

Woodland Park School District

Reading Curriculum Grade 5

Curriculum Team

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Fifth Grade Course Description

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

Pacing Guide

Content Area: English Language Arts

Grade Level: Fifth

Routines: Launching Workshop with Close Reading Strategies	September (3 weeks)
Unit 1: Reading Literature: Analyzing Characters and Themes	October-November (8 weeks)
Unit 2:Tackling Complexity: Moving Up Levels of Non-Fiction	December-January (8 weeks)
Unit 3: Argument and Advocacy: Researching Debatable Issues	February-March (5 weeks)
Unit 4: Poetry	April (2 weeks)
Unit 5: Read and Write On Demand	April-May (2-3 weeks)
Unit 6: Fantasy Book Clubs	May- June (5 weeks)

Unit Title: Launching Workshop with Close Reading Strategies

Fifth Grade

Time Frame: September (3 weeks)

Unit Overview: This unit teaches students what it means to read literature closely. In the first part of the unit, students learn strategies to lift the level of their writing about reading. Students are reminded to draw on a repertoire of ways for reading closely, alert to how story elements interact and details that seem to represent big ideas. Students read through the lens of tentative ideas and questions to help them develop evidenced-based theories. Then, each reading club will work with a novel that has nuanced characters and multiple subplots. You'll ask, "What might this book really be about?" After students name the most important thing a text teaches, you'll prompt them to think of others, considering more than one overarching theme and weighing which details best support each theme and which theme is most important in a story. You'll teach students to read analytically and notice how different authors develop the same theme and to compare and contrast texts that develop a similar theme. When students step back from a text and think, "How does this part contribute to the whole text?" or "Why the author might have done this?" the payoff is immense, both in reading and in their own writing.

NJSLS:

Reading Literature:

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

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). Craft and Structure

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.

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.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. Integration of Knowledge and Ideas

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).

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational:

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words. A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing:

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Speaking and Listening

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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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.

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.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context. B. Recognize and explain the meaning of common idioms, adages, and proverbs. C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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., however, although, nevertheless, similarly, moreover, in addition).

Technology Standards:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Using the novel study, “Maniac Magee” by Jerry Spinelli students will make connections to the following:

- Civil Rights Movement
- Racial Prejudice
- Identity
- Homelessness

Social Studies:

6.1.8.D.5.c Analyze the effectiveness of the 13th, 14th, and 15th Amendments to the United States Constitution from multiple perspectives.

Health:

2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying

2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.

Unit Goals/Enduring Understandings

- Readers build stamina in independent reading using the structures of Readers Workshop
- Readers use a multitude of close reading strategies to deepen our understanding.
- Readers infer, develop theories, and revise those theories about their books.
- Partners work together to develop ideas about their books.
- Readers use various structures to write about their thinking in stories.

Getting Ready for the Unit:

- Gather a variety of high interest texts for students that will get them excited about reading

- Go over classroom system for checking out books (e.g. traditional check-out, book shopping, etc.)
- Make decisions about routines and procedures in regards to reading logs
- Prepare your own materials on how you will display your personal reading life to students. It is so important for students to see you as a reader, too! This could be your own reading timeline that has book covers of the titles you have loved and those you have not. Be honest with students about when you have liked or disliked reading.
- During this unit, time will be spent collecting information to assess fluency. This is reported out as a foundational skill, separate from the work of this unit, however will need to be collected through conferences.
- Take time to set up reader's notebooks and expectations with your students prior to the beginning of the unit, or during the first few lessons. During this unit, you'll use the class novel to model think alouds, strategies for close reading, and expectations for readers' responses.

Essential Questions:

- How do readers continue to grow in their lives as readers, while reading with a sense of synthesis?
- How can I set up goals for my own reading life and begin to work deliberately towards those goals?

Vocabulary and Key Concepts

stamina, independent, structure, routine, theory, partner talk, reflection, jot, long write, thinking prompts, just right book, genre, background knowledge, goals, symbol, quote, know, apply, engage, report, speak, word analysis, accuracy, fluency comprehension, text, opinion, main ideas, character trait, inference, themes

Skills:

- Envisioning
- Analyzing
- Inferring
- Retelling
- Text connections
- Synthesizing

Demonstration of Learning/Assessment:

- TC Reading Running Records
- Conference Notes
- Summer Reading Book Talk and Assessment
- Teacher Created Assessments
- Reader's Responses
- Small Group Observations

Suggested Mentor Texts:

- *Maniac Magee* by: Jerry Spinelli

Resources/Materials

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the TCRWP
- Sadlier Vocabulary Workshop
- The Reading Strategies Book by: Jennifer Serravallo
- Summer Reading texts
- Classroom library of leveled books
- Student book bags

- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks
- *Notice and Note Strategies for Close Reading* by: Kylene Beers and Robert Probst
- <https://pernillesripp.com/2015/11/15/great-picture-books-to-use-for-notice-and-note-all-signposts/>

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Launching with Close Reading	Fifth Grade	Time Frame: September
Goals	Possible Teaching Points: Can be taught in Mini lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher's Notes
Readers build stamina in independent reading using the structures of Readers Workshop	<ul style="list-style-type: none"> ● Reading communities follow predictable procedures for whole class lessons, and independent/partner reading. ● Readers use strategies they have been taught up to and including that day's lesson when reading. We choose the strategy that fits our purpose. ● Readers are prepared for min ilessons. We bring our supplies and are ready to learn. (Ex: pencil, post-its, reading notebook.) ● Readers establish and reflect on personal reading goals to build stamina. One way to do this to record number of minutes and note individual's number of pages read. ● Readers choose just right books by choosing books while considering <ul style="list-style-type: none"> ○ interest ○ difficulty ○ background knowledge ○ genre ● Readers independently shop for and return just right books from the class library. Have a back-up book selected when we are nearing the end of our current read. ● Readers carry their reading from school to home and back. 	
Readers infer, develop theories, and revise those theories about their books.	<ul style="list-style-type: none"> ● Readers think about the characters in our stories. We think deeply about who they are and what motivates them to take actions. We keep these ideas in our heads (and notebooks) as we read and revise our thinking as we learn more. ● Readers use prediction as a way to engage more deeply with their stories. We can predict in the beginning of our story after we have read our author's set-up. We can do this by identifying what plot line the author has set-up and the motivations of our character(s). When we put these two together, we can make a broad prediction about our story. ● Readers can begin to grow theories about our characters. We might say, <i>This is a character who...</i> and we support this thinking with evidence from the text. As we gather more evidence, we can revise or strengthen our theories. 	

	<ul style="list-style-type: none"> ● Readers can compare and contrast characters in our book to other characters we have read (or seen). We can also do this work with real people we know. By doing so, we can gain a deeper understanding of our characters, story and the world. ● Readers identify, think/write about character change. We notice when a character's needs or wants change and we think about the why. This is a time we can revise our theories about our characters. 	
<p>Partners work together to develop ideas about their books.</p>	<ul style="list-style-type: none"> ● Reading communities set-up norms. We decide when and why we will engage in partner talk. We set this up in a way that is respectful of the learning community and our own growth. ● Partners ask questions of their partners. We dig deeper into each other's thinking. ● Partners share their ideas about their reading. We do more than give summaries, rather we share our own thinking. ● Partners refer to evidence in the text when sharing their thinking. They may say, <i>here it says... and</i> 	
<p>Readers use various structures to write about their thinking in stories.</p>	<ul style="list-style-type: none"> ● Readers can write about characters in a variety of ways. <ul style="list-style-type: none"> ○ We can put ourselves in different characters perspectives about the same event. ○ Paying attention to an object in a book, and sketching it, and coming to see that object as a symbol. How is that object symbolic in the text? ○ Read wide open, and think about what's my purpose, or what am I paying attention to? ○ When we recognize we have a similar experience to the character, we realize we can compare our experience to theirs ○ Sometimes we go into a book with a theme in mind, and then how does this evolve as we continue to read. ○ When we are reading, and notice a pattern in our reading, we can go back and reread and just write about that. ○ What's happening, what's really happening, and how did the author do that? ○ As writers, we choose to write because we have a purpose. (the WHY and the WHEN) ○ Look at what each other did; look what I did; look what he did, etc. Look what wasn't done. ○ Change our thinking as we read and gather more information. 	

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| | <ul style="list-style-type: none">● Readers notice and write about symbols or objects that repeat in a story. We can ask, <i>Why is this significant? What is the author trying to say by including this?</i> We can write long on these ideas.● Readers notice how setting influences our characters. We write long about this in our notebooks.● Readers can record their own reaction to the text. We can reread our notebooks looking for patterns in our reactions. We can writing long and reflect on those findings. | |
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Unit Title: Unit 1 Reading Literature: Analyzing Character and Themes

Fifth Grade

Time Frame: October- November (8 weeks)

Unit Overview: Building upon the previous unit, students see that just as they have spent the summer growing too tall for their jeans, so too are they ready to make a growth spurt in reading. Students read novels deeply. Students sharpen their reading and thinking skills, they are able to see more significance in a text. Great literature in hand, students will embark on a study of interpretation. Once your students are discussing themes actively, they learn how to compare and contrast the ways in which themes are developed across texts. In the final bend, students will study the way in which a theme can be developed differently in different text. You will teach students techniques for analyzing the different texts, noticing the roles that characters play in advancing (or pushing back against) a theme. By studying the ways an author sculpted a particular character, developed a plotline, and described a setting or another element of a story, students will be working to bridge the connection between theme and craft.

