying the ways an author sculpted a particular character, developed a plotline, and described a setting or another element of a story, students will be working to bridge the connection between theme and craft.

Getting Ready for the Unit:

- [Text Sets from Newsela](#)
- A variety of resources to accompany this unit and the other Grade 5 Units of Study for Teaching Reading are available through Heinemann Online. Contact your coach for more information.
- *Home of the Brave* by Katherine Applegate is suggested as the demonstration text for this unit of study. It’s up to you to make a decision to use this text or another, but if you choose *Home of the Brave*, you might want to access the pacing on Schoology.
- Preview the ***Book list: Great Book Choices for a Unit on Interpretation*** on Schoology to generate ideas for books that you might use.
- Anchor Chart:
 - Prepare [Writing Well about Reading](#) anchor chart
 - Prepare [To Develop Ideas, Readers](#) anchor chart
- Read Lucy Calkins Interpretation Book Clubs
- Before the unit begins, spend some time setting up book club norms and expectations. Due to the many different routines and procedures available, we are allowing teachers to decide on the method of book clubs that works for them. Please see the chapter on book clubs on Coaches Corner for more information on how to set up book clubs.
- Another suggestion is to set up theme notebooks with students. More information about theme notebooks can be found on Penny Kittle’s website. (see Schoology)
- Another suggestion is to Create “preview books stacks”—sets of four or five books at a student’s reading level that match their interests and reading experiences. These books can be sat on students desks before the first day of school, or early in the year.
- Excellent passages, resources, anchor chart ideas and student samples can be found through Heinemann's resource page. Please contact your coach for more information about registering your resources.

Anchor Charts:

- Writing Well About Reading
[Color](#) / [B&W](#) / [Single Page](#)
- Drawing on All You Know to Read Well & Interpret Texts
[Color](#) / [B&W](#) / [Single Page](#)

- To Deepen Interpretation, Readers Can...

[Color](#) / [B&W](#) / [Single Page](#)

Possible Mentor and Read Aloud Texts:

- ☐ Locomotion by Jacqueline Woodson (power, race, family structures, death/loss, inequity of education, black boys/men in America, foster care, adoption, arts education, poverty, genetics/illness)
- ☐ Each Kindness by Jacqueline Woodson (discuss Woodson's common themes and craft moves)
- ☐ One and Only Ivan by Katherine Applegate (exclusion, displacement, stereotypes, endangered animals, family structures)
- ☐ Home of the Brave by Katherine Applegate (discuss Applegates common themes and craft moves)
- ☐ Oliver Button is a Sissy by Tomie dePaola (gender stereotypes, overcoming negativity, acceptance)
- ☐ Fly Away Home by Eve Bunting (homelessness, empathy)
- ☐ Yardsale by Eve Bunting (life changes, poverty)
- ☐ Crenshaw by Katherine Applegate (homelessness, frustrations with parents)
- ☐ You might collect various types of nonfiction that corresponds with the social issues in the book club books. This could be articles, media clips, and pamphlets.
- ☐ Testing the Ice: A True Story About Jackie Robinson by Sharon Robinson (overcoming adversity)
- ☐ The Terrible Things: An Allegory to the Holocaust by Eve Bunting

Pre Assessment:

[Unit 1 Pre Assessment](#)

[Unit 1 Pre Assessment Sample Answers/Rubric](#)

Post Assessment:

[Unit 1 Post Assessment](#)

[Unit 1 Post Assessment Sample Answers/ Rubric](#)

Essential Questions:

1. How do we interpret and analyze themes?
2. How do discussions with peers help me think critically about text, and grow new ideas?

Enduring Understanding/Big Ideas:

1. Thinking critically about text(s) can help me gain new understanding about themes.
2. Responding to reading orally and in writing helps to extend my understanding of text.
3. Listening to the ideas of others allows me to uncover new ideas I didn't consider.

DESE Priority Standards:

- **5.R.1.D** Read independently for multiple purposes over sustained periods of time.
- **5.RF.3.A** Develop phonics in the reading process.
 - ***5.RF.3.A.a** Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.
 - ***5.RF.2.A.b** Reading root words, prefixes, suffixes, and important words from all specific content curricula
- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts.
 - **5.R.1.A.a** Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **5.R.1.A.b** Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- **5.R.1.B** Develop an understanding of vocabulary.
 - ***5.R.1.B.b** Using context to determine the meaning of unfamiliar or multiple-meaning words.
 - **5.R.1.B.d** Explaining the meaning of common idioms, adages, similes, metaphors, hyperbole, and other sayings in text.
- **5.R.2.A** Read, infer and draw conclusions using fiction texts including poetry and drama.
 - **5.R.2.A.a** Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.
 - **5.R.2.A.b** Explain the theme or moral lesson, conflict, and resolution in a story or novel.
 - **5.R.2.A.c** Describe how a narrator's or speaker's point of view influences events.

*This standard should be taught and assessed during word study.

DESE Supporting Standards:

- **5.R.2.A.d.** recognize foreshadowing.
- **5.R.3.C.b.** explain the difference between a stated and implied purpose for an expository text.
- **5.R.2.A.f.** introduce origin myths, and culturally significant characters/ events in mythology.
- **5.R.2.C.a.** analyze the similarities between the original text and its dramatic adaptation.
- **5.R.2.A.g.** introduce different forms of third person points of view in stories.
- **5.R.4.A.c.** identifying the point of view of media presentation.

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
5.R.1.D	Read independently for multiple purposes over sustained periods of time.	Develop and Demonstrate	Apply	2
5.RF.3.A	While reading: <ul style="list-style-type: none"> ● Decode words using knowledge of <ul style="list-style-type: none"> ○ all letter-sound correspondences ○ syllabication patterns ○ morphology to read unfamiliar multisyllabic words in context. ● Decode using <ul style="list-style-type: none"> ○ root words ○ Prefixes ○ Suffixes ○ important words from all specific content curricula 	Develop and Demonstrate	Apply	3
5.R.1.A	In response to text: <ul style="list-style-type: none"> ● Drawing conclusions by referencing textual evidence to support analysis of what the text says explicitly 	Develop Demonstrate	Apply	3

	<ul style="list-style-type: none"> • Infer by referencing textual evidence to support analysis of what the text says explicitly • Draw conclusions from inferences drawn from the text. • Infer from inferences drawn from the text. 			
5.R.1.B	<p>When reading:</p> <ul style="list-style-type: none"> • Use context to determine the meaning of <ul style="list-style-type: none"> ○ unfamiliar ○ multiple-meaning words • Explain the meaning of <ul style="list-style-type: none"> ○ Common idioms ○ Adages ○ Similes ○ Metaphors ○ Hyperbole ○ Other sayings in text 	Develop	Apply	3
5.R.2.A	<p>When reading fiction texts including poetry and drama:</p> <ul style="list-style-type: none"> • Compare and contrast <ul style="list-style-type: none"> ○ the roles and functions of characters in various plots ○ their relationships ○ their conflicts • Explain the theme or moral lesson, conflict, and resolution in a story or novel • Describe how a narrator's or speaker's point of view influences others 	Read Infer Draw conclusions	Apply	3

Topic Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
quote know apply read engage report speak	inferences phonics word analysis accuracy fluency comprehension text opinion main ideas themes

Topic 1: Writing About Reading with Voice and Investment

Start with Assessment

Teaching Point: Today you will be reading a short story and answering a few questions that map out key skills that you teach during the unit.

Suggested Length of Time: 1 lesson

Detailed Description/Instructions:

We suggest you introduce the assessment by emphasizing the importance of the day's work, letting students know that this is a way for you to get a window into their current strengths and needs as readers, even before the unit has begun. Talk up this work. The best assessment of students will come if they clearly understand what the assessment is and how it will be used. After providing students with a brief introduction to the tasks, make sure each student has the assessment materials you prepared earlier—the performance assessment (with the questions and the text), the four numbered half-sheets of paper, and a pencil or pen. You will also need to make sure to have the video cued up and ready to play. You will have to decide whether you read the text aloud to students (as they read along with their own copies of the text) or let them read it independently. While we don't have a guided reading level on the story "Stray" alone, the entire compilation is a level R, and this seems about appropriate for this particular story. Your beginning-of-the-year data may suggest that your students are reading at an adequate level to read the text independently.

Engaging Experience 1:

Teaching Point: Today I want to teach you... that in this upcoming year, you can go through a growth spurt as a reader, you can sprout up as a reader. But that will only happen if you work on your reading, if you take on the goal of getting better at reading, and if you work with deliberateness toward the specific goals you set.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D.a

Detailed Description/Instructions:

- **One way to do this...**

1. Asking, “What’s the most important way to get better as a reader?”
2. Setting a goal, asking, “What goals could make a real difference in your reading life this year?” You may use the reading learning progression to help you set a goal in your notebook.
3. Then, underneath that goal, jot some practical steps you might follow.

Engaging Experience 2:

Teaching Point: So our work for today... is to answer this question: “What are some qualities of strong writing about reading?”

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b

Detailed Description/Instructions:

- **One way you can do this is...**

1. Since you are in fifth grade, the thinking you do as you read becomes all-important. There is no prize for reading a ton of pages or extra hard books and you can’t remember what they were all about. Our question is “what are some qualities of strong writing about reading?”
2. I’m going to read aloud from the book, *Home of the Brave*. This is about a boy named Keck who comes to Minnesota from Africa after many people in his village - including his father and brother - are killed. When I stop reading, you and your partner will write-in-the-air, dictating to each other what a not-so-great fifth grade story would sound like. Then, the harder job, write-in-the-air the best, most mature entry you can imagine.
3. “What are some qualities of good writing about reading?”
4. Readers, I need your attention - I’m noticing you aren’t sure what constitutes strong writing about reading. You have some good ideas, but seem a bit shaky. Set up a gallery walk with some effective fifth grade pieces and have students annotate the text on the chart paper the writing is on.

A Day for Assessment

Teaching Point: Today we are going to take the day to learn from the performance assessment we took at the first of the unit.

Suggested Length of Time: 1 lesson

Detailed Description/Instructions:

One way to do this... is to use the rubrics, progressions, and exemplars you’ll use today to provide students with clear pathways toward meeting today’s exceedingly high expectations allowing them to answer the questions “How am I doing?” even with it is being asked in relation to the black box of higher level comprehension.

Engaging Experience 3:

Teaching Point: Today I want to teach you... that people read differently when they write about their reading. Writers see more, notice more, think more...and everything becomes grist for their thinking mill. When you read as a writer, you bring a writerly wide-awakeness, an extra alertness, to your reading. You notice stuff others would pass right by, and you make something of what you see.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.1.D

Detailed Description/Instructions:**One way to do this is...**

1. Ask students to study the writing about reading they did the previous day and annotate what works in their writing as they did in the gallery walk.
2. Continue reading *Home of the Brave*. If we weren't trying to read like a writer, we could just whirl through this part, but we are trying to read with a writerly wide - awakesness. So what feels important? What do you notice?

*During Share it would make sense to show students the *To Understand/Interpret a Story, Readers Pay Attention to...* Anchor Chart from Schoology.

Engaging Experience 4:

Teaching Point: Today I want to teach you... that once readers settle on an idea about a text worth developing, they think, "Where does this idea live in the text?" Then they reread those selected passages extremely closely, expecting each to be a gold mine of new insights related to their initial ideas.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.1.D

One way to do this is...

1. Break the teaching point down into steps. Ask each partnership to work with a second partnership to apply these steps to one of the ideas the class generated about the mentor text.
2. Use the *To Develop Ideas, Readers...* anchor chart (see Schoology) to guide this work. Share out one group's thinking that is especially fruitful, and invite the whole class to try this work on that idea, as you scaffold.
3. Invite children to work in partnerships to try this work on a second passage. Offer coaching tips and suggest prompts as they talk.
4. Debrief. Share the value of using tentative language to understand why an author may have chosen to write passages in particular ways- and to extend an idea. Offer students tips to keep in mind as they read on their own.

Engaging Experience 5:

Teaching Point: Today I want to teach you... that readers start a book trying to figure out who the narrator is. Once they figure out whose voice they are hearing, whose perspective they are getting, they keep in mind that every part of the story is told from that character's perspective and that other characters might imagine things differently or have different feelings.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.2.A.c, 5.R.1.D

Detailed Description/Instructions:

This lesson is longer than a standard mini lesson. It asks you to model the teaching point and then provide students time to role play in partnerships.

One way to do this is...

1. Start your lesson with a story that highlights the effect perspective can have on the telling of an event, true or fictional. For your connection, you might want to think up a story reference to post-recess time, when students filter back into the classroom, perhaps seeking your help with an argument that took place during their recess time.
2. Model for students how you might tell the same story from two different perspectives. Lean in to the ways in which both are true, and how they are different. Stories might be about being a part of a highly competitive game during recess.
3. Quickly shift out of storytelling mode and explain to students that neither child seemed to be lying in this scenario--they just had different perceptions of what happened. Depending on who is telling the story, readers might get a very different version of events.
4. Remind students that “When reading a book, one of the most important things you want to figure out is who is telling the story. Is it the main character? An unknown narrator?” Once they figure out whose voice they are hearing, whose perspective they are getting, they keep in mind that every part of the story is told from that character’s perspective.
5. Consider modeling this work by returning to an early chapter in the read aloud. Model how you would identify who is telling the story. Model how the story might be different if told by a different character. After modeling, ask students to open their books and do the same work you just showed them with a partner.

Engaging Experience 6:

Teaching Point: Today I want to teach you... to try to think analytically. And that is a choice you can make.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.2.A.a, 5.R.1.D

One way to do this is...

