

# **TRUMBULL PUBLIC SCHOOLS**

**Trumbull, Connecticut**

## **GRADE 5 BALANCED LITERACY: READING 2019**

**(Last revision date: 2018)**

### **Curriculum Writing Teams 2018/2019**

<b>Terry Buckingham</b>	<b>English Language Arts Program Leader, K-5</b>
<b>Nedda Carrano</b>	<b>Grade 5 Teacher</b>
<b>Linda Civitelli</b>	<b>Grade 5 Teacher</b>
<b>Lisa Demshak</b>	<b>Grade 5 Teacher</b>
<b>Stephanie Domanick</b>	<b>Grade 5 Teacher</b>
<b>Marianne Ferrari</b>	<b>Grade 5 Teacher</b>
<b>Lorraine Galow</b>	<b>Grade 5 Teacher</b>
<b>Brianna Lauria</b>	<b>Grade 5 Teacher</b>
<b>Shannon Lynch</b>	<b>Grade 5 Teacher</b>
<b>Carly Marone</b>	<b>Grade 5 Teacher</b>
<b>Deborah Semenza</b>	<b>Literacy Consultant</b>
<b>Rachel Wolfe</b>	<b>Grade 5 Teacher</b>

**Jonathan S. Budd, Ph.D., Assistant Superintendent of Curriculum, Instruction, & Assessments**

**Grade 5 Balanced Literacy: Reading  
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The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in any of its programs.

## CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read** and **write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problem-solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

Our core belief is that teachers and students will view themselves as readers and engage in reading on a daily basis in the Grade Five Reading Workshop. Focused mini-lessons are the starting point from which the rest of the workshop flows. Students need uninterrupted blocks of reading time in order to reach the expectations set for them. Individual conferences and small-group instruction are essential to meeting students where they are and supporting their growth across units.

For the majority of the workshop time, students will be reading independently and building their stamina for reading throughout the school year while the teacher circulates around the room to confer with students individually and in small groups. Students will have reading partners and, in some units, book clubs with whom they may also confer and discuss rich mentor texts. Readers will have a choice of texts at their independent reading levels. Students will read “broadly and deeply,” and each student’s Reader’s Notebook(s) and Folders will hold evidence of the child’s reading across each genre throughout the school year. Readers explore a variety of skills transferable across all genres.

In grade 5, students build upon the knowledge gained in grades K-4 to read more sophisticated texts across a variety of genres.

Each day, approximately 45 minutes should be spent on Reading Workshop, and approximately 15 minutes should be spent on Interactive Read-Aloud. (Additionally, approximately 45 minutes daily is to be spent on Writing Workshop.)

## COURSE GOALS

The course goals derive from the 2010 Connecticut Core Standards for Literacy. Goals specific to a unit of study are listed in this guide at the beginning of each unit. Many standards recur over the course of the year. The lessons therein encourage student engagement so that each student will see himself/herself as a reader and reflect on the processes learned.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that:

- readers set assess their reading life and set goals to lift the level of their reading.
- readers will use a wide repertoire of learned strategies to create effective reading.
- readers will increase volume and stamina.
- readers will read with voice and greater complexity.
- readers will grow ideas about their reading by thinking more analytically about the text.

## **COURSE ESSENTIAL QUESTIONS**

- How do I write about reading with voice and investment?
- How do I raise the level of writing and talking about literature?
- How do I find a common theme across a set of texts?
- How do I tackle complex texts?
- How do I apply knowledge about nonfiction reading to inquiry projects?
- How do I investigate issues and raise the level of my research?
- How do I construct and navigate through themes and symbols of fantasy reading?

## **COURSE KNOWLEDGE & SKILLS**

Students will know . . .

- that reading is a process

Students will be able to . . .

- read complex texts in each genre: narrative, informational, and fantasy.
- grow ideas about their reading and capture their thinking through written and/or oral sharing in partnerships or book club conversations.
- collaborate with partners and peers within their book clubs about reading.
- maintain and self-assess their reading life.
- independently apply and transfer appropriate reading strategies.

## READING YEAR AT A GLANCE

early September	Setting up / Launching Reading Workshop
mid September – October	<u>Unit 1</u> : Interpretation Book Clubs: Analyzing Themes
November – December	<u>Unit 2</u> : Tackling Complexity: Moving Up Levels of Nonfiction
January – February	<u>Unit 3</u> : Argument and Advocacy: Researching Debatable Issues
March – April	<u>Unit 4</u> : Fantasy Book Clubs: The Magic of Themes and Symbols
May – June	<u>Unit 5</u> : Author Study: Reading Like a Fan

# UNIT 1

## Interpretation Book Clubs: Analyzing Themes

### Unit Goals

At the completion of this unit, students will:

- |                          |                                                                                                                                                                                                                   |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCS.ELA-Literacy.RL.5.1  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                             |
| CCS.ELA-Literacy.RL.5.2  | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| CCS.ELA-Literacy.RL.5.3  | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).                                                    |
| CCS.ELA-Literacy.RL.5.4  | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.                                                                               |
| CCS.ELA-Literacy.RL.5.5  | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.                                                                        |
| CCS.ELA-Literacy.RL.5.6  | Describe how a narrator's or speaker's point of view influences how events are described.                                                                                                                         |
| CCS.ELA-Literacy.RL.5.7  | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).                                  |
| CCS.ELA-Literacy.RL.5.9  | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.                                                                          |
| CCS.ELA-Literacy.RL.5.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.                             |
| CCS.ELA-Literacy.RI.5.2  | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                                                                                 |

CCS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CCS.ELA-Literacy.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).

### Unit Essential Questions

- How do I develop theories about a story by analyzing its parts?
- How do I use the goals and techniques used by authors to help me understand the text?
- How do I determine the theme or themes of a story?
- How do I explain the way a common theme is developed differently in multiple texts?
- How do I strengthen my writing about reading?

## Scope and Sequence

Interpretation Book Clubs: Analyzing Themes		
	Interactive Read-Aloud	Reading Workshop
Prior to Unit		<ul style="list-style-type: none"> <li>Set up your room for Reading Workshop. Have a meeting area for mini-lessons and baskets of books with approximate reading levels available.</li> <li>Prior to each lesson below, review “GETTING READY” for specific materials needed.</li> <li>Administer pre-assessment questions (which one(s) at teacher discretion; see Heinemann website)</li> </ul>
Bend I: Writing about Reading with Voice and Investment		
Lesson 1		<ul style="list-style-type: none"> <li><u>Session 1</u>: Taking Charge of Your Reading Life (p. 4)</li> <li><u>Teaching Point</u>: Readers set goals to grow as readers and work hard to reach those goals.</li> <li>See p. 8, Fig. 1-1</li> </ul>
Lesson 2		<ul style="list-style-type: none"> <li><u>Session 2</u>: Writing Well about Reading (p. 13)</li> <li><u>Teaching Point</u>: There are several qualities of strong writing about reading.</li> <li><u>Prepare</u> reading logs</li> <li><u>Prepare</u> effective fifth-grade writing-about-reading</li> <li>See p. 16, Fig. 2-1, p. 19, Fig. 2-2, p. 20, Fig. 2-3, &amp; p. 23, Fig. 2-4</li> <li><u>Read</u> <i>Home of the Brave</i>, “Snow,” pp. 3-5</li> </ul>
Lesson 3		<ul style="list-style-type: none"> <li><u>A Day for Assessment</u> (p. 25)</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>Read <i>Home of the Brave</i>, “Old Words, New Words,” “Questions,” &amp; “What the Heck,” pp. 6-12, before minilesson</li> </ul>	<ul style="list-style-type: none"> <li><u>Session 3</u>: Writing about Reading Means Reading with a Writerly Wide-Awakeness (p. 26)</li> <li><u>Teaching Point</u>: Readers learn to read as writers, with alertness to details and their significance.</li> <li><u>Read</u> <i>Home of the Brave</i>, “God with a Wet Nose,” pp. 13-14</li> <li><u>Charts</u>: “Writing Well about Reading,” “To Understand/Interpret a Story, Readers Pay Attention to . . . ,” “Talking (and Writing) to Grow New Ideas”</li> </ul>

Lesson 5	<ul style="list-style-type: none"> <li>Read <i>Home of the Brave</i>, the rest of “God with a Wet Nose,” “Welcome to Minnesota,” &amp; “Family,” pp. 14-22, before minilesson</li> </ul>	<ul style="list-style-type: none"> <li><u>Session 4</u>: Grounding Your Thinking in the Text and Carrying It with You as You Read On (p. 37)</li> <li><u>Teaching Point</u>: Ideas can be developed through close reading.</li> <li><u>See</u> p. 38, Fig. 4-1</li> <li><u>Reread</u> <i>Home of the Brave</i>, “Old Words, New Words,” p. 7</li> <li><u>Read</u> <i>Home of the Brave</i>, “Lessons,” pp. 23-24</li> <li><u>Charts</u>: “Writing Well about Reading,” “To Develop Ideas, Readers . . . ,” “Higher-Level Thought Prompts Referencing the Text”</li> </ul>
Lesson 6		<ul style="list-style-type: none"> <li><u>Session 5</u>: Whose Story Is This, Anyway? Considering Perspective and Its Effects (p. 46)</li> <li><u>Teaching Point</u>: Readers appreciate perspectives of different characters.</li> </ul>
Lesson 7	<ul style="list-style-type: none"> <li>Read <i>Home of the Brave</i>, “Good-Byes,” “Father,” “Bed,” &amp; “Brother,” pp. 25-38, before minilesson</li> </ul>	<ul style="list-style-type: none"> <li><u>Session 6</u>: Learning to Think Analytically (p. 50)</li> <li><u>Teaching Point</u>: Readers analyze the text by organizing their jots from various sections to grow their thinking.</li> <li><u>See</u> p. 54, Fig. 6-1, &amp; p. 57, Fig. 6-2</li> <li><u>Charts</u>: “To Develop Ideas, Readers . . . ,” “Questions that Can Help You Think Analytically”</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>Read <i>Home of the Brave</i>, “TV Machine,” “Night,” “Mama,” &amp; “Sleep Story,” pp. 39-50, before minilesson</li> </ul>	<ul style="list-style-type: none"> <li><u>Session 7</u>: Having Second Thoughts: Revising Writing about Reading (p. 59)</li> <li><u>Teaching Point</u>: Readers raise the level of their thinking by revising their writing about reading.</li> <li><u>See</u> p. 61, Fig. 7-1, p. 62, Fig. 7-2, &amp; p. 64, Fig. 7-3</li> <li><u>Chart</u>: “Writing Well about Reading”</li> </ul>
<b>Bend II: Raising the Level of Writing and Talking about Literature</b>		
Lesson 9		<ul style="list-style-type: none"> <li><u>Session 8</u>: Launching Interpretation Book Clubs (p. 68)</li> <li><u>Teaching Point</u>: Readers develop skills to notice more in a text and understand the significance of their</li> </ul>