NJSLS:

Reading Literature:

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

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). Craft and Structure

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.

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.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described. Integration of Knowledge and Ideas

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).

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational:

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Language:

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figurative language, including similes and metaphors, in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Speaking and Listening:

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. A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. B. Follow agreed-upon rules for discussions and carry out assigned roles. C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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.

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.

Technology Standards:

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Using the novel study, “Maniac Magee” by Jerry Spinelli and “Home of the Brave” by Katherine Applegate, students will make connections to the following:

- Civil Rights Movement
- Identity
- Immigration

Social Studies:

6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

Health:

2.2.6.A.1 Demonstrate verbal and nonverbal interpersonal communication in various settings that impact the health of oneself and others.

2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying

2.2.6.C.1 Explain how character and core ethical values can be useful in addressing challenging situations.

Unit Goals/Enduring Understandings

- Readers make inferences about the characters in their novels
- Readers use comprehension strategies to think deeply about characters and text.
- Readers notice and analyze characters motivations.
- Readers notice how a character changes throughout a text.
- Readers think critically about text(s) to gain new understanding about themes.

Getting Ready for the Unit:

- A variety of resources to accompany this unit and the other Grade 5 Units of Study for Teaching Reading are available through Heinemann Online.

- *Home of the Brave* by Katherine Applegate is suggested as the demonstration text for this unit of study.
- Anchor Charts: Prepare Writing Well about Reading anchor chart and Prepare To Develop Ideas, Readers anchor chart
- Read Lucy Calkins Interpretation Book Clubs Unit
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Essential Questions:

- How do characters’ inner thoughts and feelings give us insight into who they are?
- What can the characters in text teach me?
- How do we interpret and analyze themes?
- How do discussions with peers help me think critically about text, and grow new ideas?

Vocabulary and Key Concepts

interpret, analyze, determine, summarize, compare and contrast, describe, express build, collaborate, narrator, point of view, genre, inference (infer), character, traits, main character, secondary character, track, timeline, motivation, wants and needs, compare/contrast, theme

Skills:

- Infer
- Recognize and understand selection vocabulary
- Use knowledge of word structure
- Ask and answer questions
- Make, modify, confirm predictions
- Use fix up strategies
- Paraphrase
- Use literary elements

Demonstration of Learning/Assessment:

TC Reading Assessments
 Conference Notes
 Teacher Created Assessments
 Small Group Observations
 Units of Study for Teaching Reading Pre-Assessment
 Performance Based Assessment: Units of Study for Teaching Reading Post-Assessment

Suggested Mentor Texts:

Maniac Magee by Jerry Spinelli
Home of the Brave by Katherine Applegate
Fly Away Home by Eve Bunting

Other possible read alouds to explore theme:

- *Locomotion* by Jacqueline Woodson (power, race, family structures, death/loss, inequity of education, black boys/men in America, foster care, adoption, arts education, poverty, genetics/illness)
- *Each Kindness* by Jacqueline Woodson (discuss Woodson’s common themes and craft moves)
- *Oliver Button is a Sissy* by Tomie dePaola (gender stereotypes, overcoming negativity, acceptance)
- *Fly Away Home* by Eve Bunting (homelessness, empathy)
- *Yardsale* by Eve Bunting (life changes, poverty)

Resources/Materials

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the TCRWP
- Sadlier Vocabulary Workshop
- The Reading Strategies Book by: Jennifer Serravallo
- YouTube Video: The Only Way You Will Ever Need to Teach Theme by: Sara Johnson www.youtube.com/watch?v=9H6GCe7hmmA
- Classroom library of leveled books
- Character book bins
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks
- *Notice and Note Strategies for Close Reading* by: Kylene Beers and Robert Probst
- <https://pernillesripp.com/2015/11/15/great-picture-books-to-use-for-notice-and-note-all-signposts/>

Goals

Possible Teaching Points: Can be taught in Mini lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary

Teacher's Notes

Readers make inferences about the characters in the text

- Readers use their schema to get inside a story. We allow ourselves to pause in our reading to paint a picture, think about a character or a situation. We bring what we know to the text.
 - One way readers infer about characters is by making “I think... because...” statements. We include not just what we think, but what from the text makes us think it.
 - One way readers record their thinking about a character is to use a t-chart to record our inferences.
- | | |
|--------------|---------------|
| • I think... | • In the text |
| • | • |
- Or
- | | |
|---------------|--------------|
| • In the text | • I think... |
| • | • |
- Readers infer about characters by considering what a character says, and recording their thinking about it.
 - Readers infer about characters by considering what a character does, and recording their thinking about it.
 - Readers infer about characters by considering character relationships. We might ask, *How do secondary characters react and interact with the character? What does this say about the character?*
 - Readers notice how a narrator presents information. We reread the details and consider, *Why was it presented in this way?* We jot our thinking in our notebooks.

<p>Readers use comprehension strategies to think deeply about characters and text.</p>	<ul style="list-style-type: none"> • Active readers make predictions based on text evidence and story structure. We use these predictions to focus our reading, often adjusting our predictions as the story progresses. • Active readers ask questions as they read. We might say, <i>I wonder...?</i> or <i>How come...?</i> or <i>Why...?</i> We use these questions as a focus for our reading, returning to them as we gather evidence from the text that may answer our questions. • Active readers envision our characters and the setting. We slow down our reading when the author provides us with many details. We consider how our character moves within a setting. We make a movie in our minds based on the text. • Readers think about how authors use characters to develop theme. We might say, <i>In this text the author approached the theme with this character by... and in this text, ____, the author...</i> We jot our thinking in our notebooks and share our thinking with our partner. 	
<p>Readers notice and analyze characters motivations.</p>	<ul style="list-style-type: none"> • Readers notice what motivates characters to move through the plot. We can do this by identifying what they want or need and then asking why? We know the author often sets up the main character's motivation early on in our novels. • One way readers can identify character motivations is to think about their significant actions that move the plot and ask, <i>Why is my character making this choice? What is motivating him?</i> • Readers understand that character motivations can change or shift. When we notice this happening, we can consider why this is happening. We might ask, <i>What has changed for the character? Was this change forced from the outside or did something shift inside the character?</i> • Readers can consider character motivations by showing empathy. We consider how we connect with the character. We might reflect on what would motivate us in a similar situation? How would we react? What choices and decisions would we make? • Readers compare and contrast the motivations in characters within and across novels. We might ask if there is a message for the reader in their similarities or contrasts? We reflect on what this says about each of the characters. 	

- Readers notice how a character changes throughout a text.

- One way readers can track characters is with a timeline. We might note the event from the story on one side and the character’s reaction on the other.
- One way readers might track characters is with a “Somebody... wanted... but... so...” chart. We reread looking for changes in our characters wants and needs and consider the new outcome.

<ul style="list-style-type: none"> • Somebody (Character) 	<ul style="list-style-type: none"> • Wanted (wants or needs - motivation) 	<ul style="list-style-type: none"> • But (What got in the way?) 	<ul style="list-style-type: none"> • So (Character change?)
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- Readers notice major events and turning points in a story and consider how the character’s journey would be different had a different decision been made. We may reflect by asking, *Why did the author choose this decision? What might my character learn? How might this affect the character’s journey?* We jot this thinking in our notebooks.
- Readers notice small changes in characters. We note if they act differently in different settings or around other characters. We jot about these situational changes in our notebooks.
- Readers reread their jots looking for patterns in their character behavior (situational changes). We can then make a claim about our character supported with evidence from the text.
- Readers reflect at the end of the text. We reflect on our character’s journey and what lessons the author might be trying to teach. We might ask, *What did the author want me to learn? What does the author have to say about this change? What claim might the author be making about humans.*

Readers think critically about text(s) to gain new understanding about themes.

- Readers ask: “What’s the same and what’s different in how this theme plays out in different texts?”
 - One way to do this is to have each club/group pick a theme that applies to the book they are currently reading or from summer reading. Model using *Maniac Magee*. Give students a few minutes to settle on their theme, listening in and coaching as needed. Have each club record a theme on to a sentence strip, with the name of their book written underneath. Post all themes for students to view. Explain that themes are universal and can be found in many places. Recall a time when someone said one book sounded similar to a class read aloud. Suggest that even though the specifics are different, two texts could advance the same theme. Ask students to explore this idea with their club. Encourage students to share the ideas their group came up with. Debrief in a way that is transferable to other texts and other days.