1. One way to think analytically is to think of a subject (reader’s workshop) and to think about the parts of that subject. How could you divide up the reading workshop into parts and how does that thinking about parts help you come to new ideas about the reader's workshop? Jot your thinking.
2. Give the simple invitation: “I’m noticing that some of you are thinking about the reader’s workshop in three parts; whole group, small group, individual. Others are thinking about it in two parts; last year and this year. What other ways can you break up the reader’s workshop?”
3. Others of you are ranking most helpful, next helpful etc. parts of the reader’s workshop. “How else can you rank the reading workshop?”
4. After a few minutes, invite them to talk with their partners analytically about the reader's workshop-talk about parts, ranks and selections.
5. Next, ask the class to continue their conversations, but this time thinking analytically by comparing. Before they start, ask them to think about what they will compare; reader’s vs. writer’s workshop? The parts to a reader’s workshop? Similarities and differences in the whole group vs. small group? Etc.
6. Practice now by thinking analytically about Home of the Brave. First make a plan, will you compare, rank or compare?
7. After they wrote a few minutes, share with them that often they may even combine these ways of thinking
8. Students, take a minute to think about how you want to read analytically today and jot that idea in your notebook. Have them raise their hand with the decision they chose.

Use the ***Questions that Can Help You Think Analytically*** anchor charts on Schoology to guide this lesson.

*It would make sense that in today’s share you would have students set up a gallery walk of the analytical notes

they decided to take.

Engaging Experience 7:

Teaching Point: Today I want to remind you... that when aiming to write well about reading, it's important to remember that revision is the most important way to ratchet up the level of your writing. And to revise any text, it helps to have an image of good work in mind. In this instance, it helps to have a sense for what constitutes potent, vital writing about reading.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.1.D

Detailed Description/Instructions:

One way to do this is...

1. Pass out an example they looked at previously and ask them to reread it again, this time flagging something the writer did that they would like to try.
2. Share some ideas with your partner. Share out with the class.
3. Emphasize a few more key points: Some of you feel that you can raise the level of your entries by using more prompts to extend and challenge your thinking, others realized you aren't spending enough time thinking about how these ideas connect, others realized they need more details from the text
4. As you read today, see what you can learn from these writers.
5. Allow partners to revise each other's work by sharing together and giving constructive feedback.

(see "Student Work" folder on Schoology for this unit). Ask students to read a student's sample in their groups, sharing what they notice with each other. Give students time to discuss. Call the students back together, emphasizing a few more key points. Channel students to use what they learn from student exemplars when they revise their own writing about reading.

*During reflection, praise student's revision work and give them an opportunity to share it with their partners.

Topic 2: Raising the Level of Writing and Talking About Literature

(Teachers, this is suggested as a book club meeting unit. You have the autonomy to choose when in September launching book clubs most makes sense to you and your students. Upon launching book clubs, you could either have clubs meet for 10 minutes at the end of every workshop lesson (recommended), or each club meets for an extended period of time once a week, or you have two 20 minute talk times twice a week for all clubs to engage in conversation. This is not put in the plans below, you have to decide what makes the most sense for your class.)

Engaging Experience 8:

Teaching Point: Today I want to teach you... that as readers sharpen their reading and thinking skills, they develop the eyes to not only see more in a text, but to make more significance. They pay more attention as they read because they trust that they notice things for a reason and expect to make something of observations others just pass by.

Suggested Length of Time: 1 lesson

Standards Addressed:

{BOE 6-23-2022}

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.1.D

Detailed Description/Instructions:

This lesson does not follow the typical mini lesson structure. This lesson is designed more as a conversation that will coach students to do the mental work of channeling the power of book clubs.

One way to do this is...

1. Help children think of an experience that was saturated with meaning (a time when they were with someone they cared about and you know this was the last time together, or a place that really mattered to you and you knew you were leaving it.)
2. Guide them towards a story, and if they can't come up with something, tell them to imagine it (last time with your best friend and something funny happens.)
3. Tell them that what they need to realize is that they are thinking interpretively. Think about the little things in a story that suddenly become more meaningful. Share an example from the text everyone knows.
4. Guide them to know that as they are reading today, they will be thinking about the meanings they are finding and making.
5. Practice with *Home of the Brave* by reading the next section aloud and asking the kids to listen interpretively, letting details take on significance.
6. Set up clubs. Set them up for their reading today. "The challenge for today will be to read your own club books with the same alertness and eagerness you've brought to the class lessons."
7. Allow clubs to talk and make a plan for their reading today. They must choose a stopping spot.
8. If they finish early, they must reread and jot for talking.

Another way to do this is to share with your students the *Creating a Constitution for Your Club* anchor chart that can be found on Schoology. Ask students to meet in clubs and to construct a shared "constitution," club name and more. As children work, coach them to think about the questions on the chart and move quickly to decide on a constitution. If you hear students discussing punitive consequences for infractions, suggest they think about ways to support each other, instead of punishments.

Engaging Experience 9:

Teaching Point: Today I want to teach you... that sometimes readers think thematically by first naming the problem that a character faces, then asking, "What lessons does the character learn from (that problem)" or "What might the author want me to know about the problem/issue?"

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.1.D, 5.R.2.A.b

One way to do this is...

1. Explain to students that they can focus on one element of a story, like character, and use that to see more in a story as a whole. *Using the When We Study Character, We Can Think About...* Anchor Chart to guide this conversation. Give students a moment to talk, jotting strategies you hear.
2. Call students back together, congratulate them on their depth of knowledge. Let students know that sometimes readers think thematically by first naming the problem that a character faces, then asking, 'What lessons does the character learn from that problem?' or 'What might the

When We Study Character, We Can Think About . . .

- Their feelings and traits
- How they change
- What they want (what motivates them)
- How they respond to difficulty

author want me to know about that problem/issue?'.

3. Ask students to think with you about the character in the class read-aloud, thinking about the problems the character faces, the lessons learned from that problem. Ask students to help as you consider the ways in which your character deals with the problems and the larger theme or messages their reaction conveys.
4. Let students know that when thinking and talking interpretively, readers don't just talk about one character. Instead, they apply what they notice about one person to the world, to all people.
5. One way to do this is by starting a sentence with 'Sometimes people...' or 'Sometimes in life...' Ask students to brainstorm possible themes for your read aloud text. Remind students that they can take on the lens of character to develop interpretations.

Engaging Experience 10:

Teaching Point: Today I want to teach you... that the best part of reading with others is that it changes you. You end up viewing the text through the eyes of others, and therefore seeing more than you would otherwise have seen.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.1.D, 5.R.2.A.b, 5.R.2.A.c

Detailed Description/Instructions

One way to do this is...

1. Tell students about reading a book in a parent-child book club, explaining that the kids and parents saw things differently.
2. Flip back to the current situation, expressing that it is common to be in book clubs where members interpret books differently. Those different views can be enriching.
3. [Show a clip](#) of a book club talking, asking them to name out ways the readers allow each other's thoughts to affect their own.
4. Create an anchor chart with the class: How Club Members Learn from Each Other's Ideas.
5. Remind students that they want to be the kind of readers and book club members whose thinking is affected by those around them.

*You may consider having a mid workshop teaching point that addresses the idea that when reviewing books, readers include their passionate responses to them. The anchor chart to the right is a great way to facilitate this conversation.

*During Reflection on this day, it might make sense to have one reader from each book club share ideas at length, and coach other members of each club to listen and talk off of the one person's ideas, so that those ideas become well developed.



Engaging Experience 11:

Teaching Point: Today I want to teach you... that readers link ideas together to build larger theories or interpretations. As they think about how ideas might connect, they ask, "Could there be a larger truth or {BOE 6-23-2022}

lesson here?"

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.1.D, 5.R.2.A.b

Detailed Description/Instructions:

One way to do this is to...

1. Share the work of a student who developed several smaller ideas about a book. Ask students to look across the ideas and think about how they connect, before sharing the interpretive work of the student.
2. Study the jots that the student has made by projecting them for all to see. "What connections between these ideas do you see? What questions do these ideas, taken together, raise?" Turn and talk.
3. Share some out and then hear what the student wrote in their notebook as the bigger idea.
4. Now it is your book club's turn to try this out. With your groups, first retrace the steps that you just did to connect issues together to find the larger theory.
5. Ask the students to go through the jottings they have in their notebooks and try to determine what life lessons can be learned.
6. Remind students that one way readers build interpretations is by linking similar ideas together to build larger theories and then asking, "Is there a larger truth or lesson here?" The ideas that they have function like an umbrella and the whole story fits underneath it.

***At the end of this lesson you will want to have seen most students notebooks in preparation for collecting materials for tomorrow's lesson.**

Engaging Experience 12:

Teaching Point: Today I want to remind you... that once a reader has developed an interpretation about a book, it is important that he or she stays with that idea. As readers, you can wear your interpretation like a pair of glasses, as a lens, and read on in your book looking for more places that fit with or change your idea.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.1.D, 5.R.2.A.b

Detailed Description/Instructions:

One way to do this is...

1. Tell the importance of mental flexibility.
2. Model this by taking an idea the class developed in read-aloud and showing students how you read a bit of a chapter with the idea as a lens. "As a class, we developed the idea of hope - Hope can help people survive hard times and go on- I'm going to hold on to this idea as we read on.
3. As you read on, stop and ask, "what is this idea of hope? Is it a good or bad thing? Will this idea about Keck change as we gather new information?"
4. Reread the chapter from the previous day. At the end of the chapter, discuss endings and how it is connecting to the idea of hope.
5. Continue on with Once there was... and stop at the line and take me far from the pain in my belly and the tight knot in my heart. When finished, discuss how the interpretation of the story is evolving.
6. Read the last portion of the chapter, giving the students an opportunity to try the same work by discussing in clubs what they notice. Share out.
7. Remind students of the day's strategy and send them off to read, think and write in ways that nurture their interpretations.
- 8.

Engaging Experience 13:

Teaching Point: Today I want to teach you... that when different readers read the same book, they often develop different viewpoints on provocative questions related to the book. The differences in opinion can spark a debate. In a debate, each person (or each side) presents his or her position and then supports that position with evidence, aiming to persuade the other person, the other side.

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.1.D, 5.R.2.A.b, 5.R.2.A.c

Suggested Length of Time: 1 lesson

Detailed Description/Instructions:

One way to do this is...

1. Teach children that debates can only occur around an idea that can be argued from both sides. Channel students to test whether ideas you suggest qualify and to generate others.
2. Talk about how difficult it is to come up with provocative, brave ideas. Go over several ideas and have students decide if it will work for a debate or if it is too easy. Next, they work with a group to come up with debatable ideas about *Home of the Brave*.
3. Demonstrate how to develop an evidence-based argument for or against one of the claims related to the read-aloud. Challenge- take the side that is harder to defend, leave the other side for the class. Introduce a claim to the class that they will take - "Ganwar is a bad influence on Keck."
4. First, decide which position you will be, pro or con. Think over the book, review your notes, recall your ideas and then list on your fingers the evidence that you have. Review what you did with the class.
5. Next, ask the students to take a position different from yours and collect some evidence with the kids around them that support that Ganwar is bad for Keck.
6. Pass out copies of the pages for them to review so that they can cite the text. You have 3 minutes to focus on this.
7. On chart paper, show some key phrases that could be used during a debate (see pg. 122 of the Teacher's College Units of Study)

For Share today provides an opportunity for students to debate in front of the class.

Engaging Experience 14:

Teaching Point: Today I want to teach you... that our mini lesson will be about an inquiry, an investigation, exploring an important question: "What do book club members do in an effective book club that lifts the level of the club's work?"

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D

One way to do this is to ask...

1. On chart paper, jot a few subtopics and ask each student to take one of the four questions as a lens.
 - What kept the conversation about the books going?
 - How does writing about reading fuel a book conversation?
 - What happens to the topics that a club member brings up?
 - What kinds of things are talked about?

Each book club member should have a different role. Prep each lens quickly and then show the [video](#) of a book club and tell the class to focus on their lens.

2. As you watch the video, stop intermittently to give students a chance to share observations with their group.
3. Call the students back together and add to the chart based on their ideas.

4. Ask them to record their thoughts on post-its and add it to a chart with the four questions. Prepare students to use what they noticed to lift the level of their own book club conversations.

Topic 3: Thematic Text Sets: Turning Texts Inside Out

Engaging Experience 15:

Teaching Point: Today I want to teach you... that when you are exploring universal themes, what's really interesting is how authors will develop those themes somewhat differently. Sophisticated readers, therefore, ask: what's the same and what's different in how this theme plays out in different texts?

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.1.D, 5.R2.A.a

Detailed Description/Instructions:

One way to do this is...

1. Have each book club pick a theme that applies to the book they are currently reading. Ask them to write it on a sentence strip and display it on chart paper.
2. Explain that themes are universal and can be found in many places. Though the specifics are different, two texts could advance the same theme. Discuss some of the themes they've listed and if any seem similar.
3. Remind students to use an idea as a lens through which to read a text, especially when considering a theme. Read key parts of *Fly Away Home* and *Home of the Brave* to see if the themes are applicable to the text.
4. Review what you did. First - I found a way that these books might be similar. Then tested the idea by rereading parts of the second book, testing to see if the theme seems important across the book.
5. Turn over the reins to students and read a few more scenes from *Fly Away Home* - with a lens on comparing and contrasting. Continue focusing on *Fly Away Home* focusing on the idea of hope and how it is similar and different to *Home of the Brave*.
6. Decide as a group, which two you'd like to start with, reminding them that their goal is to find a text that advances the same theme as the novel they have been reading.