		<p>observations.</p> <ul style="list-style-type: none"> <li>• <u>See</u> p. 74, Fig. 8-1</li> <li>• <u>Read</u> <i>Home of the Brave</i>, “Paperwork,” pp. 53-54</li> <li>• <u>Charts</u>: “Drawing on All You Know to Read Well and Interpret Texts,” “Creating a Constitution for Your Club”</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>• Read <i>Home of the Brave</i>, the rest of “Paperwork,” “Information,” “School Clothes,” “Once There Was . . .,” “New Desk,” “Ready,” “Cattle,” “Lunch,” &amp; “Fries,” pp. 54-80, before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 9</u>: Characters – and Readers – Find Meaning in the Midst of Struggle (p. 79)</li> <li>• <u>Teaching Point</u>: Readers recognize characters’ problems and lessons learned.</li> <li>• <u>See</u> p. 82, Figs. 9-1 &amp; 9-2, &amp; p. 86, Figs. 9-3 &amp; 9-4</li> <li>• <u>Read</u> <i>Home of the Brave</i>, “Night,” pp. 43-46</li> <li>• <u>Chart</u>: “Drawing on All You Know to Read Well and Interpret Texts”</li> </ul>
Lesson 11	<ul style="list-style-type: none"> <li>• Read <i>Home of the Brave</i>, “Not Knowing,” “Home,” “Time,” “Helping,” “How Not to Wash Dishes,” “Not-Smart Boy,” &amp; “Magic Milk,” pp. 81-106, before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 10</u>: Seeing a Text through the Eyes of Other Readers (p. 88)</li> <li>• <u>Teaching Point</u>: Reading with others may give another perspective about the reading.</li> <li>• <u>Prepare</u> link to “<i>My Name is Maria Isabel</i>” book club discussion</li> <li>• <u>See</u> p. 92, Figs. 10-1 &amp; 10-2</li> <li>• <u>Charts</u>: “Drawing on All You Know to Read Well and Interpret Texts,” “Passionate Interpretations Might Say . . .”</li> </ul>
Lesson 12	<ul style="list-style-type: none"> <li>• Read <i>Home of the Brave</i>, “Wet Feet,” “Bus,”</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 11</u>: Linking Ideas to Build Larger Theories and Interpretations (p. 97)</li> <li>• <u>Teaching Point</u>: Readers link ideas together to build</li> </ul>

	<p>“Lou,” “Cows and Cookies,” &amp; “Night Talk,” pp. 107-127, before minilesson</p>	<p>larger theories and interpretations.</p> <ul style="list-style-type: none"> <li>• <u>Prepare</u> link to Sam’s jots on <i>Wringer</i></li> <li>• <u>See</u> p. 101, Fig. 11-1, &amp; p. 103, Fig. 11-2</li> <li>• <u>Charts</u>: “Drawing on All You Know to Read Well and Interpret Texts,” “Questions to Ask to Grow Seed Ideas”</li> </ul>
Lesson 13	<ul style="list-style-type: none"> <li>• Read <i>Home of the Brave</i>, “Cowboy,” “Working,” “Ganwar, Meet Gol,” “An Idea,” “Field Trip,” “The Question,” &amp; “Apple,” pp. 129-154, before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 12</u>: Reading On, with Interpretations in Mind (p. 107)</li> <li>• <u>Teaching Point</u>: Readers grow their thinking using their idea as a lens to gather and interpret evidence, and deepen their theories.</li> <li>• <u>See</u> p. 108, Figs. 12-1 &amp; 12-2</li> <li>• <u>Read</u> <i>Home of the Brave</i>, end of “School Clothes” &amp; “Once There Was,” pp. 62-65</li> <li>• <u>Charts</u>: “Drawing on All You Know to Read Well and Interpret Texts,” “Thought Prompts to Help Us Grow Complex Ideas . . .”</li> </ul>
Lesson 14	<ul style="list-style-type: none"> <li>• Read <i>Home of the Brave</i>, “Grocery Store,” “The Story I Tell Hannah on the Way Home,” “Library,” “Going Up,” “Hearts,” “White Girl,” “Scars,” “Bad News,” &amp; “No More,” pp. 155-183, before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 13</u>: Debating to Prompt Rich Book Conversation: Readers Have Different Viewpoints, Defending with Claims, Reasons, and Evidence (p. 118)</li> <li>• <u>Teaching Point</u>: Strong readers debate viewpoints using text support.</li> <li>• <u>See</u> p. 124, Fig. 13-1, &amp; p. 128, Fig. 13-2</li> <li>• <u>Read</u>, within student groups, <i>Home of the Brave</i>, “Family” (pp. 20-22), “Bed” (pp. 32-36), “Night” (pp. 43-46), “School Clothes” (pp. 60-62), “Night Talk” (pp. 123-127), “Ganwar, Meet Gol” &amp; “An Idea” (pp. 138-145), &amp; “Bad News” &amp; “No More” (pp. 178-183)</li> <li>• <u>Chart</u>: “Let’s Have a Club Debate!”</li> </ul>
Lesson 15	<ul style="list-style-type: none"> <li>• Read <i>Home of the Brave</i>, “Last Day,” “Summer,” “More Bad News,” &amp; “Sleep</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 14</u>: Reflecting on Ourselves as Book Clubs (p. 129)</li> <li>• <u>Teaching Point</u>: Readers reflect on their work in groups in order to lift the level of their conversations.</li> <li>• <u>Prepare</u> link to “<i>My Name is Maria Isabel</i>” or “<i>Bud, Not Buddy</i>” book club discussion</li> </ul>

	Story,” pp. 184-200, before minilesson	<ul style="list-style-type: none"> <li>• See p. 132, Fig. 14-1, &amp; p. 135, Figs. 14-2 &amp; 14-3</li> <li>• <u>Chart</u>: “What Makes Book Club Conversations the Best They Can Be?”</li> </ul>
<b>Bend III: Thematic Text Sets: Turning Texts Inside Out</b>		
Lesson 16	<ul style="list-style-type: none"> <li>• Read <i>Fly Away Home</i> before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 15</u>: Two Texts, One Theme: A Comparison Study (p. 140)</li> <li>• <u>Teaching Point</u>: Good readers recognize common themes across multiple texts.</li> <li>• <u>Prepare</u> “starter” text sets</li> <li>• See p. 146, Fig. 15-1, &amp; p. 148, Figs. 15-2 &amp; 15-3</li> <li>• Read <i>Fly Away Home</i> excerpts</li> <li>• <u>Charts</u>: “Prompts to Explore Similarities and Differences in Texts,” “To Deepen Interpretation, Readers Can . . .”</li> </ul>
Lesson 17	<ul style="list-style-type: none"> <li>• Read <i>Home of the Brave</i>, “Confession,” “Running Away,” “Bus,” &amp; “Treed,” pp. 201-212, before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 16</u>: Rethinking Themes to Allow for More Complexity (p. 151)</li> <li>• <u>Teaching Point</u>: Readers deepen their interpretations and revise their theme to make it more precise.</li> <li>• <u>Chart</u>: “To Deepen Interpretation, Readers Can . . . ,” “Prompts to Explore Similarities and Differences in Texts”</li> </ul>
Lesson 18	<ul style="list-style-type: none"> <li>• Read <i>Home of the Brave</i>, “Ganwar,” “Talk,” &amp; “Changes,” pp. 213-224, before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 17</u>: Comparing Characters’ Connections to a Theme (p. 155)</li> <li>• <u>Teaching Point</u>: Readers analyze characters in order to recognize how the characters connect to the theme (through actions, thoughts, and dialogue).</li> <li>• See p. 162, Fig. 17-1</li> <li>• <u>Charts</u>: “To Deepen Interpretation, Readers Can . . . ,” “How to Think about Characters Who Seem to Go against the Main Theme”</li> </ul>
Lesson 19	<ul style="list-style-type: none"> <li>• Read <i>Home of the Brave</i>, “Herding” &amp; “Traffic Jam,”</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 18</u>: Studying the Choices an Author <i>Did Not</i> Make to Better Understand the Ones They <i>Did</i> (p. 165)</li> <li>• <u>Teaching Point</u>: Reading as a writer means thinking</li> </ul>

	pp. 225-232, before minilesson	<p>about the choices the author made to move the story along.</p> <ul style="list-style-type: none"> <li>• <u>See</u> p. 172, Figs. 18-1, 18-2, &amp; 18-3, &amp; p. 173, Fig. 18-4</li> <li>• <u>Read</u> <i>Home of the Brave</i>, “Snow,” p. 3</li> <li>• <u>Chart</u>: “To Deepen Interpretation, Readers Can . . .”</li> </ul>
Lesson 20	<ul style="list-style-type: none"> <li>• Read <i>Home of the Brave</i>, “Cops,” “Zoo,” &amp; “Homecoming,” pp. 233-249, along with “Reader’s Guide,” “Background,” &amp; “Historical Context,” pp. 259-263, before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 19</u>: Delving Deeper into Literary Analysis: Reading as Writers (p. 176)</li> <li>• <u>Teaching Point</u>: Writers have goals, and good readers notice the techniques used to achieve those goals.</li> <li>• <u>See</u> p. 184, Figs. 19-3 &amp; 19-4</li> <li>• <u>Read</u> <i>Home of the Brave</i>, “More Bad News,” p. 196</li> <li>• <u>Charts</u>: “Narrative Writers Use Techniques Such As . . .,” “Narrative Writers Aim toward Goals Such As . . .,” “To Deepen Interpretation, Readers Can . . .”</li> </ul>
Lesson 21		<ul style="list-style-type: none"> <li>• <u>Session 20</u>: Celebrating with a Literary Salon (p. 187)</li> <li>• <u>Celebrate</u> the reading and learning of the unit</li> </ul>
Lesson 22		<ul style="list-style-type: none"> <li>• Administer post-assessment questions (same as used for pre-assessment)</li> </ul>

### Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 1 standards-based report card.