- Readers see similarities between texts, they think “These texts seem to support the same theme!” They often look again, and may find the texts actually convey slightly different messages.
 - One way to do this is to do a brief demonstration, continuing to compare your read aloud with a picture book you are reading. A natural fit might be *Home of the Brave* to *Fly Away Home*. You might say to your students that as you thought more about it you’ve realized that although both texts offer important messages about hope, it doesn’t feel completely accurate to say that they say the same things about hope. You might demonstrate how you go from a general unease to rereading, rethinking and reading for a more precise idea. You will want to model for your students how you muddle along, demonstrating that new ideas don’t just snap into place like magic. Finally in your link make clear to your students that this is a process, not something that will happen right away. The more you read the more that you are able to think about text in different ways.

- Readers think about a theme in complex ways to think how different characters connect to that theme. Readers think about which characters best represent a particular theme through their thoughts, actions and dialogue, and which characters work against the theme.

Differentiation/Accommodations/Modifications

	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Overview: This unit teaches students to embrace the complexities of their high-interest nonfiction texts. Students will investigate the ways nonfiction texts are becoming more complex, and they'll learn strategies to tackle these new challenges, such as expecting to encounter multiple main ideas, some taught implicitly. Instruction emphasizes the strong foundational skills, such as fluency, orienting to texts, and word solving, that are required to read complex nonfiction. Students will pursue independent inquiry projects, drawing on all their skills to tackle complex texts. Students analyze differences in perspective across texts, particularly differences that tie into the author's craft or structure decisions. Fifth-graders will make their own connections and spark their own ideas as they think deeply about a text, so they can contribute their own thinking to conversations on their topics.

NJSLS:**Reading Information:**

RI.5.1, Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2, Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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.

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.

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.

RI.5.6, Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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.

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).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Reading Foundation:

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Speaking and Listening:

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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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.

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.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language:

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation to separate items in a series.
- B. Use a comma to separate an introductory element from the rest of the sentence.
- C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- D. Use underlining, quotation marks, or italics to indicate titles of works.
- E. Spell grade-appropriate words correctly, consulting references as needed.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figurative language, including similes and metaphors, in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L5.6 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., however, although, nevertheless, similarly, moreover, in addition).

Writing:

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information of explanation presented.

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.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

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.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”). Range of Writing

Technology Standards:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.A.5 Create and use a database to answer basic questions.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2.5.B.4 Research technologies that have changed due to society’s changing needs and wants.

21st Century Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP11. Use technology to enhance productivity.

9.2.8.B.2: Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Using the mentor text *When Lunch Fights Back: Wickedly Clever Animal Defenses* by: Rebecca Johnson and other information passages describing animal traits, students will make connections to earth's ecosystems and animal interactions.

Science:

5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Using various informational texts such as: primary resources and links to speeches, students will learn how to read and view complex non-fiction, while learning to abstract the main ideas and supporting (key) details.

Social Studies:

6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.

Unit Goals/Enduring Understandings

- Readers use what they know about expository text structures to identify key ideas and details.
- Readers use what they know about narrative nonfiction text structures to identify key ideas and details.
- Readers use what they know about hybrid nonfiction text structures to identify key ideas and details.
- Readers synthesize ideas and information across multiple texts and media and become teachers of others.
- Readers use strategies to figure out unfamiliar vocabulary.

Getting Ready for the Unit

- Gather digital sites, magazines, and audio informational texts
- Define types of nonfiction (expository, narrative, and hybrid) in an anchor chart to refer back to in the unit
- Develop a response system for students to use during independent reading. How will they be documenting their thoughts and ideas as they read? Be sure to model this within read alouds before allowing them to try independently.
- Choose a personal topic of interest to use to model the work of research, note taking and synthesizing for students.
- Continue to reserve at least 15 minutes for students to continue reading literature at their levels.
- Be sure to monitor reading logs to monitor the total of volume of reading they are doing. The single most important way to accelerate students' progress up the ladder of text complexity is to be sure they are reading a high volume of texts they can read with high levels of comprehension and engagement.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers synthesize information read from a variety of sources on the same subject? • How can I use all that I know about nonfiction reading and research to learn about a personal inquiry topic? 	<p>Vocabulary and Key Concepts expository, hybrid, narrative, nonfiction, informational, text feature, text structure, determine, summarize, compare and contrast, describe identify, build, conduct, explain, evidence, support, investigation, synthesize, main idea, key details, primary sources</p>
<p>Skills: Analyze Text Identify new information Identify and retell information Generalize Summarize</p>	<p>Demonstration of Learning/Assessment: TC Reading Assessments Conference Notes Teacher Created Assessments Small Group Observations Units of Study for Teaching Reading Pre-Assessment Performance Based Assessment: Units of Study for Teaching Reading Post- Assessment</p>
<p>Suggested Mentor Texts: <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> by: Rebecca Johnson</p> <p>Other possible read alouds: <i>Gorillas</i> by: Seymour Simon <i>Gorillas in Danger</i> by: Natalie Smith <i>The Most Beautiful Roof in the World</i> by: Kathryn Lasky (with Scholastic’s online interview with Eve Nilson) <i>We Are the Ship: The Story of Negro League Baseball</i> by: Kadir Nelson <i>Heroes of the Negro Leagues</i> by: Jack Morelli</p> <p>Resources/Materials</p> <ul style="list-style-type: none"> • Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the TCRWP • Sadlier Vocabulary Workshop • The Reading Strategies Book by: Jennifer Serravallo • Classroom library of leveled books • Character book bins • Chart paper/Post-its • Read-aloud texts (for modeling) • Reading logs/bookmarks • Reading notebooks 	

Differentiation/Accommodations/Modifications

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G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Informational Reading: Moving Up Levels of Non-Fiction		Fifth Grade	Time Frame: December-January
Goals	Possible Teaching Points: Can be taught in Mini lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
<p>Readers use what they know about expository text structures to identify key ideas and details.</p>	<ul style="list-style-type: none"> ● Readers get ready to read by noticing text features and layout. We ask, <i>What structure has this been written in?</i> When reading expository structure, we think, <ul style="list-style-type: none"> ○ What will I likely learn about? ○ What headings/subheadings should I expect to see? ○ What content vocabulary will I likely encounter? <p>We know that the answering these questions get our minds ready to read.</p> ● Readers make a plan for their reading. We might make a plan for how to navigate a whole text, knowing we may not have to read it in its entirety or in the order it is presented. ● Readers also make a plan for their reading of a section or page. We may want to read the headings and name what we see in the text features. We can then say, <i>I think this will teach me...</i> and make a plan for how we will read the page. ● Readers are always confirming, revising, or adding to what we know about the topic. We might make a mental note, mark places with a post-it or add our thinking to our notebook. ● Partners get together to talk about the books they are reading. We might discuss <ul style="list-style-type: none"> ○ This heading says . . . so I think this page is mostly about . . . ○ I looked at this (picture/caption/graph) and saw . . . and this (picture/caption/graph) and saw . . . ○ If I put them together, I think these pages will be about . . . ● Readers know that many expository texts are in a “boxes and bullets” structure, with the main idea (box) and supporting details (bullets). Readers often jot using boxes and bullets, writing the main idea of a section and supporting details. We collect this information to remember, to synthesize, and to prepare for writing and in preparation for discussion. ● Readers identify and plan for other structures that authors use. When we encounter different structures, our jottings often change to match this new structure. <ul style="list-style-type: none"> ○ Boxes and Bullets ○ Cause/effect ○ Pro/con ○ Problem/solution ○ Compare/contrast ○ How-to 		

- Readers draw on what they have learned about describing text structures to notice what structures have been used. Some key terms of which you might teach them to be aware:

Comparison: “Just like...”, “Different than...”, “Alike...”, “Both...” ·

Cause/Effect: “As a result...”, “Because of...”, “This brought about...”, “The effect of this was...”, “This changed...” “Therefore”

Problem/Solution: “Threat”, “Challenge”, “Obstacle”, “Problem”, “Resolution”, “Overcame” ·

Chronological: “First,” “Second”, “Next”, “Afterwards”, “Years Later”

Question/Answer: “Who”, “What,” “Where”, “Why”, “When”, “How”

- When reading to find the main idea of a section, readers sometimes find that a paragraph has a sentence that summarizes the entire paragraph or passage, found often at the beginning or end. This gives the main idea of that paragraph. We reread to confirm our thinking by asking, *What are the key details that support this idea?*
- One way that readers identify the main is by asking themselves, *What is the one big thing that this text is teaching and how do all the other details connect with this?* We reread to confirm our thinking by asking, *What are the key details that support this idea?*
- Readers can retell or summarize with our partners. We are sure to share the main idea, and the key details with our partners.
- Readers of nonfiction constantly ask ourselves, *How does all of this fit together?* We pause, reflect, jot, and later talk about those connections.
- Sometimes readers find there are no section headings telling you that the topic has changed. We make sure that we notice when the topic has changed, even jotting our own heading for that section.
- Readers have questions as we read. We also try and answer them the best we can, knowing if we read on, they may be answered. We may have questions that remain unanswered, and may lead to reading of another text. The bigger questions lead us from text to text.
- Readers deeply respond to text. We don’t just jot our learning, but we also respond with our new thinking. We can push out thinking with prompts like...
 - *But I wonder . . .*
 - *I used to think that . . .*
 - *but now I am realizing . . .*

We can push our thinking in the same way in partner discussions.