Engaging Experience 16:

Teaching Point: Today I want to teach you... that when you readers see similarities in texts, thinking, "These texts seem to support the same theme." they often look again, and may find the texts actually convey slightly different messages.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.1.D, 5.R2.A.a

Detailed Description/Instructions:

One way to do this is...

1. Do a brief demonstration, continuing to compare your read aloud with a picture book you are reading. A natural fit might be Home of the Brave to Fly Away Home.
2. You might say to your students that as you thought more about it, you've realized that although both texts offer important messages about hope, it doesn't feel completely accurate to say that they say the

same things about hope. You might demonstrate how you go from a general unease to rereading, rethinking and reading for a more precise idea.

3. Model for your students how you muddle along, demonstrating that new ideas don't just snap into place like magic.
4. Finally in your link make clear to your students that this is a process, not something that will happen right away. The more you read the more that you are able to think about text in different ways.

Engaging Experience 17:

Teaching Point: Today I want to teach you... that one way readers think about a theme in more complex ways is to think how different characters connect to that theme. Readers think about which characters best represent a particular theme through their actions, and dialogue, and which characters work against the theme.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.1.D, 5.R2.A.a

Detailed Description/Instructions:

One way to do this...

1. Channel students to think about how different characters connect to a theme and remind students to use evidence to support their ideas.
 - a. Think about minor characters and how they relate to the theme.
2. Channel students to plan their book club work to read and reread texts and use all they have learned about analyzing themes.
3. Make a plan with your book club, “Will you reread parts of the story to think about the author's decision?”

Engaging Experience 18:

Teaching Point: Today I want to teach you... that it can be helpful to think about the choices authors make (and the ones they don't), as a way to come to new insights as readers.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.1.D, 5.R2.A.a

Detailed Description/Instructions:

One way to do this...

1. Model how you would do this with *Home of the Brave*, asking students to think along with you.
2. Debrief by discussing how you thought about alternatives, which created new thinking.
3. Ask the students to revisit the beginning of their books, asking what an author could have done but chose not to. In book clubs, have them work through the beginning of their books trying to imagine other ways the story could have begun, and then to understand the choice the author did make.
4. Recap the work that the students just did and send them off to consider today's strategy as they look between their two texts.
5. Add to anchor chart for ‘Deeper Interpretation Readers Can..’

Engaging Experience 19:

Teaching Point: Today I want to teach you... that when you study a text, it can be illuminating to study the author's goals and the techniques he or she used to achieve them. One way to do this is by focusing on a part where the author seems to be trying to achieve something and asking how.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.1.D

Detailed Description/Instructions:

One way to do this...

1. Ask the class to turn and talk to their clubs about what their story is really about and how they have or plan on making that clear to the reader.
2. Introduce the class to the Narrative Writer's Techniques and Goals chart. Discuss which of these are new to them and which ones seem familiar.
3. Now, using both charts, ask them what they notice, the goal the author achieved and what technique they used to achieve that.
4. Model for students the techniques your author used to help the reader feel this. Ask students to study another part of your read aloud thinking about the goals and techniques the author has used.
5. Have the students study part of Home of the Brave and to think about the goals and techniques the author has used.
6. Before they go off to read, they need to make a plan as to how they will study the author's goals.

Engaging Scenario

Celebration

Teaching Point: Today you will celebrate the end of the unit with a mix-and-mingle of sorts.

Suggested Length of Time: 1 lesson

Detailed Description/Instructions:

One way to do this... Give the students the opportunity to participate in a literacy salon where they can give mini-book talks and show off their literary thinking.

1. Breaking up books clubs and meeting with a new group of 6-7 peers.
2. Options for "mingling:"
 - a. Act like they are the author of one of the books they read, and tell about amazing ideas in that book as if they are our own.
 - b. Discuss in "mini-book talk," describing what the author accomplished in terms of character, plot, or theme, and citing specific examples from the text to support ideas.
 - c. Use goal/technique cards to support discussion of books.

Post Assessment

Unit 2: Tackling Complexity: Moving Up Levels of Nonfiction

Subject: Reading

Grade: 5th Grade

Name of Unit: Tackling Complexity: Moving Up Levels of Nonfiction

Length of Unit: 22 Days

Overview of Unit:

The nonfiction texts your fifth-graders are reading are complex; they raise important challenges. These texts tend not to contain supportive headings and subheadings, nor the pop-out sentences that highlighted main ideas in the passages your students used to read. These complexities are often glossed over because of the engaging visuals and catchy fonts that make the texts appear deceptively simple. This unit sets out to directly address these challenges. Across the unit, your students will study ways in which their texts are becoming more complex, and they will realize that the reading strategies they used to rely on are insufficient for these new challenges. At the same time, this unit supports students in building independent nonfiction reading lives outside of school. You will help students see that readers turn to complex nonfiction because those texts give them access to the knowledge they seek and open doors of opportunity.

Topic 1 (Bend 1)

Students inquire into the ways complex nonfiction gets hard, and you'll support them in developing skills and strategies to tackle those difficulties.

Topic 2 (Bend 2)

You'll invite students to take on independent inquiry projects studying the topic they most want to learn about. Your teaching will support students in transferring everything they've learned about making meaning from complex texts to texts on their inquiry topic. You will extend this work, helping students to synthesize across texts and critically analyze the author's craft.

Getting Ready for the Unit:

- [Text Sets from Newsela](#)
- ["Amazing Octopus" Level 1](#)
- ["Amazing Octopus" Level 2](#)
- ["Amazing Octopus" Level 3](#)
- ["Amazing Octopus" Level 4](#)
- ["Amazing Octopus" Level 5](#)
- ["Amazing Octopus" Level 6](#)
- ["Amazing Octopus" Level 7](#)
- ["Amazing Octopus" Level 8](#)

Anchor Charts:

- Ways Complex Nonfiction Gets Hard
[Color](#) / [B&W](#) / [Single Page](#)

Possible Mentor Texts and Read Aloud Considerations:

- ☐ What best describes the main text structure of the entire article?
- ☐ Why does the author start/end the article with a question, quote, etc.?
- ☐ How would you summarize this (paragraph, section, part) of the text?

- ☐ What are the main ideas of this entire text?
- ☐ Which detail would be most important to include in a summary of the text?
- ☐ What is the main idea of the first three paragraphs of this text? The final section?
- ☐ Who is the author? How does their background or expertise influence the text? Is there bias? If so, how?
- ☐ What does each author want us to know? How does the structure help the author to present that information?

- Gorillas by: Seymour Simon
- Gorillas in Danger by: Natalie Smith
- Ivan: The True Story of the Shopping Mall Gorilla by: Katherine Applegate
- The Most Beautiful Roof in the World by: Kathryn Lasky (with Scholastic's online interview with Eve Nilson)
- We Are the Ship: The Story of Negro League Baseball by: Kadir Nelson
- Heroes of the Negro Leagues by: Jack Morelli
- When Lunch Fights Back: Wickedly Clever Animal Defenses by: Rebecca Johnson

Pre Assessment:

[Unit 2 Pre Assessment](#)

[Unit 2 Pre Assessment Sample Answers/ Rubric](#)

Post Assessment:

[Unit 2 Post Assessment](#)

[Unit 2 Post Assessment Sample Answers/Rubric](#)

Essential Questions:

1. How can I read tons of high-interest nonfiction texts, reading to learn all that I can, and to read faster, smoother, with absorption --while also learning from the text?
2. How can I use all that I know about nonfiction reading and research to learn about a personal inquiry topic?

Enduring Understanding/Big Ideas:

1. Nonfiction is a powerful experience when I set goals, read to learn and share this new learning with others.
2. Reading nonfiction can be hard. Because of this, I will rely on new strategies, consider evidence and read closely.
3. The way the author has structured their work will impact how I read the information.

DESE Priority Standards:

- **5.R.1.D** Read independently for multiple purposes over sustained periods of time.
- **5.RF.3.A** Develop phonics in the reading process.
 - ***5.RF.3.A.a** Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.

- ***5.RF.2.A.b** Reading root words, prefixes, suffixes, and important words from all specific content curricula.
- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts.
 - **5.R.1.A.a** Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - **5.R.1.A.b** Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- **5.R.1.B** Develop an understanding of vocabulary.
 - **5.R.1.B.a** Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through content.
 - **5.R.1.B.b** Using context to determine meaning of unfamiliar or multiple meaning words.
 - **5.R.1.B.g** Using conversational, general academic, and domain-specific words and phrases.
- **5.R.3.B** Read, infer and draw conclusions using literary techniques.
 - **5.R.3.B.a** Evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim.
 - **5.R.3.B.g** Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning.
- **5.R.3.A** Read, infer and draw conclusions using text features in nonfiction texts.
 - **5.R.3.A.a** Use multiple text features and graphics to locate information and gain an overview of the contents of text information.
- **5.R.3.C** Read, infer and draw conclusions using text structures.
 - **5.R.3.C.c** Analyze how the pattern of organization of a text influences the relationships
 - **5.R.3.C.e** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

*This standard should be taught and assessed during word study.

DESE Supporting Standards:

- **5.R.4.A.a** Explaining how messages conveyed in various forms of media are presented differently.
- **5.R.4.A.b** Comparing and contrasting the difference in techniques used in media.
- **5.R.3.B.d** Identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument.
- **5.R.3.B.f.** Explain the type of evidence used to support a claim in a persuasive text.
- **5.R.1.B.e.** Identifying and using words and phrases that signal contrast, addition, and relationships
- **5.R.1.C.a.** Identify structural elements of dramatic literature.
- **5.R.2.C.a.** Identify devices used in biographies and autobiographies, including how an author represents major events in a person's life.
- **5.R.1.C.a.** Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast).
- **5.R.1.C.b.** Text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame).
- **5.R.3.B.b.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **5.R.3.C.d.** Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view.

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
5.R.1.D	Read independently for multiple purposes over sustained periods of time.	Develop and Demonstrate	Apply	2
5.RF.3.A	<p>While reading:</p> <ul style="list-style-type: none"> Decode words using knowledge of <ul style="list-style-type: none"> all letter-sound correspondences syllabication patterns morphology to read unfamiliar multisyllabic words in context. Decode using <ul style="list-style-type: none"> root words Prefixes Suffixes important words from all specific content curricula 	Develop and Demonstrate	Apply	3
5.R.1.A	<p>In response to text:</p> <ul style="list-style-type: none"> Drawing conclusions by referencing textual evidence to support analysis of what the text says explicitly Infer by referencing textual evidence to support analysis of what the text says explicitly Draw conclusions from inferences drawn from the text. Infer from inferences drawn from the text. 	Develop Demonstrate	Apply	3
5.R.1.B	<p>When reading:</p> <ul style="list-style-type: none"> Determine the meaning through context of academic words derived from Latin, Greek, or other <ul style="list-style-type: none"> Root words Prefixes Suffixes Use <ul style="list-style-type: none"> Conversational words/phrases General academic words/phrase Domain-specific words/phrases 	Develop	Apply	3
5.R.3.B	<p>When reading nonfiction text:</p> <ul style="list-style-type: none"> Use literary techniques 	Read Infer Draw Conclusions	Apply	3

	<ul style="list-style-type: none"> ● Evaluate if author's purpose was achieved ● Identify reasons for author's decisions ● Use reasoning to determine the logic of an author's conclusion(s) ● Provide evidence to support <ul style="list-style-type: none"> ○ Claims ○ Reasoning 			
5.R.3.A	<p>When reading nonfiction text:</p> <ul style="list-style-type: none"> ● Use text features to aid in comprehending text ● Use multiple text features and graphics to <ul style="list-style-type: none"> ○ Locate information ○ Gain an overview of the contents of text information 	<p>Read Infer Draw conclusions</p>	Apply	3
5.R.3.C	<p>When reading nonfiction text:</p> <ul style="list-style-type: none"> ● Use text structures to aid in comprehending text ● Analyze how the pattern of organization influences the relationships ● Integrate information from several texts in the same topic ● Use integrated information from several texts to write or speak about the subject knowledgeably 	<p>Read Infer Draw</p>	Apply	3

Topic Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
determine summarize compare and contrast describe identify build conduct explain evidence support investigation synthesize	main idea key details summary text structure primary sources

Topic 1: Working with Text Complexity

Start with Assessment

Teaching Point: Today you will be reading a short story and answer a few questions that map out key skills that you teach during the unit.

Suggested Length of Time: 1 lesson

Detailed Description/Instructions:

We suggest you introduce the assessment by emphasizing the importance of the day's work, letting students know that this is a way for you to get a window into their current strengths and needs as readers, even before the unit has begun. Talk up this work. The best assessment of students will come if they clearly understand what the assessment is and how it will be used.

After providing students with a brief introduction to the task, make sure each student has the assessment materials you prepared earlier—the performance assessment (with the questions and the texts), the four numbered half-sheets of paper, and a pencil or pen. You will have to decide whether you read the texts aloud to students (as they read along with their own copies of the text) or let them read it independently. Your beginning-of-the year data may suggest that your students are reading at an adequate level to read the texts independently. But if your students are unable to read the texts because they are beyond their reading level, you can still gather information about their strengths in each of the four skill strands if you read the texts aloud to them. We all know that even though a student may struggle to read harder texts, he or she may still be able to do higher-level skill work. Reading the story aloud helps ensure that student's reading levels do not get in the way of your assessment of their higher-level skills.

Engaging Experience 1:

Teaching Point: Today I want to teach you that readers don't see with their eyes alone, but with their minds. Reading any text well requires you to approach that text, knowing things that are apt to be important. That knowledge comes from knowing about the genre (in this case, nonfiction).