#### Formative Assessments:

- Students’ answers to pre-assessment questions prior to the unit
- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

### Summative Assessments:

- Students' answers to post-assessment questions at the conclusion of the unit
- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

### Resources

#### Core

- *Interpretation Book Clubs: Analyzing Themes* (Grade 5, Unit 1)
- *Home of the Brave* by Katherine Applegate
- *Fly Away Home* by Eve Bunting
- Note-taking system for conferencing
- Reader's Notebook(s) and Folders

#### Supplemental

- "Dreams" by Langston Hughes
- *My Name is Maria Isabel* by Alma Flor Ada (Level N)
- *Because of Winn-Dixie* by Kate DiCamillo (Level R)
- *Charlotte's Web* by E.B. White (Level R)
- *Bridge to Terabithia* by Katherine Paterson (Level T)
- *Bud, Not Buddy* by Christopher Paul Curtis (Level U)
- *Wringer* by Jerry Spinelli (Level U)
- *Esperanza Rising* by Pam Muñoz Ryan (Level W)
- *Out of the Dust* by Karen Hesse (Level X)
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

### Time Allotment

- mid September – October

## UNIT 2

### Tackling Complexity: Moving Up Levels of Nonfiction

#### Unit Goals

At the completion of this unit, students will:

- |                          |                                                                                                                                                                                                                         |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCS.ELA-Literacy.RI.5.1  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                                   |
| CCS.ELA-Literacy.RI.5.2  | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                                                                                       |
| CCS.ELA-Literacy.RI.5.3  | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.                         |
| CCS.ELA-Literacy.RI.5.4  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.                                                                                  |
| CCS.ELA-Literacy.RI.5.5  | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.                                              |
| CCS.ELA-Literacy.RI.5.6  | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.                                                                                |
| CCS.ELA-Literacy.RI.5.7  | Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.                                                      |
| CCS.ELA-Literacy.RI.5.8  | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).                                                                  |
| CCS.ELA-Literacy.RI.5.9  | Integrate information from several texts on the same topic in order to be able to write or speak about the subject knowledgeably.                                                                                       |
| CCS.ELA-Literacy.RI.5.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |

CCS.ELA-Literacy.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCS.ELA-Literacy.W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient control of keyboarding skills to type a minimum of two pages in a single sitting.
CCS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CCS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
CCS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).

### **Unit Essential Questions**

- How can I figure out multiple main ideas and significant details while weighing their importance?

- How can I identify relationships across a text as well as come up with my own ideas about relationships/interactions between events, ideas, and key concepts?
- How can I sort information from multiple texts on a topic as I read and be aware of author’s perspective?
- How can I compare and contrast different texts or parts of a text based on content, perspective, craft, and structure?
- How can I understand the importance of an author’s craft in an informational text, for example surprising statistics?

### Scope and Sequence

<b>Tackling Complexity: Moving Up Levels of Nonfiction</b>		
	<b>Interactive Read-Aloud</b>	<b>Reading Workshop</b>
Prior to Unit		<ul style="list-style-type: none"> <li>• Administer pre-assessment questions (which one(s) at teacher discretion; see Heinemann website)</li> </ul>
<b>Bend I: Working with Text Complexity</b>		
Lesson 1	<ul style="list-style-type: none"> <li>• Read “Lessons from the Deep” level 5 article</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 1</u>: The More You Know, the More You See (p. 4)</li> <li>• <u>Teaching Point</u>: Readers don’t see with their eyes alone, but also with their minds. Reading any text well requires the reader to approach that text knowing things that are apt to be important. That knowledge comes from knowing about the genre, in this case nonfiction.</li> <li>• <u>Prepare</u> reading logs</li> <li>• <u>Read</u> “Lessons from the Deep” level 5 article</li> <li>• <u>Chart</u>: “Nonfiction Readers Know It Pays Off to Think About . . .”</li> </ul>
Lesson 2		<ul style="list-style-type: none"> <li>• <u>Session 2</u>: Orienting to More Complex Texts (p. 14)</li> <li>• <u>Teaching Point</u>: When readers orient themselves to complex nonfiction texts, they use text features and their knowledge of the topic to help. As readers begin reading complex nonfiction texts, they also need to live in the gray area for a while, to tolerate confusion, knowing the focus of the text may be revealed slowly.</li> <li>• <u>Prepare</u> <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i></li> <li>• <u>Prepare</u> speech link(s)</li> </ul>

Lesson 3		<ul style="list-style-type: none"> <li>• <u>A Day for Assessment</u> (p. 24)</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>• Read <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> pp. 4-9</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 3: Uncovering What Makes a Main Idea Complex</u> (p. 25)</li> <li>• <u>Inquiry Question</u>: In this nonfiction text, in what ways does the main idea become more complex?</li> <li>• <u>Prepare</u> easier nonfiction book</li> <li>• <u>See</u> p. 33, Fig. 3-3</li> <li>• <u>Read</u> <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> p. 8</li> <li>• <u>Read</u> “The Amazing Octopus” level 3 article</li> <li>• <u>Chart</u>: “Ways Complex Nonfiction Gets Hard”</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>• Read <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> pp. 10-15</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 4: Strategies for Determining Implicit Main Ideas</u> (p. 34)</li> <li>• <u>Teaching Point</u>: Once readers know how a nonfiction text is complex when it comes to the main ideas, they can develop and draw on a toolkit of strategies to support them in determining the main ideas.</li> <li>• <u>Prepare</u> link to “Ready New York: NYC in an Emergency”</li> <li>• <u>See</u> p. 38, Fig. 4-1, &amp; p. 39, Fig. 4-2</li> <li>• <u>Chart</u>: “To Teach Well . . .”</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>• Read <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> pp. 16-19</li> <li>• Preview “The Amazing Octopus” levels 2, 4, &amp; 6 articles</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 5: Using Context to Determine the Meaning of Vocabulary in Complex Texts</u> (p. 43)</li> <li>• <u>Teaching Point</u>: 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, readers have to search for clues all around the words to determine what they might mean.</li> <li>• <u>Read</u> “The Amazing Octopus” levels 2, 4, &amp; 6 articles</li> <li>• <u>See</u> p. 51, Fig. 5-2, p. 52, Fig. 5-3, &amp; p. 53, Fig. 5-4</li> <li>• <u>Charts</u>: “Ways Complex Nonfiction Gets Hard,” “Figuring Out the Meaning of Unknown Words”</li> </ul>
Lesson 7	<ul style="list-style-type: none"> <li>• Read <i>When Lunch Fights Back: Wickedly</i></li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 6: Inquiry into Using Morphology of Words to Tackle Tricky Vocabulary</u> (p. 54)</li> <li>• <u>Inquiry Question</u>: About how often does it really pay</li> </ul>

	<p><i>Clever Animal Defenses</i> pp. 20-25</p>	<p>off to push ourselves to look into words when they are tricky?</p> <ul style="list-style-type: none"> <li>• See p. 58, Fig. 6-1, &amp; p. 60, Fig. 6-2</li> <li>• <u>Chart</u>: “Figuring Out the Meaning of Unknown Words”</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>• Read <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> pp. 26-31</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 7</u>: Complex Thinking about Structure: From Sentence Level to Text Level (p. 63)</li> <li>• <u>Teaching Point</u>: 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.</li> <li>• <u>Read</u> <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> pp. 42-43</li> <li>• <u>Chart</u>: “Complex Nonfiction Gets Hard,” “Common Nonfiction Text Structures,” “Lenses to Carry When Reading History”</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>• Read <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> pp. 32-37</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 8</u>: Rising to the Challenges of Nonfiction (p. 73)</li> <li>• <u>Teaching Point</u>: 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.</li> <li>• <u>Prepare</u> text complexity cards</li> <li>• See p. 80, Figs. 8-3 &amp; 8-4</li> <li>• <u>Read</u> “Lessons from the Deep” level 6 article</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>• Read <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> pp. 38-43</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 9</u>: Summarizing as Texts Get Harder (p. 83)</li> <li>• <u>Teaching Point</u>: When readers summarize complex 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.</li> <li>• See p. 88, Fig. 9-1, &amp; p. 89, Fig. 9-2</li> <li>• <u>Read</u> <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> pp. 18-19</li> <li>• <u>Chart</u>: “Predictable Challenges with Summarizing,” “To Acknowledge the Author in Our Summaries, We Might Write . . .”</li> </ul>

**Bend II: Applying Knowledge about Nonfiction Reading to Inquiry Projects**

<p>Lesson 11</p>	<ul style="list-style-type: none"> <li>• Read <i>Alien Deep</i> pp. 6-7</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 10</u>: Learning from Sources (p. 94)</li> <li>• <u>Inquiry Question</u>: How is the work we do as researchers of our topics (and of our world) similar to and different from the reading work we do in books?</li> <li>• <u>Note</u>: Students will have already chosen research topics prior to this Session. Seat students in the meeting area by topic groups.</li> <li>• <u>Prepare</u> teacher research topic (e.g., scientists) and research plan in notebook to share with students.</li> <li>• <u>See</u> p. 97, Fig. 10-1, p. 100, Fig. 10-2, &amp; p. 101, Fig. 10-3</li> </ul>
<p>Lesson 12</p>	<ul style="list-style-type: none"> <li>• Read <i>Alien Deep</i> pp. 8-15</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 11</u>: Learning from Primary Research (p. 103)</li> <li>• <u>Teaching Point</u>: One reason researchers do primary research is to learn as much as they can about their topic. By studying primary research, students can discover patterns and determine main ideas significant to their topic.</li> <li>• <u>Prepare</u> teacher research notes, including survey about people’s perceptions and firsthand observations</li> <li>• <u>See</u> p. 105, Fig. 11-2, p. 106, Figs. 11-3, 11-4, &amp; 11-5, &amp; p. 107, Fig. 11-6</li> </ul>
<p>Lesson 13</p>	<ul style="list-style-type: none"> <li>• Read <i>Alien Deep</i> pp. 16-20</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 12</u>: Coming to Texts as Experts (p. 108)</li> <li>• <u>Teaching Point</u>: Readers come to texts differently once they have some expertise on their topic. They come to texts with a knowledge of what is important to know about their topic, the main ideas, and they read differently, and see more, because they have this knowledge in mind.</li> <li>• <u>Prepare</u> chart of main ideas from teacher primary research</li> <li>• <u>See</u> p. 114, Figs. 12-1 &amp; 12-2</li> <li>• <u>Read</u> <i>Alien Deep</i> pp. 17-18</li> <li>• <u>Charts</u>: “Lenses to Carry When Reading History,” Lenses to Carry When Reading Scientific and Technical Texts”</li> </ul>

Lesson 14	<ul style="list-style-type: none"> <li>• Read <i>Alien Deep</i> pp. 21-23</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 13</u>: Writing about Reading in Nonfiction (p. 119)</li> <li>• <u>Teaching Point</u>: Informational readers write to understand what they’re learning as they read. Specifically, they angle their writing so that it better explains the information.</li> <li>• <u>Prepare</u> “Six Reading Habits to Develop in Your First Year at Harvard” excerpt</li> <li>• <u>Note</u>: Students need a nonfiction text on their inquiry topic.</li> <li>• <u>See</u> p. 121, Fig. 13-1, p. 125, Fig. 13-2, p. 128, Fig. 13-3, &amp; p. 129, Fig. 13-4</li> <li>• <u>Read</u> <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> pp. 38-39</li> <li>• <u>Chart</u>: “Let’s Have a Club Debate!”</li> </ul>
Lesson 15	<ul style="list-style-type: none"> <li>• Read <i>Alien Deep</i> pp. 24-27</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 14</u>: Lifting the Level of Questions (Using DOK) to Drive Research Forward (p. 131)</li> <li>• <u>Teaching Point</u>: When readers dig into a topic, it pays to ask questions at different levels. Some questions help readers understand the text they are reading, and other questions get readers to think beyond the text, to question across texts, to think across their topic, and even to question their own agenda.</li> <li>• <u>See</u> p. 137, Fig. 14-1, &amp; p. 139, Fig. 14-2, p. 140, Fig. 14-3, p. 142, Fig. 14-4, &amp; p. 143, Fig. 14-5</li> <li>• <u>Read</u> <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> p. 25</li> <li>• <u>Read</u> <i>Alien Deep</i> pp. 9-10</li> <li>• <u>Charts</u>: “Webb’s Depth of Knowledge Questions,” “To Pursue Deep Research Questions . . .”</li> </ul>
Lesson 16	<ul style="list-style-type: none"> <li>• Read <i>Alien Deep</i> pp. 28-31</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 15</u>: Synthesizing across Subtopics (p. 144)</li> <li>• <u>Teaching Point</u>: As researchers investigate a topic, they often encounter multiple subtopics hidden inside the topic. They read on with those subtopics in mind, noticing when multiple texts teach about the same subtopic, and ask, “How do these parts fit together? Why is this part important?”</li> </ul>