Readers use what they know about **narrative nonfiction text** structures to identify key ideas and details.

- Readers notice when they are reading narrative nonfiction and plan their reading accordingly. Often narrative nonfiction focuses on the goals and struggles of a central character that teach a lesson, usually ending in a great achievement or disaster. Readers keep this in mind as they read, jotting as they go.
- Readers think about what we know about the person/animal/topic and keep that with us as we read. We notice places where we learn new information, our knowledge is confirmed or our ideas are contradicted.
- Readers of narrative nonfiction expect to gather information and ideas, as well as follow a story structure with characters, setting, plot, etc. Our jotting often includes both.
- Readers of biography (narrative nonfiction) often think, *What does this person want/wish/hope for? What are the obstacles that stand in their way?* When we notice these, we learn the biggest lessons from the character. We linger with that lesson just as we do in fiction.
- Just as readers in fiction study characters, readers of narrative nonfiction pay attention to the subject's traits and motivations, how they interact with others and their environment, and how they overcome obstacles in their lives. Their traits are usually what allow them to overcome their struggles and teach us how to tackle our own struggles.
- Readers pay attention to the choices the person makes in their life, revealing who they really are deep inside. These traits often help the character overcome the challenges and achieve something meaningful.
- Partners discuss the book we are reading. We might say, *This text (or this part of a text) is mostly about . . .* and then add our ideas by saying, *And the big new thing it teaches me is. . .* OR you might say, *...and the big way this adds to what I already knew about this subject is. . .*

<p>Readers use what they know about hybrid nonfiction text structures to identify key ideas and details.</p>	<ul style="list-style-type: none"> ● Readers choose a note taking tool. While readers may know a few ways of taking notes, be sure whatever note-taking tool you choose fits you best and reflects the big ideas of the text by matching the notes to the text. ● Readers are aware that hybrid books—those with both narrative and expository structure in it—have an unpredictable set up. We can still use all we know about these two structures to read them with power. ● Hybrid books can be structured in a few different ways. Keeping this structure in mind helps us understand the text more deeply. They are usually built around an idea supported by facts and then may tell a story that relates to or illustrates the idea. Some texts like this begin with a story, a letter, a diary entry, or a mini-biography and then move into expository text structures. ● Readers read hybrid texts with power, taking in all the features and thinking, <i>What is this letter or story (or any other shift in structure) teaching me?</i> and <i>How does it fit with what I have been learning?</i> We often jot this thinking in our notebook to remember and discuss with our partner. ● Readers take in all the information on a page or in a section and determine how all the parts of the text fit together. This means we pause, think about all of the parts (even rereading a few), and jot a post it what the section is all about. ● Readers reflect on their learning at the end of a text, section or collection of texts. We might think, <i>What do I know now that I didn't know before reading this book/text/video?</i> or <i>How is my thinking different from reading this text?</i> We then write long and strong about what we learned. 	
<p>Readers use strategies to figure out unfamiliar vocabulary.</p>	<ul style="list-style-type: none"> ● Readers use context clues to read around the unfamiliar word and consider what would make sense. We reread the section with our new understanding ● Readers use visuals like diagrams, word boxes, charts, maps, headings, etc to look for clues for unfamiliar words. We reread the section of text with our new understanding ● Readers break up unfamiliar words and look at each part. See if the parts (prefix, root, suffix) can help you figure out the word. ● Readers keep track domain specific words that go with the topics you are learning about. We use this precise language when in conversations and in writing. 	

Readers synthesize ideas and information across multiple texts and media and become teachers of others.

- When partners meet, instead of just saying what they have learned, they:
 - Point out the details in the pictures or diagrams that highlight what they're saying.
 - Link previous learning to the new information that they just encountered by flipping back and forth to show pictures that build off of one another and by explaining how those pictures go together.
 - Use their voices to emphasize what's important.
- Readers of expository text use many of the same strategies when we are reading print as when we are watching expository video. We must listen carefully for the big ideas and jot notes as boxes and bullets (or another structure) in order to capture the important learning within that video clip.
- Sometimes when viewing a video clip the main idea is written right on the screen. However sometimes, the main idea does not pop out to us right away. In this case readers jot the important details we hear, and then we choose a heading for those details. That heading becomes the main idea. We can rewatch parts or sections of a video in the same way we would reread text.
- Readers often compare their notes from one text or media to the next on the same topic. They will say things like, *In this text it was teaching...while in this video it taught...And I think...*
- Readers lay texts next to each other browsing both and looking for similarities and differences between the main ideas and details. We might ask, *Why might this have been presented differently. What did each author think was most important?*

Unit Overview: In this unit students continue to take the path of ambitious reading work in which it is necessary for them to engage in order to meet the expectations of global standards, as well as to live as active, critical citizens. The standards call for students to read across multiple points of view on topics or issues, comparing ideas, information and perspectives. This is also work that is at the heart of being an informed citizen- understanding different positions on issues and the reasons behind these position, analyzing the strengths and merits of each of these positions and ultimately, forming one’s own thoughtful viewpoint on an issue. By the end of this unit, students will have learned how to compare the ideas and perspectives of many authors and how to formulate their own evidence-based, ethical positions on issues.

NJSLS:**Reading Information:**

RI.5.1 Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI 5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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.

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.

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.

RI.5.6, Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

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.

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).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Reading Foundation:

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Speaking and Listening:

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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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.

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.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation

Language:

L.5.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.5.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- A. Use punctuation to separate items in a series.
- B. Use a comma to separate an introductory element from the rest of the sentence.
- C. Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).
- D. Use underlining, quotation marks, or italics to indicate titles of works.
- E. Spell grade-appropriate words correctly, consulting references as needed.

L.5.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
- B. Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figurative language, including similes and metaphors, in context.

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Writing:

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Provide a conclusion related to the opinion presented.

W.5.7. Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.

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.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

Technology Standards:

8.1.5.A.1. Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems

8.1.5.A.5 Create and use a database to answer basic questions.

8.1.5.D.2. Analyze the resource citations in online materials for proper use.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.

21st Century Skills:

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP11. Use technology to enhance productivity.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Using various informational texts such as: primary resources, research articles, and links to speeches, students will learn how to read and view complex non-fiction, while learning to abstract the viewpoints/bias and collect evidence and reasons to draw our own conclusions. For example, students will become Boston Massacre Detectives. Students will use the knowledge to create a defense case for the British soldiers or the rowdy colonists.

Social Studies:

6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.

6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.

Health:

2.2.6.D.2 Develop a position about a health issue in order to inform peers.

Unit Goals/Enduring Understandings

- Readers gather and use domain specific vocabulary.
- Researchers complete the steps of self-selecting topics and gather focused information.
- Readers use a variety of sources to become experts in the topic.
- Readers speak knowledgeably and passionately about the topic researched.
- Readers are aware that text can be biased. It is your job to collect evidence and reasons to draw our own conclusions.

Getting Ready for the Unit:

- Explore and collect multiple debatable issue texts that support different side of an issue.

Resources can include: Time for Kids, Scholastic News, Read-Write-Think, NewsELA Pro/Con Articles

- Choose 3-5 debatable topics for your students to use in their Research Club. These topics should be high interest and show multiple perspectives.
- Organize students into Research Clubs based on their topic of choice.

Essential Questions:

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

Vocabulary and Key Concepts:

determine, argument, summarize, compare and contrast, describe, identify, build conduct, explain, evidence, support, investigation, synthesize, perspective, advocacy, claim, text structure, primary sources, examine, elaborate, informational text, research, source, expert

Skills:

Author's Purpose

Author's Bias

Locate and Analyze Information

Evaluate and critique ideas in a text

Organize and synthesize ideas and information

Demonstration of Learning/Assessment:

TC Reading Assessments

Conference Notes

Teacher Created Assessments

Small Group Observations

Units of Study for Teaching Reading Pre-Assessment

Performance Based Assessment: Units of Study for Teaching Reading Post-Assessment

Performance Based assessment (optional): PSA

Using the research your students have done over the last few weeks, students will create a digital Public Service Announcement, to advocate for or against a topic. In their PSA, students should list specific claims that support their ideas, and solutions to fix the argument at hand. Students can use a variety of digital tools to create these announcements.

Mentor text considerations:

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

Resources/Materials

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the TCRWP
- Sadlier Vocabulary Workshop
- The Reading Strategies Book by: Jennifer Serravallo
- Classroom library of leveled books
- Character book bins
- Student book bags
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Goals

Possible Teaching Points: Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary

Teacher Notes

Readers self-selecting topics and gather relevant information.

- Researchers choose subjects that interest them. We know that we will be with our topic over a significant amount of time.
- Researchers get right to work once they have settled on a topic. They know that researching may change the direction they want to go in, but they always start with a plan. We plan which materials we will use and where we will start. We might write up a dream table of contents and use that as a plan for our research.