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.3.A.a

Detailed Description/Instructions:

One way to do this . . .

1. Use an article to demonstrate that readers approach nonfiction with a short list of things that are apt to be important, reading with extra alertness because of that short list.
2. Read the first part from 'Lessons from the Deep' together. Pause while reading and draw students' attention to cues you noted that helped you notice main ideas and their supports.
3. Remind students that the work done today can be transferable to another text and another day.
4. Channel students to listen alertly as you continue reading the text, then engage them in partner conversation about the things it pays off for nonfiction readers to think about.

Engaging Experience 2:

Teaching Point: Readers, today I want to teach you that when readers orient themselves to complex nonfiction texts, they use text features and their knowledge of the topic to help. But as you begin reading, you also need to live in the gray area for a while, to tolerate confusion, knowing the focus of the text may be revealed slowly.

Suggested Length of Time: 1 lesson

Standards Addressed:**Priority:** 5.R.1.A.a, 5.R.1.A.b, 5.R.3.A.a**Detailed Description/Instructions:****One way to do this is . . .**

1. Demonstrate how to preview the overall text, to generate a tentative hypothesis for how the text will go. Highlight that the topic is not always immediately obvious.
2. Demonstrate a second way to orient yourself to a complex text, highlighting that a table of contents can be confusing or nonexistent. Explain to them that it is important for them to muddle through the uncertainty.
3. Channel partners to preview a chapter together to orient themselves to it. Help them revise hypotheses as needed as they begin reading, based on clues in the structure and content of the text.
4. Challenge readers to practice this in their reading today.

A Day for Assessment

Teaching Point: Today we are going to take the day to learn from the performance assessment we took at the first of the unit.

Suggested Length of Time: 1 lesson

Detailed Description/Instructions:**One way to do this...**

1. Use the sample responses and student rubric to provide students with a clear pathway toward mastery of each standard
2. Have students answer the question, “How am I doing?”
3. Have students answer the question, “What do I need to change or add to get to a 5?”

Engaging Experience 3:

Teaching Point: Today, let’s explore one way nonfiction texts get complex: main idea. Let’s study a text to figure out answers to the question: In what ways does the main idea become more complex?

Suggested Length of Time: 1 lesson

Standards Addressed:**Priority:** 5.R.1.D**Detailed Description/Instructions:****One way to do this is ...**

1. Engage students in a guided inquiry to determine different ways in which the main idea becomes increasingly complex, coaching along the way to lift the level of the inquiry.
2. Continue rereading *When Lunch Fights Back* keeping the question in mind. While reading, pause in the middle and coach students to notice the ways the author is teaching about the main idea. Give students time to discuss their thoughts about what they are seeing.
3. Name the big ideas partnerships discovered.
4. Continue reading the text aloud, setting students up to identify additional ways main ideas become complex.

Engaging Experience 4:

Teaching Point: Reader's, today I want to teach you that once readers know how a nonfiction text is complex when it comes to main ideas, they can develop and draw on a toolkit of strategies to support them in determining their main ideas.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D, 5.R.1.A.a, 5.R.3.A.a

Detailed Description/Instructions:

One way to do this is ...

1. Suggest that many students reported that they invented a strategy for discerning the main idea when none is stated. Detail the strategy. Recruit students to study a video clip. Set them up to note the multiple main ideas forwarded in the video and then to determine which main ideas are most supported by the text.
2. Record two main ideas the video forwards. Ask students to record the main ideas they found and to find the strongest details that support those main ideas. Show the video clip again.
3. Name the transferrable reading work students just engaged in with the video clip, and set students up to try similar work with the texts they've been reading.
4. Remind students to pull flexibly from their repertoire of main ideas strategies and to begin taking notes that mirror the main ideas and supportive details in the text.

Engaging Experience 5:

Teaching Point: Readers, today I want to teach you that as nonfiction texts become more complex, the vocabulary the author uses becomes hard and technical, and the clues that help readers figure out what the words mean are often hidden. When this happens, you have to search for clues all around the word to determine what it might mean.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.B.b, 5.R.1.B.g

Detailed Description/Instructions:

One way to do this is ...

1. Explain to students how the day's work will go, setting them up to read a text across several levels. Engage students in studying an excerpt of a text written at a level 2, noticing how the text teaches the meaning of unfamiliar vocabulary words and what strategies are helpful.
2. Have students read a level 4 version of the same text, and ask them to study how vocabulary demands become increasingly complex. Remind students of previous learning by revisiting / creating a chart and ask them to use these strategies to notice an author's embedded clues.
3. Finally, ask the students to transfer the strategies they just practiced as a new section of a text, written at a level 6.
4. Connect the work students did today determining the meaning of unfamiliar vocabulary words with the work they should do when they read to discuss the importance of context clues.

Engaging Experience 6:

Teaching Point: Today we will do an inquiry and ask, "How often does it really pay off to push ourselves to look inside words when they are tricky?"

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.B.a, 5.R.1.B.b, 5.R.1.B.g

Detailed Description/Instructions:

One way to do this...

1. Explain how the inquiry will go. Let students know that just for today, they will be focused on looking in words.
2. Convene readers and share a few examples of what they noticed when they pushed themselves to look in words. Caution students that it is equally important to look around the words, and channel them to return to the same words they have studied, this time looking at context clues.
3. Send readers off to continue to read, paying special attention today to how they figure out tricky vocabulary.

Engaging Experience 7:

Teaching Point: Today I want to teach you that as texts get more complex, readers must study and consider the structure of those texts, noticing the overall structure and how chunks of texts are built.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.C.c, 5.R.3.Ce

Detailed Description/Instructions:

One way to do this...

1. Set readers up to discuss the overall structure of a nonfiction text, in this case the class read aloud.
2. Share out what the students noticed and what was hard. Ask them to listen as you read aloud a chunk of text from a tricky section and to name its overall structure.
3. Set students up to study structure at the part level, noticing parts contained within a subtopic and then labeling those parts to describe their structure.
4. Send readers off to continue to read and to notice anything interesting or unusual related to structure as they read today.

Engaging Experience 8:

Teaching Point: Today I want to teach you that as nonfiction readers monitor their own comprehension, they notice when they're confused or feeling stuck, and they turn to tools and strategies for help.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D

Detailed Description/Instructions:

One way to do this...

1. Read an excerpt from a text aloud. Model how you notice ways that the text gets complex and how you determine whether you can keep reading or need to turn to a strategy for support.
2. Explain to the readers that we have been focusing on how text becomes more difficult in nonfiction and that you have a tool that will help them when they feel it is getting to be too much. (show them the complexity cards- online resources)
3. Go through the cards and tell the kids that they would not use the cards if they are reading along and their mind is on fire, they can make a mental model of what they are learning. However, if they are not sure what they are reading they might want to use this tool to help them think about the sources

of text complexity.

4. Go back to the text you read to start the class off and demonstrate how you use the new tool to identify a complexity in the text and find a strategy that will help you tackle that complexity.
5. Set students up to continue reading, monitoring their own comprehension.

Engaging Experience 9:

Teaching Point: Today I want to teach you that when readers summarize simple nonfiction texts, they craft short versions of a text. These summaries tend to include the author's main ideas, how those main ideas relate to each other, and the key supportive details.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.D

Detailed Description/Instructions:

One way to do this...

1. Use an anecdote to allow students into the idea that summarization is important. Suggest that as texts become more complex, summarizing becomes more challenging.
2. Channel students to reread a text that the class will summarize today, asking them to look for multiple main ideas in the text and consider how those ideas relate to each other. Have students reread *When Lunch Fights Back* - termites with the toxic bubbles- and to note any key sentences that provide evidence for the main idea.
3. Channel partnerships to identify the key supportive details that the author uses to support the main idea, drawing on previous work with the main idea. Remind them that the supportive details are usually threaded throughout the text, rather than grouped together.
4. Direct the class to take the shared main ideas and supportive details and to "write-in-the-air" their own iteration of a summary of the passage. Give them the tip to make sure they include the author in their summary, give credit where it is due.
5. Share one out and debrief, going over the work that you just went over hoping all readers will transfer that.
6. Launch students into independent reading, reminding them about how the work they just tried can support them in holding onto the content they are reading.

Topic 2: Applying Knowledge about Nonfiction Reading to Inquiry Projects

Engaging Experience 10:

Teaching Point: Here is the inquiry question I want us to investigate today: “How is the work we do as researchers of our topics (and our world) similar to and different from the reading work we do in books?”

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D, 5.R.1.A.a, 5.R.1.A.b

Detailed Description/Instructions:

One way to do this...

1. Think about what you have done so far to learn about your inquiry topic. Whether you observed your goldfish as he swam around his bowl or interviewed your karate teacher, my question is this: “what thinking were you doing? How was it similar to (and different from) the thinking you do as you read a bunch of texts?”
2. Investigate your notebook.
3. Ask students to share out and create class chart
4. As you go off today, I want you to think about your topic widely, learning about as many main ideas as you can that go with your topic- this way you’ve got some ideas about what is important to know. Research in different ways: interviews, surveys, videos or observations.
5. With students, create a research plan that details the way you can accomplish different ways to research.

Engaging Experience 11:

Teaching Point: Today I want to teach you one reason researchers do primary research is to learn as much as they can about their topic. By studying your primary research, you can discover patterns and determine main ideas that are significant to your topic.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D, 5.R.1.A.a, 5.R.1.A.b

Detailed Description/Instructions:

One way to do this...

1. Share with the class the notes you took from interviewing the science teacher about being a scientist, the survey you took and observations you made. (see pg. 105 of Units of Study)
2. Students should reread the primary research they’ve done so far to discover patterns and identify main ideas that are already significant to their topics.
3. Remind students to continue the work they did earlier with building vocabulary and word solving.
4. Gather with partners and share the main ideas they’ve already generated.

Engaging Experience 12:

Teaching Point: Today I want to teach you that readers come to text differently once they have some expertise on their topic. You'll come to text with a knowledge of what's important to know about your topic, the main ideas, and you read differently, and see more, because you have this knowledge in mind.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D, 5.R.1.A.a, 5.R.1.A.b, 5.R.3.C.e

Detailed Description/Instructions:

One way to do this...

1. Readers, yesterday you helped me study the notes I took from my interviews and observations and identify patterns and main ideas. Reveal list from yesterday. (pg. 105 in Units of Study book)
2. Read over this list with your partner and remind yourself of the main ideas that are important to our topic.
3. Read a chunk of text from Alien Deep (pg. 17) and instead of just noticing details that the author teaches, can we find information that supports our main ideas we already know?
4. Read once through, have students turn and talk about what they have discovered and then read again- this time using the main idea chart to help us.
5. Discuss how this part shows how scientists work in different ways.
6. Continue reading Alien Deep as the class listens as an expert to push themselves to see more in the text.
7. Have class discuss if it followed our main idea about scientists. When they decide it hasn't, ask them to choose a main idea and reread with that in mind.
8. Reread your research notes, looking for additional main ideas that may pop up.

Engaging Experience 13:

Teaching Point: Today I want to teach you that informational readers write to understand what they are learning as they read. Specifically, you can angle your writing so that it better explains the information.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D, 5.R.1.A.a, 5.R.1.A.b

Detailed Description/Instructions:

One way to do this...

1. Read When Lunch Fights Back by Rebecca Johnson to the class starting on pg. 38 (science behind the two-spot astyanax)
2. Ask the class to focus back to the part where the fish injure each other. If we were to explain this part better to ourselves, I could ask, "What is this part really trying to get me to understand?"
3. To use my writing about reading I will create a cause and effect diagram. Create a diagram on a chart that is on pg. 123 of the Units of Study book.
4. Reread the section in the book "Science behind the Story" and fill in the chart.
5. Readers, today you will be pushing yourself to really think about what type of writing will help my reading. You might ask yourself, "How might I break this down? What part seems important to my topic?" Flip through your text and put a finger on a page you are considering studying more closely.
6. Tell the students to think about what main ideas keep coming up for them and how they can use their notebook to write more about this main idea to further understand it.
7. Share out.
8. Send readers off and remind them that their notebook should be a helpful tool for them to use. It should be used to hold onto information you have read and think more about it. It should help you

take information apart, study those parts and then explain what you have learned and how it is meaningful.

Engaging Experience 14:

Teaching Point: Today, I want to teach you that when readers dig deep into a topic, it pays to ask questions at different levels. Some questions will help you understand the text you're reading, and other questions will get you to think beyond the text, to question across texts, across your topic and even to question your own agenda.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D

Detailed Description/Instructions:

One way to do this...

1. Share with the class a tool that will help them continue to do strong research; Depth of Knowledge (DOK) that was created in the 1990's.
2. Reveal a pre-made chart to the class (pg. 133 of Units of Study book) and explain the characteristics of each level by giving examples of what a question would look like at each level (add the question in with the class.)
3. Ask the class to think about how this information could be useful as we research- share with partner and then share out.
4. Project pg. 25 of When Lunch Fights Back and read to them as they follow along. Explain this part is about fulmar chicks. These chicks vomit on predators attacking them. Start reading.
5. Stop after “spew onto anything that threatens them.” and demonstrate questions you have already how far the vomit can reach? How close do the predators have to be?
6. Demonstrate asking questions at different levels.
7. Instruct students to now try this using pages 9 and 10 of Alien Deep . They need to make a plan for how you'll read the text- together, taking turns, silently and how they will talk about questions they have along the way. Start reading.

Engaging Experience 15:

Teaching Point: Today I want to teach you that as researchers investigate a topic, they often encounter multiple subtopics hidden inside their topic. You read on with those subtopics in mind, notice when multiple texts teach about the same subtopic, and ask, “How do these parts fit together? Why is this part information?”