		<ul style="list-style-type: none"> <li>• <u>Prepare</u> “Hagfish Slime Could Be Eco-Friendly Fabric”</li> <li>• <u>Note</u>: Students need multiple texts on their inquiry topic.</li> <li>• <u>See</u> p. 148, Figs. 15-1 &amp; 15-2, p. 150, Fig. 15-3, &amp; p. 154, Fig. 15-5</li> <li>• <u>Read</u> <i>Alien Deep</i> pp. 7-8</li> <li>• <u>Charts</u>: “To Synthesize across Subtopics, Researchers . . . ,” “Readers Synthesize within a Text By . . .”</li> </ul>
Lesson 17	<ul style="list-style-type: none"> <li>• Read <i>Alien Deep</i> pp. 32-36</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 16</u>: Writing about Reading: From Big Ideas to Specifics (p. 155)</li> <li>• <u>Teaching Point</u>: As readers craft powerful writing about reading, they constantly move from big to small. They might start with a big idea – their own or one of the author’s – and then they support that idea with specifics from the text. Readers and writers constantly shift between these two places.</li> <li>• <u>Prepare</u> two student writing samples</li> <li>• <u>See</u> p. 158, Fig. 16-1, p. 159, Fig. 16-2, p. 160, Fig. 16-3, p. 163, Figs. 16-4 &amp; 16-5, &amp; p. 164, Fig. 16-6</li> <li>• <u>Chart</u>: “Ways to Push Our Thinking”</li> </ul>
Lesson 18	<ul style="list-style-type: none"> <li>• Read <i>Alien Deep</i> pp. 36-39</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 17</u>: Comparing and Contrasting What Authors Say (and How They Say It) (p. 165)</li> <li>• <u>Teaching Point</u>: 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, wondering if this relates to the main ideas they’re presenting.</li> <li>• <u>See</u> p. 172, Fig. 17-1</li> <li>• <u>Read</u> <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> p. 38</li> <li>• <u>Read</u> <i>Alien Deep</i> pp. 10 &amp; 12</li> <li>• <u>Chart</u>: “Prompts to Help You Compare and Contrast:”</li> </ul>
Lesson 19	<ul style="list-style-type: none"> <li>• Read <i>Alien Deep</i> pp. 40-42</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 18</u>: Critically Reading Our Texts, Our Topics, and Our Lives (p. 176)</li> </ul>

		<ul style="list-style-type: none"> <li>• <u>Teaching Point</u>: 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 them to think a certain way about the topic, even when the author's perspective isn't explicit.</li> <li>• <u>Note</u>: Students need to reread a familiar text on their inquiry topic to determine author's perspective.</li> <li>• <u>See</u> p. 182, Fig. 18-1</li> <li>• <u>Read</u> <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> pp. 30-31</li> <li>• <u>Charts</u>: "To Check if a Source Is Trustworthy . . . ," "To Determine Your Perspective, Ask:"</li> </ul>
Lesson 20	<ul style="list-style-type: none"> <li>• Read <i>Alien Deep</i> pp. 43-45</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 19</u>: Living Differently because of Research (p. 184)</li> <li>• <u>Teaching Point</u>: When readers study a topic deeply, they allow the research they do to change the way they think and feel about their topic. They live differently because of their research. They do.</li> <li>• <u>Prepare</u> audiences and chart for students' presentations</li> <li>• <u>See</u> p. 189, Fig. 19-1, &amp; p. 192, Fig. 19-2</li> <li>• <u>Chart</u>: "To Teach Well . . ."</li> </ul>
Lesson 21		<ul style="list-style-type: none"> <li>• Administer post-assessment questions (same as used for pre-assessment)</li> </ul>

### Assured Assessments

Student performance on the following assessments will be reflected on the Trimesters 1 & 2 standards-based report cards.

#### Formative Assessments:

- Students' answers to pre-assessment questions prior to the unit
- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-It notes

#### Summative Assessments:

- Students' answers to post-assessment questions at the conclusion of the unit

## **Resources**

### Core

- *Tackling Complexity: Moving Up Levels of Nonfiction* (Grade 5, Unit 2)
- *When Lunch Fights Back: Wickedly Clever Animal Defenses* by Rebecca L. Johnson
- *Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean* by Bradley Hague
- Note-taking system for conferencing
- Reader's Notebook(s) and Folders

### Supplemental

- *Bats!* by Nicole Iorio
- *Extreme Laboratories* by Ann Squire
- the *Scientists in the Field* series
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

## **Time Allotment**

- November – December

## UNIT 3

### Argument and Advocacy: Researching Debatable Issues

#### Unit Goals

At the completion of this unit, students will:

- |                          |                                                                                                                                                                                                                         |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCS.ELA-Literacy.RL.5.6  | Describe how a narrator’s or speaker’s point of view influences how events are described.                                                                                                                               |
| CCS.ELA-Literacy.RI.5.1  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                                   |
| CCS.ELA-Literacy.RI.5.2  | Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.                                                                                                       |
| CCS.ELA-Literacy.RI.5.3  | Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.                         |
| CCS.ELA-Literacy.RI.5.4  | Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.                                                                                  |
| CCS.ELA-Literacy.RI.5.5  | Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.                                              |
| CCS.ELA-Literacy.RI.5.6  | Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.                                                                                |
| CCS.ELA-Literacy.RI.5.8  | Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).                                                                  |
| CCS.ELA-Literacy.RI.5.9  | Integrate information from several texts on the same topic in order to be able to write or speak about the subject knowledgeably.                                                                                       |
| CCS.ELA-Literacy.RI.5.10 | By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. |

CCS.ELA-Literacy.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCS.ELA-Literacy.W.5.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
CCS.ELA-Literacy.W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding to type a minimum of two pages in a single sitting.
CCS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
CCS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant,

descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).

### Unit Essential Questions

- How can I analyze a text in order to figure out when an author is making an argument versus trying to persuade?
- How can I compare and contrast different texts on the same topic considering content, perspective, and structure?
- How can I support my ideas/claims with specific details or quotes, and choose evidence that is the strongest, while keeping my opinions separate from the text?
- How can I apply what I've learned, along with my own knowledge, to develop an argument including claims and counter-claims?
- How can I draw upon what I've learned about nonfiction reading and research to read complex informational texts in a more critical and analytical way?
- How can I read to be informed in order to become a more active and critical citizen?

## Scope and Sequence

<b>Argument and Advocacy: Researching Debatable Issues</b>		
	<b>Interactive Read-Aloud</b>	<b>Reading Workshop</b>
Prior to Unit		<ul style="list-style-type: none"> <li>Administer pre-assessment questions (which one(s) at teacher discretion; see Heinemann website)</li> </ul>
<b>Bend I: Investigating Issues</b>		
Lesson 1	<ul style="list-style-type: none"> <li>Read articles about the issue of chocolate milk in schools to get a grasp of various sides of the issue. Include “A School Fight over Chocolate Milk” by Kim Severson.</li> </ul>	<ul style="list-style-type: none"> <li><u>Session 1</u>: Argument Intensive (p. 4)</li> <li><u>Teaching Point</u>: Readers recognize that a good argument is supported by reasons backed up by evidence, so when readers make an argument, they ask themselves questions about the claim being made, the reasons supporting the claim, and the evidence backing up those reasons.</li> <li><u>Prepare</u> images, articles, and argumentative texts</li> <li><u>Chart</u>: “Some Questions Readers Can Ask to Analyze Arguments”</li> </ul>
Lesson 2		<ul style="list-style-type: none"> <li><u>Session 2</u>: Organizing an Ethical Research Life to Investigate an Issue (p. 14)</li> <li><u>Teaching Point</u>: Readers should read and grasp both sides of an argument when focusing on texts that lay out arguments clearly.</li> <li><u>See</u> p. 20, Figs. 2-1 &amp; 2-2, p. 22, Fig. 2-3, p. 23, Fig. 2-4, &amp; p. 24, Fig. 2-5</li> <li><u>Chart</u>: “How to Research an Issue Deeply”</li> </ul>
Lesson 3		<ul style="list-style-type: none"> <li><u>A Day for Assessment</u> (p. 25)</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>Continue reading articles about the issue of chocolate milk in schools to get a grasp of various sides of the issue.</li> </ul>	<ul style="list-style-type: none"> <li><u>Session 3</u>: Letting Nonfiction Reading on an Issue Spur Flash-Debates (p. 26)</li> <li><u>Teaching Point</u>: Nonfiction readers can let their research spur quick flash-debates, which can help clarify their thinking and indicate what further research they need to do.</li> <li><u>Prepare</u> chocolate milk chart</li> <li><u>See</u> p. 30, Fig. 3-2, p. 33, Figs. 3-3 &amp; 3-4, &amp; p. 34, Fig. 3-5</li> </ul>

		<ul style="list-style-type: none"> <li>• <u>Chart</u>: “How to Research an Issue Deeply”</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>• Read longer texts about the issue of chocolate milk in schools, including background context regarding nutrition, vitamins, sugar, etc. Include “Vitamins and Minerals” from TeensHealth.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 4</u>: Mining Texts for Relevant Information (p. 35)</li> <li>• <u>Teaching Point</u>: Researchers read deeply about an issue, developing background information that allows them to be an authority on the issue.</li> <li>• <u>Prepare</u> “Vitamins and Minerals” article</li> <li>• <u>See</u> p. 37, Fig. 4-1, p. 38, Fig. 4-2, p. 41, Fig. 4-3, p. 42, Fig. 4-4, &amp; p. 43, Figs. 4-5 &amp; 4-6</li> <li>• <u>Chart</u>: “How to Research an Issue Deeply”</li> </ul>
Lesson 6		<ul style="list-style-type: none"> <li>• <u>Session 5</u>: Strengthening Club Work (p. 44)</li> <li>• <u>Teaching Point</u>: A conversation should be a journey of thought, and club members can make specific moves to strengthen their conversations.</li> </ul>
Lesson 7		<ul style="list-style-type: none"> <li>• <u>Session 6</u>: Readers Think and Wonder as They Read (p. 48)</li> <li>• <u>Teaching Point</u>: Good reading shifts from taking in information to growing new ideas.</li> <li>• <u>See</u> p. 56, Figs. 6-1 &amp; 6-2</li> <li>• <u>Charts</u>: “Thinking and Wondering in Response to Reading,” “Asking Questions of Your Nonfiction Text”</li> </ul>
Lesson 8		<ul style="list-style-type: none"> <li>• <u>Session 7</u>: Summarizing to Hold On to What Is Most Essential (p. 58)</li> <li>• <u>Teaching Point</u>: Readers summarize arguments in their own words in order to express the most important part of an argument, while being careful not to distort or change what a writer meant.</li> <li>• <u>See</u> p. 68, Figs. 7-1 &amp; 7-2</li> <li>• <u>Chart</u>: “How to Research an Issue Deeply”</li> </ul>
Lesson 9		<ul style="list-style-type: none"> <li>• <u>Session 8</u>: “Arguing to Learn” (p. 69)</li> <li>• <u>Teaching Point</u>: Readers can prepare for and debate an issue they are researching to find new ways of thinking and find new insight.</li> <li>• <u>See</u> p. 72, Fig. 8-2, &amp; p. 76, Figs. 8-4 &amp; 8-5</li> <li>• <u>Charts</u>: “To Prepare to Make an Argument,” “How to Research an Issue Deeply”</li> </ul>