Readers gather and use domain specific vocabulary

- Researchers of a topic gather the domain specific vocabulary. We learn the words just like experts. We use the words in conversations when discussing our subject with partners and when writing about our subject.
- Researchers understand domain specific vocabulary by collecting the adjectives and descriptors that are used around it between different resources. Part of becoming experts of a subject, is becoming experts of the vocabulary.
- Researchers don't just look out for words that are specific to a topic, they also look out for phrases or concepts that might be new or unfamiliar to them. Sometimes we may have a general sense of what it means, but within the context of this specific research, it's new. We find other places that we read/hear this phrase or concept. We use the strategies we have to figure it out within context. We also confirm our new understanding with a resource. We often need to reread the section with our new understanding in mind.
- Researchers visualize new concepts. Sometimes that means acting them out or using our hands to model an idea.
- Researchers visualize new concepts. Sometimes that means sketching out an idea or model in our notebooks to aid in our understanding of how something works or fits together. We read the words, make an image our minds and sketch it out in our notebooks.

Readers use a variety of sources to become experts in the topic.

- Researchers know that the latest and greatest information on a topic might not be available in an expository text. We can make a plan for other resources.
 - Internet articles
 - Internet data bases
 - Documentaries
 - Narrative text or biography

	<ul style="list-style-type: none"> ○ Interviews ○ Diagrams ● Researchers have a system for note taking. Using a boxes and bullets organizer is most common for taking notes while researching. We can also consider other ways we know that match the resource that we are using. ● Researchers make sure that their sources are reliable. We look at the domain (.com, .gov, .edu, .net, .uk) We don't discount all domains, however as we research, we look for more and more reliable sources. ● Researchers review their notes and decide what goes together. We see where we need more research and where we have enough. We make a new plan for becoming more of an expert. 	
<p>Speak knowledgeably and passionately about the topic researched.</p>	<ul style="list-style-type: none"> ● To be considered an expert, we need an audience for our knowledge. We can share our research journey with a partner all along the way. We use a teaching voice when explaining ideas. We can often use our hands or sketching to help convey concepts or ideas. ● When sharing with a partner or audience, we are sure to start with big ideas and follow those ideas up with the key details that go with it. ● Researchers know they cannot share all they know. Rather, we make a plan for what we will share, choosing just the most important and interesting ideas. ● Researchers listen to each other's ideas and information. We often have questions for one another after hearing about their topic. We ask these questions and discuss the ideas that go with them with our partner or audience. 	
<p>Readers are aware that text can be biased. It is the reader's job to collect evidence and reasons to draw our own conclusions.</p>	<ul style="list-style-type: none"> ● Readers focus initially on texts that lay out the argument clearly and analyze the author's purpose, to learn about both sides. One way to do this is to model or demonstrate for students how readers suspend their own opinions and look for evidence that supports both sides of an issue. It is not enough to simply find research that fits in with your opinion! Students create a t-chart to focus their attention to both sides of the issue and the claims made. They are to collect evidence from both sides of the issue and place in their chart. It might help students to come up with a plan of action on how they will tackle their research. Who will read what and when? How will groups share information with each other? What are the expectations for readers who finish their research with an article? 	

● Another way to do this is to be aware of the author’s reason for writing and any potential bias that comes from that. First, learn about who the author is (from an author bio). Then, consider what stake the author has in the topic based on his or her background. As you read, consider what facts are being included and what is being excluded. Consider if there are any “opinion words” being used alongside the factual information.

Prompts to consider:

- What do you know about the author?
- What does the author’s background tell you about any potential bias
- Why do you think the author included what he or she did? What do the facts say?
 - Do you see any opinion words?

Unit Title: Poetry

Grade Level: 5

Time Frame: April (2 weeks)

Unit Overview: This unit is a chance for students to look closely at the author’s craft techniques and consider how these moves uncover the theme of the text. It is most important that students are noticing the craft moves and the impact they have on the story or poem rather than naming each type of move.

NJSLS:

Reading Literature:

RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how the characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

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.

RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, and beauty of a text (e.g. graphic novel, multimedia presentation of fiction, folktale, myth, poem).

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.

Reading Foundational Skills

RF.5.3a Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4. Read with sufficient accuracy and fluency to support comprehension. A. Read grade-level text with purpose and understanding. B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Writing Standards

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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.

Speaking and Listening Standards

SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Language Standards

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.

L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Interpret figurative language, including similes and metaphors, in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.

Technology Standards:

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

8.1.5.D.2 Analyze the resource citations in online materials for proper use.

8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

21st Century Skills:

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP4. Communicate clearly and effectively and with reason.

CRP6. Demonstrate creativity and innovation.

CRP12. Work productively in teams while using cultural global competence.

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Visual and Performing Arts:

1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances.

1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.

Unit Goals/Enduring Understandings

- Readers paraphrase main idea or theme of a poem.
- Readers identify the speaker and the speakers' point of view or attitude.
- Readers understand the difference between literal and figurative language.

<p>Essential Questions:</p> <p>How do poems reflect emotion?</p> <p>How does figurative language help a reader understand the meaning of a poem?</p>	<p>Vocabulary and Key Concepts</p> <p>tone, analogies, metaphor, symbolism, simile, imagery, text structure rhyme, figurative, prose, meter, drama, stanza, verse nonliteral, theme, literal</p>
<p>Skills:</p> <p>Analyze figurative language</p> <p>Determine meaning of literary devices</p> <p>Analyze how a particular line or stanza is central to the meaning of the text</p> <p>Differentiate between literal and figurative language</p>	<p>Demonstration of Learning/Assessment:</p> <p>TC Reading Assessments</p> <p>Conference Notes</p> <p>Teacher Created Assessments</p> <p>Small Group Observations</p> <p>Benchmark (Poetry Analysis)</p> <p>Performance based (optional) Poetry Slam</p>
<p>Suggested Mentor Texts: “Clock Man” and “Growing Down” by: Shel Silverstein (Paired texts can be found at CommonLit.org)</p> <p>Writing with Metaphor and Simile, Observation: <i>All the Small Poems and Fourteen More</i> by Valerie Worth</p> <p>Pattern and Repetition: <i>Honey, I Love</i> by Eloise Greenfield</p> <p>Writing Personal Truths: <i>Baseball, Snakes, and Summer Squash</i> by Donald Graves</p> <p>Word Play: <i>Words with Wrinkled Knees</i> by Barbara Juston Esbensen</p> <p>Imagery: <i>I Thought I Heard the City Sing</i> by Lilian Moore • <i>A Fire in My Hands</i> by Gary Soto</p> <p>Sensory Images: “Fireworks,” “Pigeons,” and “Barefoot” from <i>All the Small Poems and Fourteen More</i> by Valerie Worth</p> <p>Personification: “Lawnmower,” “Porches,” and “Back yard” from <i>All the Small Poems and Fourteen More</i> by Valerie Worth</p> <p>Repetition: “Bat,” “Spider,” and “Orb Weaver” from <i>Fireflies at Midnight</i> by Marilyn Singer</p>	

Line Breaks: “Fog” by Carl Sandburg from *The Oxford Illustrated Book of American Children’s Poems* by Donald Hall • “Turtle” from *All the Small Poems and Fourteen More* by Valerie Worth

Capitalization: *All The Small Poems And Fourteen More* by Valerie Worth • *Fireflies at Midnight* by Marilyn Singer

Resources/Materials

- Sadlier Vocabulary Workshop
- The Reading Strategies Book by: Jennifer Serravallo
- High interest poems and poetry anthologies at different levels
- Vocabulary Workshop- Sadlier
- Chart paper/Post-its
- Reading notebooks
- www.commonLit.org
- <https://poets.org/national-poetry-month/poem-your-pocket-day>
- <https://pernillesripp.com/2015/11/15/great-picture-books-to-use-for-notice-and-note-all-signposts/>

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
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IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Poetry		Grade Level: 5	Time Frame: April (2 weeks)
Goals	Possible Teaching Points: Can be taught in Mini-lessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	Teacher Notes	
Readers paraphrase main idea or theme of a poem	<ul style="list-style-type: none"> • Readers of poetry, on a first read of a poem, read it through beginning to end. After reading through, we might ask: <ul style="list-style-type: none"> ○ What feeling does this poem give me? ○ What is the author telling me? ○ Is there a rhythm to the poem? Why might the author have made that choice? • Readers share what they know about a familiar poem by reading with a partner • Readers read a poem the way they think author intended by reading aloud with a partner and then discussing key points of the poem • Readers better understand a poem’s intent by looking at illustrations that may be included with a poem 		
Readers identify the speaker and the speaker’s point of view or attitude	<ul style="list-style-type: none"> • Readers interpret what is being said by paying close attention to the words a poet chooses • Readers interpret to the meaning of a poem by attending to the author’s voice in the poem • Readers learn about poets motivation and influences by reading short biographies • Readers identify the style of an author by reading several poems by the same author • Readers understand a poem is often interpreted by people differently by discussing it with a partner or a group 		
Readers understand the difference between literal and figurative language	<ul style="list-style-type: none"> • Readers identify the author’s intent by looking at the use of similes • Readers identify the author’s intent by looking at the use of metaphors • Readers identify the characteristics they know about various styles of poetry • Readers examine the style of a poem by looking at how authors use punctuation • Readers understand a poets intent by creating a picture in their mind from the words the poet uses. • Readers examine the use of “poetic license” by looking at an author’s use of, or lack of punctuation • Readers can develop a deeper understanding of a poem by creating illustrations to go with the poems they read 		

Unit Title: Read and Write On Demand	Grade Level: 5	Time Frame: April- May (2-3 weeks)
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Unit Overview: In order to have students read, think about, and write about complex texts, students will engage in a reading/writing/short text literacy unit to prepare students for the format and experience of test taking. In this unit, the emphasis is on helping students realize and remember all they know, while familiarizing students with how to transfer this knowledge to a more time-specific, formal setting. Students will also continue to build their reading and writing stamina and volume.