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.C.e

Detailed Description/Instructions:

One way to do this...

1. Demonstrate how to look back over research and identify a subtopic you want to study further.
2. Read a new text and talk about how to consider how the information they are learning in the new text couldn't with what they read about the subtopic in the first text.
3. Demonstrate how to reread the text, digging deeper to notice connections.
4. Give students time to reread their individual topics trying to follow the steps on the chart. Remind them to continue to ask themselves, “how do these parts fit together? Why is this part important?”

Engaging Experience 16:

Teaching Point: Today I want to teach you that as readers craft powerful writing about reading, they constantly move from big to small. You might start with a big idea-your own or one of the author's- and then you support that idea with the specifics from the text. Readers and writers constantly shift between these two places.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.C.e, 5.R.1.A.a, 5.R.1.D

Detailed Description/Instructions:

One way to do this...

1. On chart paper, write "Include Specific Details" and hear some students share how they feel they have notes on specific details.
2. Ask students to reread their entries and to start at least three places where they included specific details. Next, find some areas where you know you need to add more specific details and make some revisions with more details.
3. Remind students that they need small details and big ideas and that the best writing about reading goes back and forth between the two.
4. Have students look at their writing and decide if they need more specific details or big ideas and to set a goal to help them accomplish that.

Engaging Experience 17:

Teaching Point: So, today I want to teach you that after researchers read a few sources on a topic, they compare and contrast those texts, noticing how they portray the topic in similar ways- and how they are different. Then, they speculate about why authors made these craft and structure decisions, thinking, "Does this relate to the main ideas they're teaching?"

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.C.c, 5.R.3.C.e,

Detailed Description/Instructions:

One way to do this...

1. As a class, read a text on a subtopic and together think about the central ideas.
2. Read the section in When Lunch Fights Back about the two-spot fish and discuss what a bully he was. Reread it again, this time noticing the central idea that Rebecca Johnson is teaching and how she is teaching them. Guide them to notice that she seems to want the reader to understand that scientific research could help animals.
3. Break the group up into 2 and have one half of the room study the text again, noticing how the author structures this section to teach that scientific research could help animals. The other half of the room will reread to notice the craft the author uses.
4. Share with partners.
5. Remind students that as they read, they need to look for similarities and differences. Display the Prompts to Help you Compare and Contrast Chart for students to refer to.
6. Make a plan for how you will conduct your reading today. Once you have a plan, give a thumbs up. Off you go.

Engaging Experience 18:

Teaching Point: Readers, I want to teach you today that readers don't just think about the information in a text. They also figure out the perspective of the author of that text and how he or she might be swaying you to think a certain way about that topic, even if the author's perspective isn't explicit.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.B.a, 5.R.3.B.g

Detailed Description/Instructions:

One way to do this...

1. Go back to *When Lunch Fights Back* and discuss both the author's view on animal defenses (she made that clear) and then discuss her perspective on scientists (that we need to look more into.)
2. Demonstrate how to analyze that author's words and images to consider the author's perspective on a topic. Dig into sections of the text to notice the author's perspective, even when the author doesn't just come out and say it.
3. Ask the students to study a section of their topic by rereading it to determine the author's perspective. Ask yourself, "How does the author want me to feel about this topic?" Look for words, visuals and examples to help you understand the author's perspective.

Engaging Scenario

Celebration

Teaching Point: Today I want to teach you that when readers study a topic deeply, they allow the research they do to change the way they think and feel about their topic. You live differently because of the research you do.

Suggested Length of Time: 1 lesson

Detailed Description/Instructions:

One way to do this...

1. Remind students that today is their celebration, where they get to teach others about their topic. However, they have to figure out what exactly they want to teach because they can't teach everything they have learned.
2. Demonstrate to class how you decide what to contribute to the grand conversation.
3. Ask students to use the next 20 minutes or so to determine what it is they want to teach their audience. Remind them to read over their notes and create a plan for what to teach.
4. Show them the To Teach Well...chart (pg. 190) and give them time to plan.
5. Celebrate!

Post Assessment

Unit 3: Argument and Advocacy: Researching Debatable Issues

Subject: Reading

Grade: 5th Grade

Name of Unit: Argument and Advocacy: Researching Debatable Issues

Length of Unit: 24 days

Overview of Unit:

In this unit students continue to take the path of ambitious reading work in which it is necessary for them to engage in order to meet the expectations of global standards, as well as to live as active, critical citizens. The standards call for students to read across multiple points of view on topics or issues, comparing ideas, information and perspectives. This is also work that is at the heart of being an informed citizen- understanding different positions on issues and the reasons behind these positions, analyzing the strengths and merits of each of these positions and ultimately, forming one's own thoughtful viewpoint on an issue.

Topic 1: Launching into Investigating Issues

In Topic I of this unit you will rally students into work that is foundational to the unit-the work of analyzing arguments-with a one day argument intensive in which students read and analyze a variety of arguments. With this experience in mind, students will then work in research clubs, each club studying a debatable, current issue. (Should we ban or support zoos? Are extreme sports worth the risks?) To study the issue, students will read text sets included in the units which are designed to offer different perspectives on each issue. A resource to use with multiple articles is [Calkin's high interest nonfiction text sets](#). Students will read a variety of informational and argumentative texts, and then debate the issue, work which will push their cross-texts synthesis skills to new heights, as well as support their abilities to make their own arguments. Across the bend, they will continue to engage in debates, while you ramp up the level of their research, teaching them research is a cycle of reading and thinking in response to that thinking and showing them how to summarize arguments and think about how to respond with their own meaningful argument and claims.

Topic 2 Raising the Level of Research

In Topic 2, you will continue to push students to dig deeper into research. They will develop deeper questions and new ideas on their issue, and they will engage in more complicated conversations. You will teach them to read and reread more difficult texts with a critical eye, showing students that they can consider and compare perspective, craft, and strength of argument, in addition to information and ideas of the author as they read across texts on a topic. By the end of the bend, the debates you hear should be deeply informed and nuanced, showing students' firm grasp of the complexity of the issues they have been studying.

Topic 3 Studying a New Research Issue with More Agency and Independence

In Topic 3, you will rally students to study a new issue, reminding them to use all they have learned about research, reading information and argumentative texts, and using conversations as tools for understanding. You will push them into higher-level critical literacies work by asking them to consider why texts were made and who benefits from them. Students will continue to apply critical and analytical lenses to the texts they read as they work to understand their new issue, debate these issues and formulate thoughtful, ethical, evidence-based, logical positions. By the end of the unit, you will show them the relationship between argument and advocacy and students will apply their argument writing and reading practices to raise awareness of others on an issue

Getting Ready for the Unit:

- [Text Sets from Newsela](#)
- [Bacon Bowl Advertisement for Engaging Experience One](#)
- Explore and collect multiple debatable issue texts that support different side of an issue.

Resources can include:

- [Time for Kids](#)
- [Scholastic News](#)
- [Read-Write-Think](#),
- [New ELA Pro/Con Articles](#),
- See Coaches Corner for text set articles available (<http://readingandwritingproject.org/resources/text-sets>)
- Choose 3-5 debatable topics for your students to use during Bend I in their Research Club. These topics should be high interest and show multiple perspectives.
- Organize students into Research Clubs based on their topic of choice.

Considerations for Using the Reading and Writing Grade 5 Argument Units Together and Independently

Bend I: Starter Text Sets:

- Text Set: Should killer whale shows be banned?
 - "Should Orca Shows Be Banned" article
- Text Set: Should people support or boycott zoos? (Lower Level)
- Text Set: Should people support or boycott zoos? (Higher Level)
- Text Set: Should people be more focused on underwater or outer space exploration?
- Text Set: Should people be more focused on protecting humans from sharks or protecting sharks from humans?
 - "Saving the Great White Monster" article
 - "Great White Terror" article
- Text Set: Should plastic bags be banned?
 - "Plastic Bags: Convenient and Cruel" article
 - "Putting Plastic In Its Place" article
- Text Set: Should plastic water bottles be banned?
 - "Is Bottled Water Really Better?" article
- Text Set: Should people be climbing Mount Everest?
 - "Into the Death Zone" article
 - "Mount Everest's Death Zone" article
- Text Set: Are extreme sports worth the risk? (Lower Level)
 - "Safer Slopes" article
- Text Set: Are extreme sports worth the risk? (Higher Level)

Bend II: Additional Text Sets

- Additional Text Set: Killer Whales and Aquariums
- Additional Text Set: Zoos
 - "Plenty to Do at the Zoo" article
 - "Something New at the Zoo" article
- Additional Text Set: Underwater and Outer Space Exploration
 - "Your Next Vacation: Outer Space?" article
 - "Creepy, Crawly Sub" article
 - "Blast Off: Astronauts Will Print Custom Tools and Fast Foods" article
 - "Going Off the (Really) Deep End" article
 - "Are Robots Better Explorers than Humans?" article
- Additional Text Set: Sharks
- Additional Text Set: Plastic
 - "Science at Work: Oceanographer---Erik Van Sebille" article
 - "Plastic Problem" article
 - "Bum Wrap: Does Plastic Deserve to be Trashed" article
- Additional Text Set: Water and Global Warming
 - "Why is Everyone Worried About Global Warming" article
- Additional Text Set: Mount Everest
 - "Mount Everest: What a Mess" article
 - "The Top of the World" article

- [Additional Text Set: Extreme Sports](#)

Anchor Charts:

- Some Questions Readers Can Ask to Analyze Arguments
[Color](#) / [B&W](#) / [Single Page](#)
- How to Research an Issue Deeply
[Color](#) / [B&W](#) / [Single Page](#)

Possible Mentor Texts and Aloud Considerations:

- Prepare for this unit by carefully selecting high interest text set that meet the needs of your students
Some suggestions include: [Time for Kids](#), [Scholastic News](#), [Read-Write-Think](#), [New ELA Pro/Con Articles](#)
- Because of the strong parallel between the reading and writing unit, you might choose to read aloud research around the chocolate milk issue that is studied so closely in the writing unit.

[Day 1: Text Set](#)

Pre Assessment:

[Unit 3 Pre Assessment](#)

[Unit 3 Pre Assessment Sample Answers/Rubric](#)

Post Assessment:

[Unit 3 Post Assessment](#)

[Unit 3 Post Assessment Sample Answers/Rubric](#)

Essential Questions:

1. How do authors' perspective and craft form arguments?
2. How can reading across texts deepen my understanding of an issue?
3. How can I become an advocate?

Enduring Understanding/Big Ideas:

1. Readers are aware that text can be biased. It is your job to collect evidence and reasons to draw our own conclusions.
2. When researching, readers use a variety of sources to help them become knowledgeable about a topic
3. Readers speak knowledgeably about their topic and use others' ideas to push or change their thinking and research.

DESE Priority Standards:

- **5.R.1.D** Read independently for multiple purposes over sustained periods of time.
- **5.RF.3.A** Develop phonics in the reading process.
 - ***5.RF.3.A.a** Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.
 - ***5.RF.2.A.b** Reading root words, prefixes, suffixes, and important words from all specific content curricula.
- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts.
 - **5.R.1.A.a** Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - **5.R.1.A.b** Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.

- **5.R.1.B** Develop an understanding of vocabulary.
 - ***5.R.1.B.a** Determining the meaning of academic English words drive from Latin, Greek, or other linguistic root words and their prefixes and suffixes through content.
 - **5.R.1.B.d** Using conversational, general academic, and domain-specific words and phrases.
- **5.R.3.B** Read, infer and draw conclusions using literary techniques.
 - **5.R.3.B.a** Evaluate if the author’s purpose was achieved, identify reasons for the decision, and provide evidence to support the claim.
 - **5.R.3.B.g** Use reasoning to determine the logic of an author’s conclusion and provide evidence to support reasoning.
- **5.R.3.C** Read, infer and draw conclusions using text structures.
 - **5.R.3.C.e** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

*This standard should be taught and assessed during word study.

DESE Supporting Standards:

- **5.R.4.A.a** Explaining how messages conveyed in various forms of media are presented differently.
- **5.R.4.A.b** Comparing and contrasting the difference in techniques used in media.
- **5.R.1.C.a.** Text to text (ideas and information in various fiction and nonfiction works, using compare and contrast).
- **5.R.1.C.b.** Text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame).
- **5.R.3.B.b.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **5.R.3.C.d.** Analyze multiple accounts of the same event or topic, noting similarities and differences in the point of view.