## Bend II: Raising the Level of Research

Lesson 10	<ul style="list-style-type: none"> <li>• Read both short and longer texts about the issue of chocolate milk in schools</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 9</u>: Moving beyond Considering One Debatable Question (p. 78)</li> <li>• <u>Teaching Point</u>: Researchers push themselves to ask new questions, and develop new ideas about their issue, then narrow their focus before conducting further research.</li> <li>• <u>Prepare</u> transcript of conversation about chocolate milk</li> <li>• <u>See</u> p. 85, Fig. 9-1</li> <li>• <u>Chart</u>: “How Can We Push Ourselves to Find Different Questions and Ideas around an Issue?” “How to Research an Issue Deeply”</li> </ul>
Lesson 11		<ul style="list-style-type: none"> <li>• <u>Session 10</u>: Raising the Level of Annotating Texts (p. 87)</li> <li>• <u>Teaching Point</u>: Readers annotate a text purposely and deliberately as they read to help them to remember the author’s big ideas, as well as their own thoughts and ideas. Readers can use their annotations to facilitate evidence-based conversations about the text.</li> <li>• <u>Prepare</u> copies of annotated articles</li> <li>• <u>Prepare</u> copies of “A School Fight over Chocolate Milk” excerpt</li> </ul>
Lesson 12	<ul style="list-style-type: none"> <li>• Read “Schools Ban Chocolate Milk; Kids Just Stop Drinking Milk Altogether” by Rachel Nuwer</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 11</u>: Reaching to Tackle More Difficult Texts (p. 97)</li> <li>• <u>Teaching Point</u>: Readers recognize difficult texts and draw on their portfolio of strategies to help them manage the difficulty, approaching this work with a strong sense of agency.</li> <li>• <u>Prepare</u> “Schools Ban Chocolate Milk; Kids Just Stop Drinking Milk Altogether” article</li> <li>• <u>See</u> p. 104, Figs. 11-1 &amp; 11-2</li> <li>• <u>Chart</u>: “When Encountering a SLIGHTLY-TOO-DIFFICULT-TEXT, Readers Can:”</li> </ul>
Lesson 13	<ul style="list-style-type: none"> <li>• Read (and view</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 12</u>: Who Said What?: Studying Perspective</li> </ul>

	<p>videos of) texts that specifically help students to analyze perspective and craft moves, and to evaluate arguments. Not all need to be on the issue of chocolate milk in schools.</p>	<p>(p. 106)</p> <ul style="list-style-type: none"> <li>• <u>Teaching Point</u>: Readers figure out an author’s perspective to understand how that perspective fits into the issue. Readers will study connections and contradictions across sources.</li> <li>• <u>Prepare</u> excerpts from texts with opposing viewpoints on the issue of chocolate milk in schools</li> <li>• <u>See</u> p. 114, Fig. 12-1, &amp; p. 115, Fig. 12-2</li> <li>• <u>Chart</u>: “When Studying Perspective, Ask . . .”</li> </ul>
Lesson 14	<ul style="list-style-type: none"> <li>• View “It’s a Plastic World”</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 13</u>: Considering Craft (p. 116)</li> <li>• <u>Teaching Point</u>: Readers think about texts in more than one way, considering not only the content, but also the choices authors make to shape that content.</li> <li>• <u>Prepare</u> link to “It’s a Plastic World”</li> <li>• <u>See</u> p. 122, Fig. 13-1, p. 125, Figs. 13-3 &amp; 13-4, &amp; p. 126, Fig. 13-5</li> <li>• <u>Charts</u>: “Writers of Informational Texts Aim toward Goals Such As:” “Writers of Informational Texts Use Techniques Such As:” “Narrative Writers Use Techniques Such As . . . ,” “Narrative Writers Aim toward Goals Such As . . . ,” “How to Research an Issue Deeply”</li> </ul>
Lesson 15	<ul style="list-style-type: none"> <li>• Read (and view videos of) texts that specifically help students to analyze perspective and craft moves, and to evaluate arguments. Not all need to be on the issue of chocolate milk in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 14</u>: Evaluating Arguments (p. 127)</li> <li>• <u>Teaching Point</u>: Readers approach an author’s arguments skeptically, and evaluate evidence to determine if it supports or weakens a claim.</li> <li>• <u>Prepare</u> two versions of a single argument</li> <li>• <u>See</u> p. 134, Fig. 14-1, p. 135, Fig. 14-2, &amp; p. 136, Figs. 14-3 &amp; 14-4</li> <li>• <u>Chart</u>: “Some Questions Readers Can Ask to Analyze Arguments”</li> </ul>
Lesson 16	<ul style="list-style-type: none"> <li>• Read (and view videos of) texts that specifically help students to analyze perspective and craft moves, and to evaluate arguments. Not all need to be on the issue of chocolate milk in schools.</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 15</u>: Day of Shared Learning (p. 138)</li> <li>• <u>Teaching Point</u>: Readers can hold a debate as a means of celebrating the work they have done, as well as</li> </ul>

		<p>inspiring them for further learning.</p> <ul style="list-style-type: none"> <li>• <u>See</u> p. 139, Fig. 15-1, p. 140, Fig. 15-2, p. 141, Fig. 15-3, p. 142, Fig. 15-4, p. 143, Fig. 15-5, &amp; p. 144, Fig. 15-6</li> </ul>
<b>Bend III: Researching a New Issue with More Agency</b>		
Lesson 17	<ul style="list-style-type: none"> <li>• Read (and view videos of) texts on another issue, such as killer whale shows</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 16</u>: Diving into New Research with More Agency and Independence (p. 146)</li> <li>• <u>Teaching Point</u>: Researchers start by making a plan, and draw on all they have previously learned.</li> <li>• <u>Prepare</u> images, articles, and argumentative texts</li> <li>• <u>Chart</u>: “How to Research an Issue Deeply”</li> </ul>
Lesson 18		<ul style="list-style-type: none"> <li>• <u>Session 17</u>: Letting Conversations Spark New Ideas (p. 156)</li> <li>• <u>Teaching Point</u>: Readers let their future be shaped by past reading and thinking, as well as by conversations with other readers.</li> </ul>
Lesson 19	<ul style="list-style-type: none"> <li>• Read <i>The Top of the World: Climbing Mount Everest</i> excerpt</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 18</u>: Talking and Writing Analytically across Sources (p. 163)</li> <li>• <u>Teaching Point</u>: One way readers can analyze text is by reading more than one text, paying careful attention to craft, and comparing and contrasting the choices made by authors.</li> <li>• <u>Prepare</u> <i>The Top of the World: Climbing Mount Everest</i> excerpt</li> <li>• <u>See</u> p. 165, Fig. 18-1, p. 166, Fig. 18-2, p. 170, Fig. 18-4, &amp; p. 171, Fig. 18-5</li> <li>• <u>Chart</u>: “Prompts to Help You Compare and Contrast:”</li> </ul>
Lesson 20	<ul style="list-style-type: none"> <li>• Read “Kids Nationwide Reject the Blackfish Agenda”</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 19</u>: Reading Nonfiction with the Lens of Power (p. 173)</li> <li>• <u>Teaching Point</u>: Experienced readers bring all their critical lenses to reading nonfiction, noting when the text stirs a strong emotional response.</li> <li>• <u>See</u> p. 179, Figs. 19-1 &amp; 19-2</li> <li>• <u>Chart</u>: “Some Questions to Ask to Analyze Power in a Text”</li> </ul>

Lesson 21	<ul style="list-style-type: none"> <li>• Read (and view videos of) texts on another issue, such as killer whale shows</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 20</u>: Advocacy (p. 182)</li> <li>• <u>Teaching Point</u>: Readers can take a stand for their beliefs and become powerful advocates for change.</li> <li>• <u>See</u> p. 183, Fig. 20-1 &amp; 20-2, p. 184, Figs. 20-3 &amp; 20-4, &amp; p. 185, Fig. 20-5</li> <li>• <u>Read</u> “Crayola, Make Your Mark! Set Up a Marker Recycling Program” and “Lego Creates Female Scientist Set Months after Seven-Year-Old Girl Called Their Female Toys ‘Boring’”</li> <li>• <u>Celebrate</u> the reading and learning of the unit</li> </ul>
Lesson 22		<ul style="list-style-type: none"> <li>• <u>Session 21</u>: Readers Take Their Researcher-Debating Selves into the World (p. 188)</li> <li>• <u>Teaching Point</u>: The work of looking for evidence, evaluating arguments, and forming thoughtful judgments on important issues is work they will carry outside of school.</li> <li>• <u>Prepare</u> scenario cards</li> <li>• <u>See</u> p. 190, Fig. 21-1</li> </ul>
Lesson 23		<ul style="list-style-type: none"> <li>• Administer post-assessment questions (same as used for pre-assessment)</li> </ul>

**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 2 standards-based report card.

Formative Assessments:

- Students’ answers to pre-assessment questions prior to the unit
- Informal observation of students’ reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students’ jottings on Post-It notes

Summative Assessments:

- Students’ answers to post-assessment questions at the conclusion of the unit
- For students not meeting the September/October Benchmark, Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