NJSLS:

Reading Literature:

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

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).

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.

RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

Reading Information:

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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. Craft and Structure

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.

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.

RI.5.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

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.

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).

RI.5.9 Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

Writing:

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose. B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate. C. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). D. Provide a conclusion related to the opinion presented.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension. B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially). D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Provide a conclusion related to the information of explanation presented.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. D. Use concrete words and phrases and sensory details to convey experiences and events precisely. E. Provide a conclusion that follows from the narrated experiences or events.

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]"). B. Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Language:

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

L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figurative language, including similes and metaphors, in context.

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., however, although, nevertheless, similarly, moreover, in addition).

Technology Standards:

- 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- 8.1.5.D.2 Analyze the resource citations in online materials for proper use.

21st Century Skills:

CRP2. Apply appropriate academic and technical skills.

CRP2 Apply appropriate academic and technical skills

CRP4 Communicate clearly and effectively and with reason

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Students will read various informational texts in Social Studies, Science and/or Health to write about reading through notes and jots.

Health: 2.1.6.E.2 Make recommendations to resolve incidences of school and community conflict, violence, harassment, gang violence, discrimination, and bullying.

Using the PARCC released sample Research Simulation Task, students will read the articles “Giant Pandas,” “Helping Giant Pandas” and a passage from the article “Giant Panda Cubs Give Hope to an Endangered Species.” As students review these sources, they will gather information and answer questions about giant pandas to write an essay.

https://parcc-assessment.org/wp-content/uploads/2018/08/ELA_2018_Released_Items/Grade05/RST-PANDAS_BV-1.pdf

Science: 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment

Unit Goals/Enduring Understandings:

- Readers remember & use known strategies when they read narrative and non-narrative texts passages.
- Readers will use close reading strategies to refer to text and answer two part, multiple choice questions.
- Readers/writers answer open ended questions with a topic sentence and citing text evidence.
- Readers/writers refer back to the text as much as needed to help them feel successful.
- Readers/writers persevere and maintain their reading stamina.
- Readers/writers work with partners to reflect, celebrate, and strengthen their skills together.

<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do readers use reading strategies to read and answer questions across texts on demand? • How do good readers gather information efficiently? 	<p>Academic Vocabulary: determine, recount, explain, build on, refer, ask, answer locate, main idea, supporting details, distinguish, describe, stanza, line, central message/idea, theme, literal, nonliteral, figurative language (simile, metaphor, onomatopoeia, personification, alliteration), cite, evaluate, assess, develop, identify, describe, summarize, infer, compare, contrast, examine, analyze, story, text, explicit, infer, demonstrate, claim, back/forward arrow, review button, pointer tool, notepad, answer eliminator, text highlight, line reader, zoom/magnification, scrollbar, drag and drop</p>
<p>Skills:</p> <ul style="list-style-type: none"> • Synthesizing and Analysis • Close reading and citing textual evidence • Compare and Contrast • Questioning and predicting • Testing skills • Integrating two or more passages to draw conclusions • Recognizing text structure to skim effectively 	<p>Demonstration of Learning:</p> <ul style="list-style-type: none"> • Teacher Created Assessments • Conferring notes • Reading responses • Practice assessments <p>Possible Format for Responses: adventure, autobiography, biography, book review, brochures, character sketches, descriptions, diaries, speeches, endings, essays, explanations, fables, fantasy stories, fiction, reports, humorous, magazine articles, letters, pamphlets, news articles, sequels, reviews</p>
<p>Resources:</p> <ul style="list-style-type: none"> • Websites like: Edulastic, Readworks, and Reading A-Z are also helpful resources • NJSLA Practice https://nj.mypearsonsupport.com/practice-tests/ • Shared Reading/Read Alouds: an assortment of short texts, both print and digital are ideal • Text sets with test questions • Chart paper and post-its 	

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit 6: Read and Write On Demand	Grade Level: 5	Time Frame: April-May (2-3 weeks)
	Suggested Mini-lessons	Teacher's Notes/Ideas
<p>Students will use strategies to read narrative and non-narrative texts/test passages to manage themselves during a test.</p>	<ul style="list-style-type: none"> • Readers distinguish between narrative and non-narrative texts: <ul style="list-style-type: none"> ○ Read to see if there are characters doing things. If so, it's narrative. ○ Read to see if the piece is teaching the reader something. If so, it's non-narrative. • Readers will read with particular thoughts in mind in each part of the text. <ul style="list-style-type: none"> ○ After deciding if the passage is narrative or non-narrative, divide the passage into beginning, middle, and end. ○ Use the "Work of Readers" charts from previous units to guide thinking. • Readers prepare to read the texts in each section of the test. <ul style="list-style-type: none"> ○ Read the title of the first text, determine if it is narrative/non-narrative and determine the topic. ○ Read the titles of the subsequent passages and determine what the topics have in common. ○ Read the writing prompts that are coming at the end of the section and ask, "What will I think about as I read through these tasks (and watch videos in RST)?" • Readers manage their time during a test. <ul style="list-style-type: none"> ○ Prepare for the passage by reading the question before reading the passage, and ask "What do I expect to think about in this passage?" ○ After pre-reading the questions, mark key words while reading the passage. ○ When answering questions, skip questions that seem difficult and return to them later. ○ Pre-read the passage and mark key words that are noticed in the margin. • Readers understand what Part A of each question is asking them to think about: <ul style="list-style-type: none"> ○ Create "flipped questions" by restating, using the words from the question in a different order to make a statement. ○ Look for text citation and reread that part of the text with a "flipped question" type of answer. 	

	<ul style="list-style-type: none"> ○ Look for bold words in the question and reread, looking for that word, and deciding on the best definition. ● Readers understand what Part B of each question is asking them to think about: <ul style="list-style-type: none"> ○ State, “I know that (answer from part A) is true because the author said, (answer from Part B).” ○ Choose the best of the right answers by saying, “This choice is better because...” ● Readers reflect on strategies with partners: <ul style="list-style-type: none"> ○ Discuss the use of the B-M-E charts. ○ Discuss and rate student writing samples. ○ Name a question that seemed easy or difficult to answer and talk about why. ○ Share thinking in solving problems/citing evidence. 	
<p>Students will answer writing prompts with well-crafted constructed responses referring to the scoring rubric when monitoring their progress/checking their work.</p>	<ul style="list-style-type: none"> ● Readers answer literary analysis prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Elaborate on constructed response using “essay stretcher” words. This means; this makes me think; This is important because; etc). ○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax. ● Readers answer narrative task prompts with well-crafted constructed responses: <ul style="list-style-type: none"> ○ Open the response with a flipped question and answer the question. ○ Cite relevant, concise text evidence that supports the answer. ○ Strengthen the response with subsequent pieces of text evidence. ○ Integrate thought, action, dialogue, setting, and other narrative elements. ○ Elaborate on writing through sophisticated vocabulary, author’s craft and syntax. ● Readers write thorough prompts constructed responses: <ul style="list-style-type: none"> ○ Identify the question being asked, and open with a flipped question and an answer to the question. ○ Chunk the prompt into parts, and makes sure students are addressing each part in the body of the writing. ○ Make a plan with bullets on planning paper. 	

	<ul style="list-style-type: none"> ○ Check to make sure that each part of the prompts is addressed in the writing with detail and text evidence and/or narrative elements. 	
<p>Students will use test taking strategies to manage themselves during a test.</p>	<ul style="list-style-type: none"> ● Readers should check multiple choice answers on a chart/grid to see what skills still need reinforcement during guided reading, strategy groups, and/or conferring. ● Readers use the text of the questions and choices to answer as carefully as possible: <ul style="list-style-type: none"> ○ Read every word from the question carefully and think about it. ○ Read every word from every choice carefully and think about it. ● Readers write thorough essays in response to the research simulation task: <ul style="list-style-type: none"> ○ Take notes on relevant information while viewing the video. ○ Reread notes once the video is complete and ask yourself, “What do I expect the next text to be about?” ○ Read the next text with the lens of expectations based on the video. ○ Take notes on the texts. 	