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom’s Taxonomy Levels	Webb’s DOK
5.R.1.D	Read independently for multiple purposes over sustained periods of time.	Develop and Demonstrate	Apply	2
5.RF.3.A	While reading: <ul style="list-style-type: none"> ● Decode words using knowledge of <ul style="list-style-type: none"> ○ all letter-sound correspondences ○ syllabication patterns ○ morphology to read unfamiliar multisyllabic words in context. ● Decode using <ul style="list-style-type: none"> ○ root words ○ Prefixes ○ Suffixes ○ important words from all 	Develop and Demonstrate	Apply	3

	specific content curricula			
5.R.1.A	<p>In response to text:</p> <ul style="list-style-type: none"> • Drawing conclusions by referencing textual evidence to support analysis of what the text says explicitly • Infer by referencing textual evidence to support analysis of what the text says explicitly • Draw conclusions from inferences drawn from the text. • Infer from inferences drawn from the text. 	<p>Develop Demonstrate</p>	Apply	3
5.R.1.B	<p>When reading:</p> <ul style="list-style-type: none"> • Determine the meaning through context of academic words derived from Latin, Greek, or other <ul style="list-style-type: none"> ○ Root words ○ Prefixes ○ Suffixes • Use <ul style="list-style-type: none"> ○ Conversational words/phrases ○ General academic words/phrase ○ Domain-specific words/phrases 	Develop	Apply	3
5.R.3.B	<p>When reading nonfiction text:</p> <ul style="list-style-type: none"> • Use literary techniques • Evaluate if author's purpose was achieved • Identify reasons for author's decisions • Use reasoning to determine the logic of an author's conclusion(s) • Provide evidence to support <ul style="list-style-type: none"> ○ Claims ○ Reasoning 	<p>Read Infer Draw Conclusions</p>	Apply	3
5.R.3.C	<p>When reading nonfiction text:</p> <ul style="list-style-type: none"> • Use text structures to aid in comprehending text • Integrate information from several texts in the same topic • Use integrated information from several texts to write or speak about the subject knowledgeably 	<p>Read Infer Draw</p>	Apply	3

Unit Vocabulary:

{BOE 6-23-2022}

Academic Cross-Curricular Words	Content/Domain Specific
determine summarize compare and contrast describe identify build conduct explain evidence support investigation synthesize perspective	argument advocacy claim evidence summary text structure primary sources

Topic 1: Investigating Issues

Start with Assessment

Teaching Point: Today you will be reading a short story and answer a few questions that map out key skills that you teach during the unit.

Suggested Length of Time: 1 lesson

Detailed Description/Instructions:

You will likely remind students of their experiences with these assessments in past units, drawing on specific challenges you noticed so that the work goes smoothly. While you may have read the text(s) aloud to your students during previous units, we suggest that you ask students to read the text on their own for this unit so you are getting a sense of their comprehension when they are reading independently. If there are students you know are not reading at or close to the reading level of this text, you may decide to read aloud the text to groups or to individuals. Regardless of how they access the text, all students will need copies of the text so that they can refer to specific details when responding to the questions.

Engaging Experience 1:

Teaching Point: Today I want to teach you that a good argument has reasons to support it and evidence to back those reasons. When you analyze an argument, it helps to ask, “What is the claim being made? What reasons support the claim? What’s the evidence to support those reasons?”

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D, 5.R.1.A.b

Detailed Description/Instructions:

One way to do this...

1. Find a claim
2. Ask, “What reasons support the claim?”
3. Ask, “What’s the evidence to support those reasons?”

Engaging Experience 2:

Teaching Point: Today I want to teach you when you specifically research an argument, you want to grasp the sides of that argument early in your research. One way readers do this is to focus initially on texts that lay out the argument clearly, and then read to learn about both sides.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D, 5.R.1.A.a, 5.R.1.A.b, 5.R.3.C.e

Detailed Description/Instructions:

One way to do this...

1. Focus initially on texts that lay out the argument clearly, and then read to learn about both sides.
 - a. Set aside your own opinions and suspend judgment.
 - b. Make a reading plan (Get the overall view of the argument first).
 - c. Gather evidence from both sides of the issue.

A Day for Assessment

Teaching Point: Today we are going to take the day to learn from the performance assessment we took at the first of the unit.

Suggested Length of Time: 1 lesson

Detailed Description/Instructions:

One way to do this...

1. Use rubrics, progressions, and exemplars today to provide students with clear pathways toward meeting today's exceedingly high expectations allowing them to answer the questions "How am I doing?" even if it's being asked in relation to the black box of higher level comprehension.

Engaging Experience 3:

Teaching Point: Today I want to teach you that after reading about an issue for a bit, nonfiction readers can let their research spur quick flash-debates. This can help you clarify your thinking and know what further research you need to do.

Suggested Length of Time: 1 lesson

Detailed Description/Instructions:

Standards Addressed:

Priority: 5.R.1.D, 5.R.1.A.a, 5.R.1.A.b, 5.R.3.C.e

One way to do this...

**** (Teacher's Note:** post a chart with some of the notes taken about the class topic. Get students involved in quick flash debates about the class topic, and send students off to read, take notes, and prepare for a flash-debate at the end of the reading workshop that will be held within their own groups.)

1. Take opposite sides of the debate with your partner
2. Read and find evidence to support your claim/opinion
3. Partner 1 state your claim and reasons
4. Partner 2 state your claim and reasons
5. Let your opponent know what you thought was their best piece of evidence and why

Engaging Experience 4:

Teaching Point: Today I want to teach you that researchers read deeply about an issue, including

background information, to become authorities on that issue. Whenever they read, they ask, “How might this information apply to the argument?”

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.C.e, 5.R.3.B.g

Detailed Description/Instructions:

One way to do this...

1. Read until my mind gets full
2. Ask, “What was this mostly about?”
3. Ask, “Does this apply to the argument- is it evidence to support either position?”

Engaging Experience 5:

Teaching Point: And so, today I want to teach you that researching is a continual cycle of reading more, raising new questions, and having new ideas...then reading more, this time with those new ideas in mind. You always want to shift from taking in information to reflecting on information.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.C.c, 5.R.3.C.e, 5.R.1.A.a., 5.R.1.A.b

Detailed Description/Instructions:

One way to do this...

1. Choose whether to read new information or go back to reread an older resource.
2. Think and wonder.
3. Read more
4. Think and wonder more!

Think and Wonder in Response to Reading Prompts:

- I wonder if
- Could it be that?
- This makes me think...
- I’m realizing...
- This might be important because..
- Probably they..
- It must have been...
- For example...
- Probably after a while...

Engaging Experience 6:

Teaching Point: Today I want to teach you that when readers summarize arguments, they use their own words to express the most essential parts of the writer’s argument- the central idea or claim, and major points- all the while being careful to not distort or change any of what the writer meant.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.C.e

Detailed Description/Instructions:

One way to do this...

1. Find out the writer’s central idea

- a. What is the big idea?
 - b. What does the author want to argue?
 - c. Underline phrases to help you!
2. Say the central idea in your own words: “In this article the author explains why... OR “In this article the author argues....
3. Add the main points- a short paragraph that explains the central idea and main points in your own words without changing the author’s original meaning!
4. Use phrases to help!: “She argues that... She points out that... She concluded her argument by....”

Engaging Experience 7:

Teaching Point: Today I want to teach you that it is important not just to learn to argue, but also to argue to learn. Preparing for and having a debate about an issue can lead you to new ways of thinking about ideas and give you new insights into that issue.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.C.e, 5.R.1.A.a

Detailed Description/Instructions:

One way to do this...

1. Try saying each reason in different ways until it feels like the best way to say it.
2. Check to be sure that none of your reasons are overlapping.
3. Consider how the other side might talk back to those reasons and what you could say in response.

Topic 2: Raising the Level of Research

Engaging Experience 8:

Teaching Point: Today we will do an inquiry, and the question we will be asking is, “How do readers push themselves to find different questions and ideas to discuss around an issue?”

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D, 5.R.3.C.c

Detailed Description/Instructions:

One way to do this...

1. Be alert to who is involved in the issue. What other questions can you ask about these people/companies/animals?
2. Consider what articles, and parts, don’t fit exactly with the main debate. (What other questions/ideas do they bring up?)
3. Pay attention to what questions others are asking, and use them to help you grow your own questions.
4. Make connections to your own life. What new questions come up?

Engaging Experience 9:

Teaching Point: Today I want to teach you that readers markup a text in a purposeful and deliberate way,

to help them remember the big ideas, as well as the things they were thinking when they read it. The annotations that readers make should help them use that text in conversation.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D, 5.R.1.A.a, 5.R.1.A.b, 5.R.3.C.e

Detailed Description/Instructions:

One way to do this...

******(Teacher’s Note: distribute an article annotated differently by two students--carelessly, and the other with thought and purpose. Ask kids to consider which will lead to a better conversation, and why.)

1. Preview the text and scan it thinking, “What is the text structure?” What are the main ideas?
2. Set up a way to organize your thoughts that matches the text structure/levels.
3. As you read, ask, “What is this mostly about,” and underline important parts as you go! Make word lists, boxes and bullets- whatever works best for you as a reader!
4. Compare your notes to a partner’s to make sure you captured all of the important parts and you can learn new annotating ideas!

Engaging Experience 10:

Teaching Point: Today I want to remind you that when readers recognize that a text or part of a text) is slightly more difficult, they draw on strategies that help them to deal with the difficulty. Above all, though, readers read these slightly more difficult texts with agency, saying to themselves: “I can do this.”

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D, 5.R.3.C.c

Detailed Description/Instructions:

One way to do this...

1. Get a bird’s eye view of the text (or section) by previewing:
 - a. The headings
 - b. The first paragraph
 - c. The topic sentences of the rest of the paragraphs in the section
 - d. The entire last paragraph
2. Tell themselves a rough summary of this text so far.
3. Go back to read, making connections to what they learned during their previewing and talking themselves through the text.
4. Revise their summary

Engaging Experience 11:

Teaching Point: Today I want to teach you that every text reveals an author’s perspective on that event, topic, or issue. Figuring out an author’s perspective can help you figure out how exactly his or her ideas fit into the issue. One of the best ways to figure out an author’s perspective is to lay that perspective next to others and study connections and contradictions across sources.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.B.a, 5.R.3.B.g

Detailed Description/Instructions:

One way to do this...

1. Go back and reread sources or read new sources with new eyes.
2. Talk back to the source and consider the author's point of view by thinking how is the author connected to this topic?
3. Ask, "Who is the source?"
4. What is the point of view of this source on this event/topic/issue?
5. If the author were involved in a debate on this topic, which side would he/she be on?
6. What kind of language is the author using to discuss this issue? OR What does that tell me about the author's perspective?

Engaging Experience 12:

Teaching Point: Today I want to remind you that readers can think about, discuss, and write about texts on different levels. On one level, you can think about what they are about- their content. But another level of thinking about texts is to think more about how authors' choices have shaped that content and why.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.B.a, 5.R.3.B.g

Detailed Description/Instructions:

One way to do this...

1. Notice when a text is powerful and moves you
2. Ask, "What makes it so powerful? How did the author make it so powerful? What deliberate, purposeful choices shaped the text?"
3. Reread and notice what techniques and choices the author made using the technique cards
4. Talk with a partner. Why did they make those choices?

Engaging Experience 13:

Teaching Point: Today I want to teach you that when you read to evaluate arguments, you need to read skeptically. It's the author's job to convince you of the validity of the argument, and once you understand the argument being made, you need to go back to evaluate whether or not it is convincing.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.B.a, 5.R.3.B.g

Detailed Description/Instructions:

One way to do this...

1. Read a text to understand them – to really get to know what the author is saying and understand the author's points
2. After I know a text, I put on my skeptical lenses and read the text suspiciously, looking carefully at the author's points and how they're being made.
 - a. Where's the evidence for that?
 - b. How do you know?
 - c. What might someone else say?
3. Include your analysis in your summary: The big claim the author made wasand it's supported by.....

Engaging Experience 14:

Teaching Point: Today you are going to debate. You are going to face off while another group watches and judges. I know you are all excited. I know you are all hoping to emerge victorious. One important

part of having a strong argument is how you use evidence. If you want to have the strongest argument, you need to use your evidence well. Today I want to teach you that to raise the level of debate, you need to select the strongest evidence for each reason.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.C.e

Detailed Description/Instructions:

One way to do this...

1. Sort your evidence by reason
2. Rank your evidence from strongest to weakest
3. Decide on the order (Strongest first or last)

Topic 3: Researching a New Issue with More Agency

Engaging Experience 15:

Teaching Point: Today I want to teach you that when researchers set out to study a new issue, they start by making a plan for how that study will go. They think about all that they know to do-about their repertoire of reading and research strategies-and they dive into new research with greater agency, drawing on all that they have learned from undertaking previous research studies.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D., 5.R.1.A.a

Detailed Description/Instructions:

One way to do this...

1. Rev up your mind by previewing the information
2. Make a plan for your research
 - a. Start by scanning all of the texts and finding the ones that will give you an overview.
 - b. Putting text in piles of which one supports each position and then start with the easiest to hardest.
3. Generate and jot questions

Engaging Experience 16:

Teaching Point: Today I want to teach you that when you want to analyze texts across the same topic or event, it helps to study one carefully, then lay others next to that one, asking “How are these authors’ choices similar to the first author’s? Different?” Then you can write about these connections and points of difference.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.C.e

Detailed Description/Instructions:

One way to do this...

1. Lay out the range of texts and preview each
2. Pick one to start with and focus on at a time

3. Ask, “How are these authors’ choices similar to the first author’s?” Jot.... These two texts are similar because...
4. How are they different? Jot... *These two texts are different because...*

Prompts That Help You Compare

- The two sources are similar in the way they each.....
- Both sources also..
- However, the sources differ in that..
- On the other hand...
- This text says... but this text does say/also strategies...
- While the first author/source The second author/source

Engaging Experience 17:

Teaching Point: Readers, today I want to teach you that experienced nonfiction readers bring all their critical lenses to reading nonfiction, to talk back to texts. To do this work, readers are alert to moments when they are stirred to a strong emotional response, and they carefully analyze how the text may position the reader.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D

Detailed Description/Instructions:

One way to do this...

1. Read and pause at a point that stirs your emotions (pay attention to your feelings!)
2. Look closely at the language and think why did the author choose these words? What feelings or thoughts stir up?
3. Who benefits from this text?
4. Who is represented?
5. Who is left out?

Engaging Experience 18:

Teaching Point: Today I want to teach you that when you choose the form for putting your writing out into the world, you’ll want to make that choice carefully. One way to make a thoughtful decision is to consider different options along with the advantages and disadvantages from each opinion. Ask yourself some questions about each option like: “What’s the time involved? What tools would I need? What’s the likely result?”