## Resources

### Core

- *Argument and Advocacy: Researching Debatable Issues* (Grade 5, Unit 3)
- “A School Fight over Chocolate Milk” by Kim Severson. <https://www.nytimes.com/2010/08/25/dining/25Milk.html>. Web.
- “Vitamins and Minerals” by TeensHealth. <https://kidshealth.org/en/teens/vitamins-minerals.html>. Web.
- “Schools Ban Chocolate Milk; Kids Just Stop Drinking Milk Altogether” by Rachel Nuwer. <https://www.smithsonianmag.com/smart-news/banning-chocolate-milk-schools-creates-unexpected-negative-repercussions-180951141/>. Web.
- “It’s a Plastic World.” <http://itsaplasticworld.com/>. Web.
- *The Top of the World: Climbing Mount Everest* by Steve Jenkins
- “Kids Nationwide Reject the Blackfish Agenda” by Awesome Ocean. <http://awesomeocean.com/top-stories/kids-nationwide-reject-blackfish-agenda/>. Web.
- “Crayola, Make Your Mark! Set Up a Marker Recycling Program.” <https://www.change.org/p/crayola-make-your-mark-set-up-a-marker-recycling-program>. Web.
- “Lego Creates Female Scientist Set Months after Seven-Year-Old Girl Called Their Female Toys ‘Boring’” by Rachel Zarrell. <https://www.buzzfeednews.com/article/rachelzarrell/lego-creates-female-scientist-set-months-after-7-year-old-gi#.gvJXXdGXB>. Web.
- Note-taking system for conferencing
- Reader’s Notebook(s) and Folders

### Supplemental

- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

### **Time Allotment**

- January – February

## UNIT 4

### Fantasy Book Clubs: The Magic of Themes and Symbols

#### Unit Goals

At the completion of this unit, students will:

- |                          |                                                                                                                                                                                                                   |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCS.ELA-Literacy.RL.5.1  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                             |
| CCS.ELA-Literacy.RL.5.2  | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| CCS.ELA-Literacy.RL.5.3  | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).                                                    |
| CCS.ELA-Literacy.RL.5.4  | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.                                                                               |
| CCS.ELA-Literacy.RL.5.5  | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.                                                                        |
| CCS.ELA-Literacy.RL.5.6  | Describe how a narrator's or speaker's point of view influences how events are described.                                                                                                                         |
| CCS.ELA-Literacy.RL.5.7  | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).                                  |
| CCS.ELA-Literacy.RL.5.9  | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.                                                                          |
| CCS.ELA-Literacy.RL.5.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.                             |
| CCS.ELA-Literacy.RI.5.1  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                             |

CCS.ELA-Literacy.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
CCS.ELA-Literacy.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
CCS.ELA-Literacy.RI.5.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.
CCS.ELA-Literacy.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding words.
CCS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.5.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
CCS.ELA-Literacy.W.5.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
CCS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCS.ELA-Literacy.W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CCS.ELA-Literacy.W.5.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
CCS.ELA-Literacy.W.5.8	Recall relevant information from experiences or gather relevant information from print and digital sources;

	summarize or paraphrase information in notes and finished work, and provide a list of sources.
CCS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
CCS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCS.ELA-Literacy.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).

### Unit Essential Questions

- Why would we read fantasy books?
- How can a reader read closely at the start of a novel, paying careful attention to the role of the setting, to multiple plotlines, and to new information as it arises?
- How can a reader use all he or she has learned about how authors develop themes to study the way authors approach common themes in fantasy?
- How can a reader deepen his or her thoughts about fantasy stories by thinking about the choices the authors have made, especially thinking about symbolism, allusion, and craft?

### Scope and Sequence

<b>Fantasy Book Clubs: The Magic of Themes and Symbols</b>		
	<b>Interactive Read-Aloud</b>	<b>Reading Workshop</b>
Prior to Unit		<ul style="list-style-type: none"> <li>• Administer pre-assessment questions (which one(s) at teacher discretion; see Heinemann website)</li> </ul>
<b>Bend I: Constructing and Navigating Other Worlds</b>		
Lesson 1	<ul style="list-style-type: none"> <li>• Read <i>The Thief of Always</i> Chp. 1 before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 1</u>: Researching the Setting (p. 3)</li> <li>• <u>Teaching Point</u>: Fantasy readers research the setting of the story by investigating clues about the time period and important magical elements, using covers, blurbs, and details from the beginning of the story.</li> <li>• <u>Prepare</u> brief fantasy film clips</li> <li>• <u>See</u> p. 10, Fig. 1-1, &amp; p. 12, Fig. 1-2</li> <li>• <u>Read</u> <i>The Paper Bag Princess</i> pp. 1-2</li> <li>• <u>Read</u> <i>The Thief of Always</i> cover, blurbs, opening images</li> <li>• <u>Chart</u>: “Sophisticated Readers of Fantasy . . .”</li> </ul>

Lesson 2	<ul style="list-style-type: none"> <li>• Read <i>The Thief of Always</i> Chps. 2-3 before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 2</u>: Learning alongside the Main Character (p. 13)</li> <li>• <u>Teaching Point</u>: Fantasy readers expect to learn alongside the main character, and are alert to clues that characters are in the midst of important learning experiences.</li> <li>• <u>Prepare</u> brief fantasy film clip</li> <li>• <u>See</u> p. 18, Fig. 2-1, &amp; p. 19, Fig. 2-2</li> <li>• <u>Read</u> <i>The Thief of Always</i> Chp. 4</li> <li>• <u>Chart</u>: “Clubs Take Charge of Themselves by Asking . . .”</li> </ul>
Lesson 3		<ul style="list-style-type: none"> <li>• <u>A Day for Assessment</u> (p. 21)</li> </ul>
Lesson 4	<ul style="list-style-type: none"> <li>• Read <i>The Thief of Always</i> Chps. 5-7 before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 3</u>: Keeping Track of Problems that Multiply (p. 23)</li> <li>• <u>Teaching Point</u>: As fantasy readers tackle more complicated books, they use charts, timelines, and other graphic organizers to analyze multiple problems and plotlines.</li> <li>• <u>Prepare</u> transcript of club conversation</li> <li>• <u>See</u> p. 27, Fig. 3-1, &amp; p. 29, Fig. 3-2</li> <li>• <u>Charts</u>: “Tracking Problems and Solutions/Changes,” “Sophisticated Readers of Fantasy . . .”</li> </ul>
Lesson 5	<ul style="list-style-type: none"> <li>• Read <i>The Thief of Always</i> Chps. 8-10 before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 4</u>: Suspending Judgment: Characters (and Places) Are Not Always What They Seem (p. 30)</li> <li>• <u>Inquiry Question</u>: What can we learn about characters if we study them over time, delving deeply into their formation, motivations, and actions?</li> <li>• <u>Prepare</u> brief fantasy film clip</li> <li>• <u>See</u> p. 31, Fig. 4-1</li> <li>• <u>Charts</u>: “Sophisticated Readers of Fantasy . . . ,” “Weighing, Evaluating, and Ranking Evidence”</li> </ul>
Lesson 6	<ul style="list-style-type: none"> <li>• Read <i>The Thief of Always</i> Chps. 11-12 before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 5</u>: Reflecting on Learning and Raising the Level of Book Clubs (p. 37)</li> <li>• <u>Reading clubs</u> can be guided through inquiry to explore what reading and thinking work each club is doing particularly well.</li> </ul>

**Bend II: More than Dwarves: Metaphors, Life Lessons, Quests, and Thematic Patterns**

Lesson 7	<ul style="list-style-type: none"> <li>• Read <i>The Thief of Always</i> Chps. 11-14 before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 6</u>: Here Be Dragons: Thinking Metaphorically (p. 40)</li> <li>• <u>Teaching Point</u>: Fantasy readers know 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 to how these conflicts develop into themes.”</li> <li>• <u>Prepare</u> link to Carta Marina image</li> <li>• <u>See</u> p. 43, Fig. 6-1, &amp; p. 47, Fig. 6-2</li> <li>• <u>Chart</u>: “Sophisticated Readers of Fantasy . . .”</li> </ul>
Lesson 8	<ul style="list-style-type: none"> <li>• Read <i>The Thief of Always</i> Chps. 15-17 before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 7</u>: Readers Learn Real-Life Lessons from Fantastical Characters (p. 48)</li> <li>• <u>Teaching Point</u>: Fantasy readers mine fantasy stories to discover themes and lessons that might apply to their own lives.</li> <li>• <u>Prepare</u> textual lineage example</li> <li>• <u>See</u> p. 55, Fig. 7-1, &amp; p. 57, Fig. 7-2</li> <li>• <u>Charts</u>: “Sophisticated Readers of Fantasy . . . ,” “Narrative Writers Use Techniques Such As . . .”</li> </ul>
Lesson 9	<ul style="list-style-type: none"> <li>• Read <i>The Thief of Always</i> Chp. 18 before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 8</u>: Quests Can Be Internal as Well as External (p. 58)</li> <li>• <u>Teaching Point</u>: Most fantasy stories follow a quest structure, and to achieve deeper understanding of the story it is valuable to investigate both the external and internal quests of major characters.</li> <li>• <u>See</u> p. 61, Fig. 8-1, p. 63, Fig. 8-2, &amp; p. 65, Fig. 8-3</li> <li>• <u>Charts</u>: “Thinking about External and Internal Quests,” “Sophisticated Readers of Fantasy . . .”</li> </ul>
Lesson 10	<ul style="list-style-type: none"> <li>• Read <i>The Thief of Always</i> Chp. 19 before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 9</u>: Comparing Themes in Fantasy and History (p. 68)</li> <li>• <u>Teaching Point</u>: Knowledgeable readers assume that some themes are so universal that they appear in more than one book and across history as well.</li> <li>• <u>See</u> p. 71, Figs. 9-1, p. 74, Fig. 9-2, &amp; p. 76, Fig. 9-3</li> </ul>

		<ul style="list-style-type: none"> <li>• <u>Chart</u>: “Sophisticated Readers of Fantasy . . .”</li> </ul>
Lesson 11		<ul style="list-style-type: none"> <li>• <u>Session 10</u>: Self-Assessing Using Learning Progressions (p. 77)</li> <li>• <u>Teaching Point</u>: Readers can evaluate their own work by comparing it with a mental model of strong work and then figuring out what they can do to improve their work.</li> <li>• <u>See</u> p. 80, Fig. 10-1, &amp; p. 81, Fig. 10-2</li> </ul>
<b>Bend III: When Fact and Fantasy Collide</b>		
Lesson 12	<ul style="list-style-type: none"> <li>• Read <i>Mufaro’s Beautiful Daughters: An African Tale</i> before minilesson</li> <li>• Read <i>The Thief of Always</i> Chps. 20-21 before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 11</u>: Using Information to Better Understand Fantasy Stories (p. 84)</li> <li>• <u>Teaching Point</u>: Fantasy readers refer to nonfiction texts and references to more fully understand the world they are reading about.</li> <li>• <u>Prepare</u> links to Great Zimbabwe resources</li> <li>• <u>See</u> p. 86, Fig. 11-1</li> <li>• <u>Chart</u>: “How Fantasy Readers Use Elements from the Real World to Understand Fantasy (and sometimes vice versa)”</li> </ul>
Lesson 13	<ul style="list-style-type: none"> <li>• Read <i>The Thief of Always</i> Chps. 22-23 before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 12</u>: Using Vocabulary Strategies to Figure Out Unfamiliar Words (p. 91)</li> <li>• <u>Teaching Point</u>: Specific vocabulary plays an important role in reading, especially fantasy novels. A whole toolkit of strategies can help figure out meanings of unfamiliar words.</li> <li>• <u>Prepare</u> “Jabberwocky”</li> <li>• <u>See</u> p. 108, Figs. 12-1 &amp; 12-2</li> <li>• <u>Charts</u>: “As Fantasy Readers, Use Your Toolkit of Strategies to Tackle an Unfamiliar Word,” “How Fantasy Readers Use Elements from the Real World to Understand Fantasy (and sometimes vice versa)”</li> </ul>
Lesson 14	<ul style="list-style-type: none"> <li>• Read <i>The Thief of Always</i> Chp. 24 before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 13</u>: Fantasy Characters Are Complex (p. 99)</li> <li>• <u>Teaching Point</u>: Just as in life, characters in fantasy books are not all good or all bad, but in fact are rather complex.</li> </ul>