Read and Write On Demand (Structures)

- Mini lesson 10 minutes model a testing strategy
- Test Prep Activity 15-20 minutes- students work on a sample passage and questions (Partner and/or independent while teacher confers)
- Small group instruction 15 minutes- students read just right books, while teacher pulls small groups to target weaknesses
- Teaching Share 5 minutes- teacher shares something that was noticed while students are working
- Shared Reading 10-15 minutes, three days per week
- Closure 5-10 Review, Discuss, Share

For every 3-4 test prep days, you should have one practice test day using the following resources:

- <https://nj.mypearsonsupport.com/practice-tests/>
- Released sample testing items

Unit Title: Literature: Fantasy Book Clubs

Fifth Grade

Time Frame: May-June (5 weeks)

Unit Overview: In this unit, students will work in clubs to become deeply immersed in the fantasy genre and further develop higher level thinking skills to study how authors develop characters and themes over time. Students read analytically as they consider how authors begin a book by establishing the setting as both a physical and a psychological place. Students explore the quests and themes within and across their novels. Students also engage more deeply by considering the implications of conflicts, themes, and lessons learned. Later in the unit, students will focus on dealing with the challenges that harder novels pose. Kids will work on their habits as readers—going outside the book to build knowledge, or studying how authors introduce hard words and using strategies to learn new vocabulary as they read. In addition, readers investigate fantasy as a literary tradition and study how the thinking developed through reading fantasy novels will apply to other genres.

NJSLS:

Reading Literature:

RL.5.1 Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2 Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

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).

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.

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.

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

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).

RL.5.9 Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Information:

RI.5.1. Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

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.

Reading Foundational:

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

- A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Speaking and Listening:

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.

- A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
- B. Follow agreed-upon rules for discussions and carry out assigned roles.
- C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

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.

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.

SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language:

L5.4 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.

- A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
- B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
- C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

L5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- A. Interpret figurative language, including similes and metaphors, in context.
- B. Recognize and explain the meaning of common idioms, adages, and proverbs.
- C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

L5.6 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., however, although, nevertheless, similarly, moreover, in addition).

Writing:

W.5.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- D. Use concrete words and phrases and sensory details to convey experiences and events precisely.
- E. Provide a conclusion that follows from the narrated experiences or events.

W5.9a Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

Technology Standards:

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

8.1.5.D.1 Understand the need for and use of copyrights.

8.1.5.D.3. Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy, relevance, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

21st Century Skills:

CRP1: Act as a responsible and contributing citizen and employee

CRP4: Communicate clearly and effectively and with reason

CRP9: Model integrity, technical leadership and effective management

CRP12: Work productively in teams while using cultural global competence

9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Interdisciplinary Connections:

Using the class novel, *The Lightning Thief*, students will make connections to:

- Greek Mythology
- Ancient Greece
- Friendship

Social Studies:

6.2.8.A.3.c Determine the foundational concepts and principles of Athenian democracy and the Roman Republic that later influenced the development of the United States Constitution.

6.2.8.D.3.a Compare and contrast social hierarchies in classical civilizations as they relate to power, wealth, and equality.

Unit Goals/Enduring Understandings

- Clubs work together to grow ideas about literature
- Readers read fantasy with deep comprehension and synthesis
- Work in partnerships to compare and contrast common elements in their independent reading of fantasy texts.

- Readers use strategies to navigate and understand fantasy within and across texts.
- Readers understand literary traditions through literary analysis

Getting Ready for the Unit:

- Gather Class Novel Set of *The Lightning Thief*
- Gather multiple copies of fantasy text for book clubs.

http://readingandwritingproject.com/public/resources/booklists/archived/reading/genre_fantasy.pdf

- Read Lucy Calkins Fantasy Book Clubs
- Place kids into book clubs and allow them some time to begin reading their text.
- Review expectations for book club accountability and conversations.

● Collect a few short clips or trailers of popular fantasy movies, such as *How to Train Your Dragon*, *Harry Potter*, and *Narnia*. These clips show different settings -- how some start in the real world and then magic infuses that world, and others are set in a magical world that is usually medieval, with horses, swords, dragons, and so forth.

● Collect songs from fantasy films or show (*Wicked* or *Oz*). So many of the songs play with the terms “good” and “bad” and rely on multiple meanings of words. Listening to and analyzing these songs can help students do similar work of looking closely at the way authors have used language in their books. Do their characters want to explore “Over the Rainbow” at the start of their fantasy? Are they longing for something more?

Essential Questions:

- How will I tackle the demanding and complex genre of fantasy?
- What will my strategies and goals be that help me make sense of multiple plot lines, layered characters, and complex themes?
- How are the themes in fantasy text connected?
- How is the story influenced by the point of view it is written in?

Vocabulary and Key Concepts

fantasy, theme, quest, evidence, internal, external, compare, metaphor, master narrative, counter narrative, point of view, genre, plot lines, determine, summarize, express, understand, build, engage, compare and contrast, analyze, explain, describe, draw, figurative language, word relationships, word meaning, word nuances, tone, characters, settings

Resources for Vocabulary Development:

● As students read their fantasies, they will likely encounter unfamiliar terms, perhaps even words that were invented by the author of their fantasy. It might be worthwhile, then, to ensure that a few mid workshop interruptions and share are dedicated to the particular task of understanding the language, archaic, invented, complicated, that is one of the hallmarks of the challenge of reading fantasy.

● Another share or mid workshop might include teaching around the idea that when words repeat, that’s a signal that these words are worth coming back to again and again to try to figure out their meaning.

- For students who are struggling, pulling a small group and working through the first chapter of *The Lightning Thief* could be beneficial. Pause to show students how you figure out what a half-blood is alongside Percy. **This work could easily be adapted to its own mini lesson if you are finding your students are struggling with the vocabulary of their book club novels*

Skills:
 Theme of a story, including how characters respond to challenges within text
 Two or more characters, settings or events in a story or drama
 Character Analysis
 Compare /Contrast

Demonstration of Learning/Assessment:
 TC Reading Assessments
 Teacher Created Assessments
 Units of Study for Teaching Reading Pre-Assessment
 Performance Based Assessment: Units of Study for Teaching Reading Post-Assessment
 Performance Based Assessment (optional): Summer Fantasy Book Trailers
 Students will be creating book trailers for their book club books for others to read this summer. Students will begin by watching a variety of sample book trailers. Book trailers should include the theme, the overarching quest or problem in the story, the characters, and enough information to hook a reader into reading their story. When finished, host a celebration to share the book trailers with other classes or families!

Mentor Texts:
 Class Novel: Percy Jackson’s *The Lightning Thief* by: Rick Riordan

Unit Supporting Materials

- Book: *D’Aulaires’ Book of Greek Myths* by Ingri and Edgar Parin D’Aulaire
- Article: “**The Three Fates: Destiny’s Deities of Ancient Greece and Rome**” by Bryan Hill (Ancient Origins, 2015)
- Myth: *Theseus and the Minotaur*
- Article: “**The Hero’s Journey**”
- Video: **The Hero’s Journey according to Joseph Campbell - video by Matthew Winkler and Kirill Yeretsky** by Ueber-Brands (YouTube, 2016)
- Resource: **The Lightning Thief: A Teacher’s Guide** (Rick Riordan, 2005)

- Article: **“The Oracle at Delphi”** (PBS.org)
- Myth: ***Heroes, Gods, and Monsters of the Greek Myths***
- Visual: **Prometheus** by Jan Cossiers
- Myth: ***The Story of Medusa and Athena***

Suggested fantasy novels for book clubs include:

Narnia (Video trailer)

The Lord of the Rings (Video trailer)

The Paperbag Princess

The Thief of Always

Harry Potter Series

Percy Jackson Series

Narnia Series

Lord of the Rings Series

The Dragon Slayer Series

Resources/Materials

- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the TCRWP
- Sadlier Vocabulary Workshop
- The Reading Strategies Book by: Jennifer Serravallo
- *Notice and Note Strategies for Close Reading* by: Kyleene Beers and Robert E. Probst
- Classroom library of leveled books
- Chart paper/Post-its
- Read-aloud texts (for modeling)
- Reading logs/bookmarks
- Reading notebooks
- TCRWP Fantasy Book Clubs, Grade 5, Unit 4 by Cruz and Ehrenworth