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.3.C.e

Detailed Description/Instructions:

One way to do this...

1. Now that you have researched, compared, contrasted and everything else, now what? How can you get this new learning out into the world for others?
2. Create a list of all the ways students could share their learning with others: FlipGrid, digital PSA, poster, petition, letter...
3. Think about what materials students would need for each of the ideas they list. Is it a feasible option with the time constraints?
4. Model thinking aloud what you would choose to do and how you would go about planning and

creating it.

Engaging Scenario

Celebration

Teaching Point: Research-debaters, over the last weeks you've learned so much about evidence-based argument and critical nonfiction reading. No longer do you read nonfiction just expecting to be "true." No longer do you passively accept any claim that an author, or someone else makes. Now, you have become the kind of people who look for evidence, who weigh and evaluate arguments, who form their own, and consider judgments on important issues. Let's share this learning with the world!

Suggested Length of Time: 1 lesson

Detailed Description/Instructions:

One way to do this...

1. Share with a small group, to the class, gallery across the grade level, whatever works best for you and your students to get their argument out there for others to see.

Post Assessment

Unit 4: Fantasy Book Clubs: The Magic of Themes and Symbols

Subject: Reading

Grade: 5th Grade

Name of Unit: Fantasy Book Clubs: The Magic of Themes and Symbols

Length of Unit: 23 days

Overview of Unit:

In this unit, students will 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. Students read analytically as they consider how authors begin a book by establishing the setting as both a physical and a psychological place. You'll lead students to think metaphorically as well as analytically, teaching them to explore the quests and themes within and across their novels. You'll also help students engage more deeply by considering the implications of conflicts, themes, and lessons learned. Later in the unit, you'll focus students on dealing with the challenges that harder novels pose. Kids will work on their habits as readers—going outside the book to build knowledge, or studying how authors introduce hard words and using strategies to learn new vocabulary as they read. In addition, readers investigate fantasy as a literary tradition and study how the thinking developed through reading fantasy novels will apply to other genres.

Topic 1 (Bend 1): Constructing and Navigating Other Worlds

You will launch your kids into fantasy book clubs (or partnerships for some). Your kids will want to talk about these books, and you will want to channel this urge to heighten their intensity and stamina for reading and for literary conversations. You will want to teach them to read with deep comprehension and to synthesize across many pages. You'll begin by alerting children to ways that fantasy novels become more complicated very quickly and the work readers can do to meet those challenges.

Topic 2 (Bend 2): More than Dwarves: Metaphors, Life Lessons, Quests and Thematic Patterns

All of your readers will be in at least their second book, and some may be in their third. That means that everything you teach them now will be work they should be applying across books, and a lot of their thinking, talking, and writing should be about comparing and contrasting. You will begin by returning to the notion of the dragon in the Paperbag Princess, and you'll teach students to think metaphorically about the dragons in characters' lives.

Topic 3 (Bend 3): When Fact and Fantasy Collide

This bend intensifies children's analytical work. You'll start by showing children that just as it was worth it when reading historical fiction to sometimes turn to nonfiction, it's also worth it when reading fantasy. Fantasy novels make all sorts of references to things that readers can research, from arquebuses and medieval warfare to religious and mythological figures to animal behaviors! Not skipping over these references, but instead reading to deepen knowledge, will transform your children into the kinds of readers who will excel in the future.

Topic 4 (Bend 4): Literary Traditions: Connecting Fantasy to Other Genres

You'll develop children's understanding of literary traditions so they begin to see the book they are holding as part of a grander, conceptual text set, and they begin to see themselves as scholars who are also part of long traditions (you may want to introduce robes, à la Hogwarts and Oxford). It is in this bend you'll move your readers into more critical analysis, beginning with considering how the stories they read portray cultures and represent characters (sometimes as stereotypes).

Getting Ready for the Unit:

- [Text Sets from Newsela](#)
- Gather multiple copies of fantasy text for book clubs.
 - Animorphs by K. A. Applegate (T–U) (Scholastic)
 - Gregor the Overlander by Suzanne Collins (U–V) (Scholastic)
 - Books of Ember by Jeanne DuPrau (R–U) (Random House)
 - Warriors by Erin Hunter (R–T) (HarperCollins)
 - The Chronicles of Narnia by C. S. Lewis (T–V) (HarperCollins)
 - Percy Jackson and the Olympians by Rick Riordan (U–W) (Penguin)
 - Deltora Quest by Emily Rodda (R–T) (Scholastic)
 - Rowan of Rin by Emily Rodda (T–V) (HarperCollins)
 - Harry Potter by J. K. Rowling (U–Z) (Scholastic)
 - The Edge Chronicles by Paul Stewart (R–U) (Random House)

Levels M–S (readers below benchmark)

- The Secrets of Droon by Tony Abbott (M–O) (Scholastic)
- The Spiderwick Chronicles by Tony DiTerlizzi and Holly Black (Q–R) (Simon & Schuster)
- Books of Ember by Jeanne DuPrau (R–U) (Random House)
- Warriors by Erin Hunter (R–T) (HarperCollins)
- The Dragon Slayers’ Academy by Kate McMullan (N–P) (Grosset & Dunlap)
- Deltora Quest by Emily Rodda (R–T) (Scholastic)
- The Edge Chronicles by Paul Stewart (R–U) (Random House)

Levels V–Z (readers above benchmark)

- Artemis Fowl by Eoin Colfer (W–X) (Hyperion)
 - Gregor the Overlander by Suzanne Collins (U–V) (Scholastic)
 - Redwall by Brian Jacques (Y–Z) (Penguin)
 - The Chronicles of Narnia by C. S. Lewis (T–V) (HarperCollins)
 - The Golden Compass by Phillip Pullman (Y–Z) (Random House)
 - Percy Jackson and the Olympians by Rick Riordan (U–W) (Penguin)
 - Rowan of Rin by Emily Rodda (T–V) (HarperCollins)
 - Harry Potter by J. K. Rowling (U–Z) (Scholastic)
- Read Lucy Calkins Fantasy Book Clubs: Unit 6 (Schoology)
 - Place kids into book clubs and allow them some time to begin reading their text. Review expectations for book club accountability and conversations.
 - Collect a few short clips or trailers of popular fantasy movies, such as *How to Train Your Dragon*, *Harry Potter*, and *Narnia*. These clips show different settings -- how some start in the real world and then magic infuses that world, and others are set in a magical world that is usually medieval, with horses, swords, dragons, and so forth.
 - Collect songs from fantasy films or shows (*Wicked* or *Oz*). So many of the songs play with the terms “good” and “bad” and rely on multiple meanings of words. Listening to and analyzing these songs can help students do similar work of looking closely at the way authors have used language in their books. Do their characters want to explore “Over the Rainbow” at the start of their fantasy? Are they longing for something more?

Anchor Charts:

- Sophisticated Readers of Fantasy
[Color / B&W / Single Page](#)
- Fantasy Readers Use Elements from the Real World
[Color / B&W / Single Page](#)
- Expert Fantasy Readers Dig Deeper
[Color / B&W / Single Page](#)

Mentor Texts and Possible Read Alouds:

☐ Choose one or two shorter books, so you can practice with your students how readers track what has changed at the end of the book, and what hasn't, how characters develop across a series, and how themes recur across novels.

- o *The Thief of Always*
- o *Mufaro's Beautiful Daughters*
- o *The Paper Bag Princess*
- o Short Texts: Chris Van Allsburg
- o Dragon Slayer Academy
- o The Lightning Thief
- o Gregor the Overlander
- o

Pre Assessment:

[Unit 4 Pre Assessment](#)

[Unit 4 Pre Assessment Sample Answers/Rubric](#)

Post Assessment:

[Unit 4 Post Assessment](#)

[Unit 4 Post Assessment Sample Answers/Rubric](#)

Essential Questions:

1. How will I tackle the demanding and complex genre of fantasy? What will my strategies and goals be that help me make sense of layered characters, unknown settings, multiple plot lines and complex themes?
2. When reading fantasy what can I learn from uncovering deeper meanings in the text?
3. How can working in book clubs grow my understanding of a fantasy story?

Enduring Understanding/Big Ideas:

1. Fantasy texts are laced with clues. It is our job as a reader to look at the vocabulary, symbolism, recurring ideas, etc. to determine what these clues mean.
2. Readers understand that fantasy is more than meets the eye. Readers analyze text to uncover deeper meaning and themes.
3. Listening to the ideas of others adds meaning to my own, for the purpose of debate, critical analysis and developing strong arguments.

DESE Priority Standards:

- **5.R.1.D** Read independently for multiple purposes over sustained periods of time.
- **5.RF.3.A** Develop phonics in the reading process.
 - o ***5.RF.3.A.a** Decoding words using knowledge of all letter-sound correspondences, syllabication patterns, and morphology to read unfamiliar multisyllabic words in context.

- ***5.RF.2.A.b** Reading root words, prefixes, suffixes, and important words from all specific content curricula
- **5.R.1.A** Develop and demonstrate comprehension-reading skills in response to texts.
 - **5.R.1.A.a** Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
 - **5.R.1.A.b** Drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text.
- **5.R.1.B** Develop an understanding of vocabulary.
 - ***5.R.1.B.b** Using context to determine the meaning of unfamiliar or multiple-meaning words.
 - **5.R.1.B.c** Explaining the meaning of common idioms, adages, similes, metaphors, hyperbole, and other sayings in text.
- **5.R.2.A** Read, infer and draw conclusions using fiction texts including poetry and drama.
 - **5.R.2.A.a** Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts.
 - **5.R.2.A.b** Explain the theme or moral lesson, conflict, and resolution in a story or novel.
 - **5.R.2.A.c** Describe how a narrator's or speaker's point of view influences others.

*This standard should be taught and assessed during word study.

DESE Supporting Standards:

- **5.R.2.A.d.** Recognize foreshadowing.
- **5.R.3.C.b.** Explain the difference between a stated and implied purpose for an expository text.
- **5.R.2.A.f.** Introduce origin myths, and culturally significant characters/ events in mythology.
- **5.R.2.C.a.** Analyze the similarities between the original text and its dramatic adaptation.

Standard (code)	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
5.R.1.D	Read independently for multiple purposes over sustained periods of time.	Develop and Demonstrate	Apply	2
5.RF.3.A	While reading: <ul style="list-style-type: none"> ● Decode words using knowledge of <ul style="list-style-type: none"> ○ all letter-sound correspondences ○ syllabication patterns ○ morphology to read unfamiliar multisyllabic words in context. ● Decode using <ul style="list-style-type: none"> ○ root words ○ Prefixes ○ Suffixes ○ important words from all specific content curricula 	Develop and Demonstrate	Apply	3

5.R.1.A	<p>In response to text:</p> <ul style="list-style-type: none"> • Drawing conclusions by referencing textual evidence to support analysis of what the text says explicitly • Infer by referencing textual evidence to support analysis of what the text says explicitly • Draw conclusions from inferences drawn from the text. • Infer from inferences drawn from the text. 	Develop Demonstrate	Apply	3
5.R.1.B	<p>When reading:</p> <ul style="list-style-type: none"> • Use context to determine the meaning of <ul style="list-style-type: none"> ○ unfamiliar ○ multiple-meaning words • Explain the meaning of <ul style="list-style-type: none"> ○ Common idioms ○ Adages ○ Similes ○ Metaphors ○ Hyperbole ○ Other sayings in text 	Develop	Apply	3
5.R.2.A	<p>When reading fiction texts including poetry and drama:</p> <ul style="list-style-type: none"> • Compare and contrast <ul style="list-style-type: none"> ○ the roles and functions of characters in various plots ○ their relationships ○ their conflicts • Explain the theme or moral lesson, conflict, and resolution in a story or novel • Describe how a narrator's or speaker's point of view influences others 	Read Infer Draw conclusions	Apply	3

Topic Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
determine summarize express understand build engage compare and contrast	theme figurative language word relationships word meaning word nuances genre tone

analyze explain describe draw	characters settings
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Topic 1: Constructing and Navigating Other Worlds

Start with Assessment

Teaching Point: Today you will be reading a short story and answering a few questions that map out key skills that you teach during the unit.

Suggested Length of Time: 1 lesson

Detailed Description/Instructions:

You will likely remind students of their experiences with these assessments in past units, drawing on specific challenges you noticed so that the work goes smoothly. While you may have read the text(s) aloud to your students during previous units, we suggest that you ask students to read the text on their own for this unit so you are getting a sense of their comprehension when they are reading independently. If there are students you know are not reading at or close to the reading level of this text, you may decide to read aloud the text to groups or to individuals. Regardless of how they access the text, all students will need copies of the text so that they can refer to specific details when responding to the questions.

Engaging Experience 1:

Teaching Point: Readers I want to teach you that as fantasy readers, your first task will be to figure out not just where your story happens, but what kind of place it is. One way you can do this work is to investigate clues about the time period and important magical elements, using the covers, blurbs, and details from the beginning of the story for your research.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D

Detailed Description/Instructions:

One way to do this...

1. Discuss that you can investigate clues about the time period and important magical elements, using the covers, blurbs and details from the beginning of the story for your research.
2. Explain some of the common settings of fantasy stories and demonstrate how you use this knowledge to research the setting of a shared text.
3. Set up children to work together to research and think about clues from the story you read aloud.
4. Give children the opportunity to turn and compare their analyses.
5. Send students off, remind them to research the settings as they begin their stories. To do this, they need to use the cover, blurb and details at the beginning of the story.