		<ul style="list-style-type: none"> <li>• <u>See</u> p. 100, Fig. 13-1, &amp; p. 101, Fig. 13-2</li> </ul>
Lesson 15	<ul style="list-style-type: none"> <li>• Read <i>The Thief of Always</i> Chp. 25 before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 14</u>: Investigating Symbolism (p. 103)</li> <li>• <u>Teaching Point</u>: Fantasy readers try to figure out if repeated or highlighted images, objects, characters, or settings are symbols of something else, and how that might connect to a possible theme of the story.</li> <li>• <u>Prepare</u> links to artwork with symbolism</li> <li>• <u>See</u> p. 108, Fig. 14-1</li> <li>• <u>Charts</u>: “Fantasy Readers Can Use Symbols as a Way to Interpret Themes,” “How Fantasy Readers Use Elements from the Real World to Understand Fantasy (and sometimes vice versa)”</li> </ul>
Lesson 16	<ul style="list-style-type: none"> <li>• Read <i>The Thief of Always</i> Chp. 26 before minilesson</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Session 15</u>: Interpreting Allegories in Fantasy Stories (p. 112)</li> <li>• <u>Teaching Point</u>: Fantasy readers gain new insights into the real world by understanding and interpreting the metaphors and allegories that exist in fantasy.</li> <li>• <u>See</u> p. 116, Fig. 15-1</li> <li>• <u>Chart</u>: “How Fantasy Readers Use Elements from the Real World to Understand Fantasy (and sometimes vice versa)”</li> </ul>
<b>Bend IV: Literary Traditions: Connecting Fantasy to Other Genres</b>		
Lesson 17		<ul style="list-style-type: none"> <li>• <u>Session 16</u>: Paying Attention to How Cultures Are Portrayed in Stories (p. 122)</li> <li>• <u>Teaching Point</u>: Fantasy readers pay close attention to how cultures are portrayed in stories – the culture in which the story takes place, as well as other cultures. They also consider how characters, settings, and plotlines may vary across fantasy stories from different cultures.</li> <li>• <u>Prepare</u> books from a variety of cultures</li> <li>• <u>See</u> p. 128, Fig. 16-1</li> <li>• <u>Chart</u>: “How Fantasy Readers Use Elements from the Real World to Understand Fantasy (and sometimes vice versa),” “How Expert Fantasy Readers Connect Fantasy and the Wider Literary Canon”</li> </ul>

Lesson 18		<ul style="list-style-type: none"> <li>• <u>Session 17</u>: Identifying Archetypes (p. 129)</li> <li>• <u>Teaching Point</u>: Fantasy readers use what they know about archetypes to help make predictions, inferences, and interpretations about stories.</li> <li>• <u>Prepare</u> link to archetype</li> <li>• <u>See</u> p. 135, Fig. 17-1</li> <li>• <u>Charts</u>: “Some Archetypes You Encounter in Fantasy Books,” “How Expert Fantasy Readers Connect Fantasy and the Wider Literary Canon”</li> </ul>
Lesson 19		<ul style="list-style-type: none"> <li>• <u>Session 18</u>: Reading across Texts with Critical Lenses (p. 136)</li> <li>• <u>Teaching Point</u>: One way readers analyze a story is by using critical lenses, such as being alert to stereotypes and gender norms or rules.</li> <li>• <u>Prepare</u> book covers, clips, and images of classic fairy tale heroes and characters</li> <li>• <u>See</u> p. 139, Fig. 18-1</li> <li>• <u>Chart</u>: “How Expert Fantasy Readers Connect Fantasy and the Wider Literary Canon”</li> </ul>
Lesson 20		<ul style="list-style-type: none"> <li>• <u>Session 19</u>: The Lessons We Learn from Reading Fantasy Can Lift Our Reading of Everything (p. 144)</li> <li>• <u>Teaching Point</u>: Readers can apply their fantasy reading skills such as interpretation and cross-text study to help improve their skills in reading other genres.</li> <li>• <u>See</u> p. 151, Fig. 19-1</li> <li>• <u>Charts</u>: “How Expert Fantasy Readers Connect Fantasy and the Wider Literary Canon”</li> </ul>
Lesson 21		<ul style="list-style-type: none"> <li>• <u>Session 20</u>: Happily Ever After: Celebrating Fantasy and Our Quest to Be Ever Stronger Readers (p. 152)</li> <li>• <u>Teaching Point</u>: Strong readers celebrate and reflect on all that they have learned and then find ways to carry those skills forward on their learning journeys.</li> <li>• <u>See</u> p. 153, Fig. 20-1, p. 154, Fig. 20-2, p. 155, Fig. 20-3, p. 156, Fig. 20-4, &amp; p. 157, Fig. 20-5</li> <li>• <u>Celebrate</u> the reading and learning of the unit</li> </ul>

- Administer post-assessment questions (same as used for pre-assessment)

### Assured Assessments

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

#### Formative Assessments:

- Students' answers to pre-assessment questions prior to the unit
- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-It notes

#### Summative Assessments:

- Students' answers to post-assessment questions at the conclusion of the unit

### Resources

#### Core

- *Fantasy Book Clubs: The Magic of Themes and Symbols* (Grade 5, Unit 4)
- *The Thief of Always* by Clive Barker
- *The Paper Bag Princess* by Robert Munsch
- *Mufaro's Beautiful Daughters: An African Tale* by John Steptoe
- Note-taking system for conferencing
- Reader's Notebook(s) and Folders

#### Supplemental

- Texts:
  - the *Secrets of Droon* series by Tony Abbott (Levels M–O)
  - the *Dragon Slayers' Academy* series by Kate McMullan (Levels N–P)
  - the *Spiderwick Chronicles* series by Tony DiTerlizzi and Holly Black (Levels Q–R)
  - the *Warriors* series by Erin Hunter (Levels R–T)
  - the *Deltora Quest* series by Emily Rodda (Levels R–T)
  - the *Books of Ember* series by Jeanne DuPrau (Levels R–U)
  - the *Edge Chronicles* series by Paul Stewart and Chris Riddell (Levels R–U)
  - the *Animorphs* series by K. A. Applegate (Levels T–U)
  - the *Chronicles of Narnia* series by C. S. Lewis (Levels T–V)
  - the *Rowan of Rin* series by Emily Rodda (Levels T–V)
  - the *Gregor* series by Suzanne Collins (Levels U–V)
  - the *Percy Jackson and the Olympians* series by Rick Riordan (Levels U–W)
  - the *Harry Potter* series by J. K. Rowling (Levels U–Z)
  - the *Artemis Fowl* series by Eoin Colfer (Levels W–X)
  - the *Redwall* series by Brian Jacques (Levels Y–Z)
  - the *Golden Compass* series by Phillip Pullman (Levels Y–Z)
  - Additional mentor texts available in *Making Meaning*, *Being a Writer*, and

classroom/school libraries

- Film clips to show fantasy settings:
  - *The Chronicles of Narnia*. <http://viewpure.com/N9Att6aQTLw?start=0&end=0>. Web. (medieval world)
  - *The City of Ember*. <http://viewpure.com/Vfl5cGYJeNs?start=0&end=0>. Web. (futuristic world)
  - *Inkheart*. <http://viewpure.com/6wKm5vU6SSU?start=0&end=0>. Web. (ordinary world)
- Film clip for connection “What can you learn from Mr. Tumnus?” (Lesson 2):
  - *The Chronicles of Narnia*. <https://twitter.com/NarniaSeries/status/915702959421497344>. Web.
- Film clips for active engagement identifying character traits (Lesson 5):
  - *Harry Potter and the Deathly Hallows*. <http://viewpure.com/LHolRZeQNG4?start=0&end=0>. Web.
  - *The Tale of Despereaux*. <http://viewpure.com/cJpT7dC5FsY?start=0&end=0>. Web.
- Film clips to explore fantasy:
  - *Ella Enchanted*. <http://viewpure.com/eivHApZyJzI?start=0&end=0>. Web.
  - *Eragon*. <http://viewpure.com/MM2S2tHz8P4?start=0&end=0>. Web.
  - *Harry Potter and the Sorcerer’s Stone*. <http://viewpure.com/PbdM1db3JbY?start=0&end=0>. Web.
  - *The Lord of the Rings: The Fellowship of the Ring*. <http://viewpure.com/V75dMMIW2B4?start=0&end=0>. Web.
  - *The Spiderwick Chronicles*. <http://viewpure.com/-wGMgqRC1Fw?start=0&end=0>. Web.

### **Time Allotment**

- March – April (including days for specific standardized assessment preparation)

**UNIT 5**  
**Author Study: Reading Like a Fan**

**Unit Goals**

At the completion of this unit, students will:

- |                          |                                                                                                                                                                                                                   |
|--------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CCS.ELA-Literacy.RL.5.1  | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.                                                                                             |
| CCS.ELA-Literacy.RL.5.2  | Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. |
| CCS.ELA-Literacy.RL.5.3  | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).                                                    |
| CCS.ELA-Literacy.RL.5.4  | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.                                                                               |
| CCS.ELA-Literacy.RL.5.5  | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.                                                                        |
| CCS.ELA-Literacy.RL.5.6  | Describe how a narrator's or speaker's point of view influences how events are described.                                                                                                                         |
| CCS.ELA-Literacy.RL.5.7  | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).                                  |
| CCS.ELA-Literacy.RL.5.9  | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.                                                                          |
| CCS.ELA-Literacy.RL.5.10 | By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.                             |
| CCS.ELA-Literacy.RF.5.3  | Know and apply grade-level phonics and word analysis skills in decoding words.                                                                                                                                    |

CCS.ELA-Literacy.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
CCS.ELA-Literacy.W.5.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
CCS.ELA-Literacy.W.5.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCS.ELA-Literacy.W.5.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
CCS.ELA-Literacy.W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCS.ELA-Literacy.W.5.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
CCS.ELA-Literacy.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
CCS.ELA-Literacy.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
CCS.ELA-Literacy.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
CCS.ELA-Literacy.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
CCS.ELA-Literacy.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

CCS.ELA-Literacy.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
CCS.ELA-Literacy.L.5.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCS.ELA-Literacy.L.5.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCS.ELA-Literacy.L.5.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
CCS.ELA-Literacy.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
CCS.ELA-Literacy.L.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCS.ELA-Literacy.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however</i> , <i>although</i> , <i>nevertheless</i> , <i>similarly</i> , <i>moreover</i> , <i>in addition</i> ).

### Unit Essential Questions

- How can I connect to an author and his or her body of work in a way that inspires me to become enriched by the craft as well as themes that the author embraces in his or her writing?
- How can I follow an author like a fan, learning not only about the distinctive craft moves the author tends to make but also about the topics and themes the author tends to address?
- How can I notice the similar and different ways that an author approaches the same themes throughout his or her writing?
- How can I come to know an author well so that I am aware of the author’s distinctive craft moves?
- How can I study the way an author uses craft techniques to develop his or her theme?
- How can I apprentice myself to an author’s craft so that I read aware that I can try some of what an author has done in my own writing?
- How can I become an author expert, so knowledgeable about an author that I can talk about and reference the author’s works almost automatically, as if I were a literary critic?
- How can I learn life lessons from the authors I love?
- How can I live my life differently because of what I read?

## Scope and Sequence

<b>Author Study: Reading Like a Fan</b>		
	<b>Interactive Read-Aloud</b>	<b>Reading Workshop</b>
<p><b>Bend I: When Readers Read More than One Book by the Same Author, They Come to Know That Author</b></p> <p><u>Note:</u> Students will spend a little over a week working in clubs to get to know an author, by reading or rereading one or two books by the author. Students will study particular aspects of the content of the book they are currently reading, and think about how these aspects might in fact be hallmarks of this author’s body of work.</p>		
Lesson 1		<ul style="list-style-type: none"> <li>• <u>Focus:</u> Reading Like a Fan (p. 122)</li> <li>• <u>Teaching Point:</u> When you’re a fan of an author, you try to read every book that author has written – sometimes more than once – poring over and marking favorite spots to reread and share, parts where you laughed, cried, or were surprised.</li> </ul>
Lesson 2		<ul style="list-style-type: none"> <li>• <u>Focus:</u> Paying Attention to Settings, Themes, and Characters (p. 122)</li> <li>• <u>Teaching Point:</u> When getting to know an author deeply, readers can pay attention to the kinds of settings the author describes, the themes he or she explores, and, of course, the characters he or she creates.</li> </ul>
Lesson 3		<ul style="list-style-type: none"> <li>• <u>Focus:</u> Comparing and Contrasting an Author’s Characters across Texts (p.122)</li> <li>• <u>Teaching Point:</u> Readers can move past studying characters in just one book by an author to compare and contrast the characters in several books by that author. Readers ask themselves, “What does this character want? What are his or her struggles? How are those things similar to or different from those of the characters in other books I’ve read by this author?”</li> </ul>
Lesson 4		<ul style="list-style-type: none"> <li>• <u>Focus:</u> Considering What the Setting Tells You About the Author and His or Her Themes (p.122)</li> </ul>

		<ul style="list-style-type: none"> <li>• <u>Teaching Point</u>: It is not enough to just notice the settings in the books authors write. It’s also important to think about what the settings tell about the author and what his or her books are really about.</li> </ul>
Lesson 5		<ul style="list-style-type: none"> <li>• <u>Focus</u>: Strong Responses to Texts (p.122)</li> <li>• <u>Teaching Point</u>: Readers pay careful attention to specific parts of a text that evoked a strong response – ones that made them laugh out loud or feel sad or suspect that something was about to happen that would twist the story in an unexpected direction. Readers then consider whether multiple books by the same author have similar parts.</li> </ul>
Lesson 6		<ul style="list-style-type: none"> <li>• <u>Focus</u>: Studying Plot Structures across Texts to Reveal Patterns (p.122)</li> <li>• <u>Teaching Point</u>: Another way to study an author’s body of work is to consider what structural patterns (e.g., flashbacks, multiple perspectives, twist endings) exist across the texts. Studying the plot structures of many books written by the same author can reveal patterns – and breaks in patterns – giving readers extra insight into how that author writes.</li> </ul>
<p><b>Bend II: Reading Many Books by a Beloved Author Means Apprenticing Oneself to That Author’s Craft</b></p> <p><u>Note</u>: Clubs will draw on all the work they have done across the year around authorial intent to note and name specific craft moves by the author, apprenticing themselves to the author’s craft and use of language. Bend II should take about a week.</p>		
Lesson 7		<ul style="list-style-type: none"> <li>• <u>Focus</u>: Reading like a Writer (p. 126)</li> <li>• <u>Teaching Point</u>: Another way to get to know a particular author’s books better, and become an even stronger reader, is to not just study books from the outside in, as readers, but to also study those books with their clubs as writers. Readers think about how they’ve structured their own stories in the past and then look at the structures of the books they have read by the author to see if patterns emerge.</li> </ul>
Lesson 8		<ul style="list-style-type: none"> <li>• <u>Focus</u>: Becoming an Author’s Apprentice – Writing</li> </ul>

		<p>Fan Fiction (p. 126)</p> <ul style="list-style-type: none"> <li>• <u>Teaching Point</u>: Sometimes readers who really love an author’s work will write alongside that author – writing fan fiction by drafting scenes that could be inserted into existing stories. To do this work, readers study the characters, setting, plot, and style of the author.</li> </ul>
Lesson 9		<ul style="list-style-type: none"> <li>• <u>Focus</u>: Noticing Craft Moves across Texts (p. 126)</li> <li>• <u>Teaching Point</u>: One way readers apprentice themselves to an author is to pore over sections that stick with them, make them respond in a strong way, or cause them to pause in admiration. They then look to see if there is evidence of craft moves the author tends to make across texts.</li> </ul>
Lesson 10		<ul style="list-style-type: none"> <li>• <u>Focus</u>: Growing as a Writer through Reading (p. 126)</li> <li>• <u>Teaching Point</u>: Just as a close eye for author’s craft helps one become a stronger reader, it can also help one as a writer. You may find yourself marking places in a book not just because it moves you as a reader, but also because you want to try what the author is doing in your own writing.</li> </ul>
<p><b>Bend III: Becoming an Author Expert</b></p> <p><u>Note</u>: Since readers will have read many books by the author and perhaps texts about the author, they will then be in a better position to compare and contrast across texts. At this stage, clubs can begin to analyze themes that recur in the author’s books and also evaluate the bigger life messages that the author seems to forward in every book. Bend III should take about a week.</p>		
Lesson 11		<ul style="list-style-type: none"> <li>• <u>Focus</u>: Noting Issues and Themes across Text (p. 129)</li> <li>• <u>Teaching Point</u>: Once readers are experts on an author, they can lay out the books they have read, note what issues and themes come up, and whether some of these run through several of the books.</li> </ul>
Lesson 12		<ul style="list-style-type: none"> <li>• <u>Focus</u>: Discovering What an Author Is “Known For” (p. 129)</li> <li>• <u>Teaching Point</u>: As readers begin to understand the themes and topics that an author tends to return to, they start to build a sense of what that author is</li> </ul>

		<p>“known for.” Readers can use that knowledge to anticipate how the next book they plan to read by an author will fulfill or be different from their expectations about this author’s work.</p>
Lesson 13		<ul style="list-style-type: none"> <li>• <u>Focus</u>: Comparing an Author’s Books over Time (p. 129)</li> <li>• <u>Teaching Point</u>: As readers go forward in books, reading an author they know well, they compare everything new they’re reading with older works by the author. They ask themselves, “What is this author doing that is new? In what way is this part like a part in another book by the author?”</li> </ul>
Lesson 14		<ul style="list-style-type: none"> <li>• <u>Focus</u>: Comparing and Contrasting in an Author’s Body of Work (p. 129)</li> <li>• <u>Teaching Point</u>: Readers can use their knowledge of an author’s body of work – the topic choice, themes, craft moves, plots, settings, and characters – to compare and contrast the author’s books.</li> </ul>
<p><b>Bend IV: Readers Explore the Deeper Connections that an Author Inspires within Us</b>  <u>Note</u>: Students will end on an introspective note, with each individual reader exploring why he or she gravitates toward one particular author over another and noting ways in which a favorite author’s work moves and shapes his or her own thinking about a particular subject. With that author’s work firmly in the reader’s grasp, the student will then make plans to use everything he or she has learned to prepare for a summer filled with passionate reading. Bend IV should take just a few days.</p>		
Lesson 15		<ul style="list-style-type: none"> <li>• <u>Focus</u>: Self-Reflection through Author Study (p. 132)</li> <li>• <u>Teaching Point</u>: Readers look to the places that resonate for them most, and then ask themselves, “What is it about me that this part of the text is speaking to?” You may not know the answer right away, so it can help to write long about that part or to talk to other people about it. These moments can help you realize you care more about some things than you might have even known.</li> </ul>
Lesson 16		<ul style="list-style-type: none"> <li>• <u>Focus</u>: Our Love of Authors Doesn’t Have to Stop (p. 132)</li> </ul>

		<ul style="list-style-type: none"> <li>• <u>Teaching Point</u>: A love for authors doesn't have to stop just because an author study is over. You can continue to live with your author, gathering books that you haven't yet read. You can find new titles by asking your club mates or the librarian, or by going online and visiting your favorite author's website. Or you could find another author to study to become an expert on!</li> </ul>
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**Assured Assessments**

Student performance on the following assessments will be reflected on the Trimester 3 standards-based report card.

Formative Assessments:

- Informal observation of students' reading behaviors should be recorded and used to identify individual teaching points for conferring and to record student growth over the course of the unit.
- Informal running records should be conducted during small-group instruction to help drive instruction and form leveled groups.
- Students' jottings on Post-It notes

Summative Assessments:

- Formal Running Records utilizing the Fountas & Pinnell Benchmark Assessments

**Resources**

Core

- *Author Study: Reading Like a Fan* (Grade 5, *If/Then Curriculum*)
- Note-taking system for conferencing
- Reader's Notebook(s) and Folders

Supplemental

- Authors for author study (typically authors with a variety of high-level shorter texts or a combination of shorter/longer texts)
  - Tom Angleberger
  - Judy Blume
  - Clyde Robert Bulla
  - Sandra Cisneros
  - Kate DiCamillo
  - Patricia Reilly Giff
  - Kevin Henkes
  - James Howe
  - Patricia MacLachlan
  - Wendy Mass
  - Walter Dean Myers

- Gary Paulsen
- Patricia Polacco
- Pam Muñoz Ryan
- Cynthia Rylant
- Gary Soto
- Sarah Weeks
- Jacqueline Woodson
- Laurence Yep
- Additional mentor texts available in *Making Meaning*, *Being a Writer*, and classroom/school libraries

**Time Allotment**

- May – June

**CURRENT REFERENCE**

Calkins, Lucy. *A Guide to the Reading Workshop: Intermediate Grades*. Portsmouth, NH: Heinemann. 2015. Print.