Engaging Experience 2: A Day for Assessment: Goal setting

Teaching Point: Today we are going to take the day to learn from the performance assessment we took at the first of the unit.

Suggested Length of Time: 1 lesson

Detailed Description/Instructions:**One way to do this...**

1. Use rubrics, progressions, and exemplars today to provide students with clear pathways toward meeting today's exceedingly high expectations allowing them to answer the questions "How am I doing?" even with it being asked in relation to the black box of higher level comprehension.

Engaging Experience 3:

Teaching Point: Readers, today I want to teach you that as you tackle more complicated books, you will run into multiple plotlines. You will find it helpful to use charts, timelines, and other graphic organizers to track multiple problems and plotlines, and to gather data as scientists do, in charts and tables that allow close analysis.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b

Detailed Description/Instructions:**One way to do this...**

1. Tell a story about your reading experience, where a main character seems confused by his or her environment.
2. Demonstrate in your read aloud text how you learn with the main character as they ask questions, hear explanations, and have new experiences.
3. Remind students of text markers that indicate the character is learning, such as direct questions, explanations, and unfamiliar experiences. Set them up to try this work on a text excerpt of the read-aloud.
4. Ask students to turn and talk- and then summarize what they said.
5. Give your students a moment to talk about the learning curve of the main character in their book. Then encourage your students to use their pencils as they read, and send them off.

Engaging Experience 4:

Teaching Point: Our work for today is to answer this question: "What can we learn about characters if we study them over time, delving deeply into their formation, motivations, and actions?"

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.2.A.a

Detailed Description/Instructions:**One way to do this...**

1. Tell a brief story of reconsidering a character that seemed good or evil.
2. Invite children into an inquiry, using a shared text to explore character traits.
3. Remind children to run their ideas and evidence
4. Ratchet up the level by investigating reasons why characters are the way they are.
5. Sum up, reiterating the power and the newness of this work for them as readers.
6. Send children off to read, encouraging them to make choices with their club about when and how to add this work to their club's reading work.

Engaging Experience 5:

Teaching Point: Today you will be “showing off” with your club by showing off your writing about reading, your conversations and your new, best thinking and how much you have read.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b

Detailed Description/Instructions:

One way to do this... a partial fishbowl. Set up the time so that after a few minutes to prepare, for the first half, one half of your clubs are in a book talk, while the other half is researching them, and for the second half, they flip.

Topic 2: More Than Dwarves: Metaphors, Life Lessons, Quests, and Thematic Patterns

Engaging Experience 6:

Teaching Point: Readers, today I want to teach you that in fantasy stories, characters face different kinds of dragons- some are literal, while others are metaphorical dragons symbolizing conflicts faced by those characters. Experienced readers look for these conflicts, and consider whether some of them are becoming themes in their novels.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.2.A.b

Detailed Description/Instructions:

One way to do this...

1. Look over your notes from your series for the problems the character faces.
2. Consider if some of these problems add up to a bigger conflict. Or ask, “What are these character’s metaphorical dragons?”
3. Name the major conflict. Ex: In *The Thief of Always*, Wendell’s biggest “dragon” is greed.
 - a. Conflict/dragon could be a character flaw
 - b. Conflict/dragon could be troubles characters face that they have no control over
4. Ask, “How does this character’s big conflict relate to the theme?”

Engaging Experience 7:

Teaching Point: Readers, today I want to remind you that fantasy stories might have fantastical plots- but they are also about themes and life lessons. Insightful readers mine these stories for lessons that might apply to their own lives.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.2.A.b

Detailed Description/Instructions:

One way to do this...

1. List some of the themes or life lessons that you have come across in your reading.
2. Ask, “How might this lesson be important in my own life?”

Engaging Experience 8:

Teaching Point: Today I want to teach you that experienced fantasy readers know that most fantasy stories follow a quest structure. What's often most interesting to these experienced readers, then, is to investigate the internal quest as well as the external.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.2.A.b

Detailed Description/Instructions:

One way to do this...

1. For external quests, readers think about:
 - a. The big problem or goal
 - b. A series of smaller obstacles
2. Create a timeline for the external quest
3. For internal quests, readers think about: What's inside the character that gets in the way?
 - a. Internal flaws to fix or get around

Engaging Experience 9:

Teaching Point: Readers, today I want to teach you that knowledgeable readers assume that some themes are so important, so universal, that they appear in more than one book, and across history as well.

Sophisticated readers, then, are alert for these themes, and they bring their knowledge of history to what they're reading to compare how these themes play out.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.2.A.b

Detailed Description/Instructions:

One way to do this...

1. Look at a list of universal themes that could be applied to a history or fantasy book. Examples:
 - Kids grow up fast in times of trouble.
 - Even ordinary people or minor characters can affect events.
 - Ordinary people can be capable of great courage.
 - When people band together, they can incite change.
 - Where there is power, there is also resistance.
 - Humans are capable of great evil--and great goodness.
2. Choose a theme that occurs often in your fantasy books and also seen in a period of history.
3. Consider how the theme plays out/shows itself in the historical period you are thinking of.
 - a. Ex: Washington and his troops froze and starved during Valley Forge, but they became even more determined to finish their war for independence.
4. How does this theme play out/show itself in your fantasy book?
 - a. Ex: Harry Potter- The stronger Voldemort and his evil henchmen get, the stronger Harry and his friends become.
5. How are these two situations similar?

Engaging Experience 10:

Teaching Point: Today I want to teach you that you don't have to wait for someone else to give you feedback on your thinking. You can evaluate it yourself. Often, when students want to excel, they pause

in the midst of their work to ask, “Is there anything I could do better? And they hold their own work up against a mental model of strong work.”

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D

Detailed Description/Instructions:

One way to do this...

1. Read through the grade 5 expectations on the narrative reading learning progression chart.
2. Look at a snippet of your writing about your reading.
3. Sticky note/color code the parts of the progression that you see yourself doing in your work.
4. Choose two things to add/revise in your writing to lift the level of your response.

Topic 3: When Fact and Fantasy Collide

Engaging Experience 11:

Teaching Point: Just as writers of fantasy refer to nonfiction texts to develop the worlds of their stories, readers of fantasy can refer to nonfiction texts to more fully understand the world they are reading about. As readers of fantasy, you can use reference texts, online factual information.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.a

Detailed Description/Instructions:

One way to do this...

1. First readers should think about their books, the setting and characters.
2. Find a resource such as books or a laptop with internet access. Search for the feature.
3. Read the article and draw conclusions about what is fact and fiction.

Engaging Experience 12:

Teaching Point: Today I want to teach you that specific vocabulary plays an important role in everything you read, especially in fantasy novels. You need to pay close attention to words that are new to you, figuring out what those words mean by using your whole toolkit of vocabulary strategies.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.B.b, 5.R.1.B.g

Detailed Description/Instructions:

One way to do this...

1. When you notice a new word refer to a poster of strategies.(pg. 93 in Fantasy Book Clubs Unit).
 - a. Use what you know about root words. Look for a part of the word that is familiar.
 - b. Envision what is happening in the scene
 - c. Tap into what you know about the genre
 - d. Read forward to get the bigger picture of the scene, then circle back.
 - e. Try to substitute
 - f. Use a reference
 - g. Get the gist and then look up later

2. Pay attention as you read to revise if necessary

Engaging Experience 13:

Teaching Point: Readers, today I want to teach you that as the books we read become more complex, the characters also become more complicated. Just like real people, they are not just all evil or all good- they are nuanced. This means that powerful readers delve deeply into their characters' strengths, flaws, and motivations across the whole arc of the story.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.2.A.a

Detailed Description/Instructions:

One way to do this...

1. First read closely and be alert to when your character does something unique or different.
2. Then find a method to record or keep track of your character's traits. A timeline works well since you can see your character's decisions over time.
3. Add new ideas about that character when they occur.

Engaging Experience 14:

Teaching Point: Today I want to teach you that fantasy readers keep an eye out for repeated or highlighted images, objects, characters or settings. When fantasy readers see these things, they pause and ask themselves, "Could this be a symbol of something else?" and "How does this symbol connect to a possible theme for this story?"

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.2.A.a

Detailed Description/Instructions:

One way to do this...

1. First read closely paying attention to images, objects or settings that are seen more than once.
2. Then ask yourself what the individual objects or setting could really mean.
3. Then piece together the whole picture asking how it fits together with the story. Question if it makes sense throughout.

Engaging Experience 15:

Teaching Point: Today I want to teach you that fantasy readers can gain new insights into the real world by finding, understanding, and interpreting the metaphors and allegories that exist in fantasy. You can do that by noticing characters, objects, settings and creatures that might have multiple meanings.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b

Detailed Description/Instructions:

One way to do this...

1. Read the text anticipating that something is metaphorical and allegorical.
2. Question characters, "Who could these people represent in the real world?" Interpret and create a theory using evidence from the text.
3. Check if your ideas make sense

Topic 4: Literary Traditions: Connecting Fantasy to Other Genres

Engaging Experience 16:

Teaching Point: Today I want to teach you that expert fantasy readers not only pay close attention to the cultures the stories they are reading come from, but they also pay attention to how other cultures are portrayed. They also take note of how similar characters, settings, even plotlines vary across fantasy stories from different cultures. By paying attention to those things, readers can learn more about their own and other cultures.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b

Detailed Description/Instructions:

One way to do this...

1. Explain that story literature, whether fantasy or not, has a lot to teach us about culture, and readers can use the opportunity to learn more.
2. We can look at culture in fantasy stories since everything is made up, from the ways people dress, the words they use, the foods they eat, the homes they live in, even the way they act!
3. Using *The Thief of Always*, think aloud how the culture in the books is similar and different to your own. Share out what you are thinking.
4. Have students get with their book clubs and think about the culture in that book - make a list of food, dress, homes, character actions, family relationships, etc. that give you insight into the culture of the book.

Engaging Experience 17:

Teaching Point: Fantasy readers use what they know about the genre every time they read. Knowing about and expecting archetypes can help readers go beyond simply noting characters, plots, and settings and move into making astute predictions, inferences, and interpretations. They can do this by using their knowledge as a type of shortcut to analysis.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D

Detailed Description/Instructions:

One way to do this...

1. Think aloud about a time when knowing about archetypes was fun for you, such as when reading the Harry Potter series or the Percy Jackson series... thinking ahead in the reading to the heroes and villains, a rescue, etc. and how that impacted you as a reader.
2. Create an anchor chart of the common archetypes from literature (hero, villain, wise person, companions or friends, etc.)
3. Explain that archetypes can be used as a tool to help fantasy readers do more thinking work.
4. Watch a video clip that shows several examples of archetypes, such as a commercial.
5. Create a t-chart of the archetypes noticed and what the archetypes made you think. Watch the video again if needed.
6. Remind students that archetypes can launch us into stronger thinking.

Engaging Experience 18:

Teaching Point: Readers, today I want to teach you that one way readers analyze a story is with critical lenses, such as being alert to stereotypes and gender norms (or rules). One way to do this work is to consider characters' actions and appearances.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.A.a, 5.R.1.A.b, 5.R.2.A.a, 5.R.2.A.c

Detailed Description/Instructions:

One way to do this...

1. Describe characters you like in the read-aloud and compare them to other favorite characters. Think aloud about Frozen - it was so popular when it came out.. But why? Because the characters broke the old expectations of heroes and villains!
2. First, you can analyze a character by comparing that character's appearance with another character's appearance. What stereotypes are enforced or broken?
3. Another way readers analyze a character is by his or her actions. Readers ask themselves, 'Does this character act in ways that are unusual?' Think about how the character reinforces or breaks Gender norms. One example is Katniss Everdeen - she is super strong, she hunts, she protects.
4. What other characters can you think of from your book club that defy or reinforce gender norms?
5. Get with your book club and discuss the ways the characters actions and appearances either reinforce or break gender norms.

Engaging Experience 19:

Teaching Point: Today I want to teach you that by strengthening fantasy reading skills, readers can actually improve their skills in reading everything. As experienced fantasy readers, you can now use your skills of dealing with difficulty, interpretation, and cross-text study with almost everything else you read, including realistic fiction, poetry, and even nonfiction.

Suggested Length of Time: 1 lesson

Standards Addressed:

Priority: 5.R.1.D

Detailed Description/Instructions:

One way to do this...

1. Turn and talk to those around you about all the things you know as fantasy readers. Listen in as students discuss character complexity, thematic threads, vocabulary, cultural, archetypes, and anything else they've learned about the fantasy genre.
2. How does the work we have done in the fantasy book clubs apply to reading other books?
3. Set out 5-6 baskets of picture books from other genres around the room. Have small groups choose a basket, read the excerpts, read the texts and determine what skills you learned in the fantasy book clubs unit that you can apply to these books.
4. After some time reading and discussing the books in their baskets, bring the students back together and have them share out which strategy they could apply to this new genre.

Engaging Scenario

Celebration

Teaching Point: Students will be creating book trailers for their book club books. Students will begin by watching a variety of sample book trailers. Book trailers should include the theme, the overarching question or problem in the story, the characters, and enough information to hook a reader into reading their story. Students will create a storyboard that highlights each scene of their book trailer, and work together to create their digital project. When finished, host a celebration to share the book trailers with other classes or families!

Suggested Length of Time: 2-3 lessons

Detailed Description/Instructions:

One way to do this...

1. Plan out the book trailers using a storyboard.
2. What digital tool will students use to create their trailer? FlipGrid, AdobeSpark, Google Slides, or any other digital tool your class has experience with.
3. Create their trailer using their digital tool of choice.
4. Share!

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