Differentiation/Accommodations/Modifications			
	Content Curriculum, standards	Process How students make sense or understand information being taught	Product Evidence of Learning
G&T	Compacting Flexible grouping Independent study/set own learning goals Interest/station groups Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Use of technology Journals/Logs	Choice boards Podcast/blog Debate Design and conduct experiments Formulate & defend theory Design a game
ELL	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, choice, open ended... Centers/Stations Scaffolding Chunking E-Dictionaries, bilingual dictionaries Extended time Differentiated instructional outcomes Use of technology Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests with various types of questions Generate charts or diagrams to show what was learned Act out or role play
At Risk	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Vocabulary lists Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Chunking Extended time Differentiated instructional outcomes Use of technology Partner work Frequent checks for understanding	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play
IEP/504	Compacting Flexible grouping Controlled choice Multi-sensory learning-auditory, visual, kinesthetic, tactile Pre-teach vocabulary Visuals/Modeling Varying levels of resources and materials Use of technology	Tiered Assignments Leveled questions- written responses, think-pair-share, multiple choice, open ended... Centers/Stations Scaffolding Extended time Differentiated instructional outcomes Preferential Seating Use of technology Small group/one-to-one instruction Teach information processing strategies Chunking Frequent checks for understanding Access to teacher created notes	Rubrics Simple to complex Group tasks Quizzes, tests Oral Assessments Generate charts or diagrams to show what was learned Act out or role play

Unit Title: Literature: Fantasy Book Clubs	Fifth Grade	Time Frame: May-June
Goals	Possible Teaching Points: Can be taught in Minilessons, Conferences, Strategy Groups, Shared Reading, Interactive Read Aloud, Shared Writing, Word Study, and/or Vocabulary	
Clubs work together to grow ideas about literature	<p><i>Clubs will be called to work in much the same way they worked in the Historical Fiction Book Club unit. Begin this unit with a quick review of how book clubs operate. Below are the teaching points you may want to quickly review.</i></p> <ul style="list-style-type: none"> ● Book clubs decide on a text that is a good fit for all members. ● Book clubs create norms for their club. They might consider <ul style="list-style-type: none"> ○ How will we structure our time together? ○ How will we facilitate conversations? ○ How will we assess how it is going? ○ What will we do if a member is not prepared for club? ○ Do we have a club name or identity? ○ Can we talk about books between book club meetings? ● Readers, as we begin to invent ideas about reading clubs, it's important, in any club, to take care of relationships within that club. We do that by making sure that we're creating work where each member will feel a part of something important, and each member will always feel supported by the group. ● Book club discussions are a lot like "talking essays." We talk by starting with a big idea (our box) and give text evidence (bullets). Members of the club listen to and consider other's ideas. They agree by giving further examples or disagree by giving examples that don't fit the big idea. ● Book club members not only listen with their eyes and ears, but their whole bodies. We show we are listening. We make sure that we are present and listening. We put our idea on hold and think just about what the other members are saying. We notice when our mind drifts from the conversation and we bring ourselves back. We take a pause before responding. ● Book club members stick with and grow an idea. We might use phrases like... <ul style="list-style-type: none"> ○ "What in the text makes you say that?" ○ "I thought that too because . . ." ○ "Another example of that is . . ." 	

	<ul style="list-style-type: none"> ○ “I thought something different because . . .” ○ “I agree because . . .” ○ “Wait. I’m confused. Are you saying . . . ?” ○ “Can you show me the part in the story where you got that idea?” <ul style="list-style-type: none"> ● Reader prepare for book club conversations. One thing we can do is take a look at our post it’s and find a common idea or thread among them. (perhaps look at all the post its on one character, then on another) ● When book clubs begin reading our fantasy, we identify and organize information we’d need to know on mental bulletin boards. At the start of our books, there was so much information flying past us as we read that we felt as if a lot of our mind work was spent catching the important stuff and almost sorting it so that we began to grasp the who, what, where, when, and why of the book. 	
<p>Readers read fantasy with deep comprehension and synthesis</p>	<ul style="list-style-type: none"> ● Readers of fantasy start by figuring out not just where the story happens, but what kind of place it is. One way to do this is to investigate clues about the time periods and important magical elements, using the covers, blurbs and details from the beginning of the story. Common settings include: <ul style="list-style-type: none"> ○ Medieval World - full of swords, horses, dragons... ○ Futuristic World - full of reminders of this world, only different and troubled ○ Ordinary World - blending of the world we know with magical elements ○ Historical World - set in the past 	

- Readers of fantasy find out who has the power in the fantasy world. We might simply ask, *Who has the power? How do I know?* We jot down our thinking and share this thinking with our clubs.
- Readers of fantasy know that the main characters often begin without a lot of knowledge. We look out for places where the main character is told important information or has dramatic new experiences. These are often marked with
 - Direct questions and answers
 - Explanations or stories
 - Unfamiliar experiences
 We learn right along side the main character.
- Readers of fantasy may infer from the clues the author gives before the main character does. We are alert for when the character finally catches up with what we already know.
- Readers of fantasy write in their notebooks to engage deeply. One way we might use our notebooks is to keep track of multiple characters and their characteristics.
- Another reason we might use our notebooks is to make sense of the place and how the geography might matter to the story. If the author hasn't provided a map, we might sketch one out.
- Readers tackle more complicated books with multiple plotlines. We may use timelines, charts or other organizers to track multiple problems and plotlines. For example:

Character	Problem	Solution/Change	By the End
Wiglaf	Needs gold	Kills a dragon	Mordred takes the gold
	Poor	Can't keep gold	Still poor
	Wants to kill dragon	Kills dragon	Hates killing dragons Dragons want revenge

Readers might share the ways they have used their notebooks.

- Readers of fantasy suspend judgments about characters and places. We can jot our ideas, but we also keep an open mind as we read. We look for places where the character contradicts our thoughts. We can use our notebooks to work out these ideas about characters. We share this thinking with our clubs.
- Readers begin to notice theme(s) that begin to arise in our texts. We jot these ideas in our notebooks with evidence from the text. We share and discuss our ideas in clubs.

Work in clubs to compare and contrast common elements in their independent reading of fantasy texts.

- Readers think metaphorically. In fantasy, we think about the metaphorical dragons that characters face. One way we can do this is by looking back through our notebooks looking for ideas we have about problems character’s face. We think, *Are these problems metaphoric dragons?*
- Readers look for life lessons and themes in fantasy. We let go of the fact that the plot is fantastic and ask, *What lessons do these characters learn or teach? What lessons could be important in my life?* We can add these ideas to our notebooks in preparation for club discussions.
- Readers think about themes in a novel. When we think about theme, we might start with a word or phrase (courage, strength). It is helpful to then ask, *What does the author say about this quality?* The answer we find (through writing or discussing, are often a theme of the novel.
- Readers collect evidence for the themes they uncover. For example:

Themes in Dragon Slayer’s Academy		
It’s important to help your family.	Real friends help each other out.	Not all our wishes turn out to be good.
<ul style="list-style-type: none"> ● Wiglaf has a lot of brothers and sisters and they need money. ● Wiglaf goes to DSA to get gold. 	<ul style="list-style-type: none"> ● Erica and Wiglaf help each other tackle the dragon. ● Angus and Wiglaf keep Erica’s secret. ● Wiglaf and Erica 	<ul style="list-style-type: none"> ● Wiglaf has a lot of brothers and sisters and they need money. ● Wiglaf goes to DSA to get gold.

- He wants to kill a dragon to get gold for his family.

help Agnus deal with his uncle Mordred.

- He wants to kill a dragon to get gold for his family.

- Readers compare themes across stories in a series. We notice when an author address the same theme in multiple books in a series. We can use a theme chart to help organize and collect our thinking. For Example

Theme: People find hidden strength in times of trouble	
The Lion, The Witch and the Wardrobe	Prince Caspian
Evidence	Evidence

- Just like in our realistic fiction books, our characters are on a journey. In fantasy we call this a quest. It is helpful to consider the internal and the external quest of the main character or hero.
 - For an external quest we think about the big problem or goal and/or a series of smaller obstacles
 - For internal quests, readers think, *What's inside the character that gets in the way? Are there internal flaw to fix or get around? Are there conflicts to overcome?* We jot our thinking in our notebooks and share/discuss with our clubs.

- Another way to think about the quest is by using The Hero's Journey structure by Joseph Campbell to guide and organize our thinking. One way to do this to think about
 - Part 1 - Call to adventure
 - Part 2 - Supreme Ordeal
 - Part 3 - Transformation
 - Part 4 - The Hero's Return



We can jot in this structure.

- Readers notice that some themes are so big and universal that appear in multiple books, as well as throughout history. When we notice these themes, we can use our knowledge of how these played out in history and other books. We can compare how these themes play out across books and history. She can jot this thinking to prepare to discuss with our clubs.

Readers use strategies to navigate and understand fantasy within and across texts.

- Fantasy readers use elements from the real world to understand fantasy. One way that readers do this is by referring to nonfiction texts and online sources to build a full image of characters, settings, and events that you are reading about. We can share our findings with our club.
- Fantasy readers use elements from the real world to understand fantasy. One way that readers do this is by using our vocabulary strategies to figure out unfamiliar words.
 - Use what you know about root words. Look for a word or part of a word that's familiar.
 - Envision what's happening in the scene.
 - Tap into what you know about how the genre tends to work.
 - Read forward to get a bigger sense of what's happening, then circle back when things start to click.
 - Try a substitute word that might fit.
 - Use a reference (dictionary, internet search, ask book club or partner)
 - Get the gist of the meaning, then look for more precision later.We use this precise language when discussing with our club.
- Fantasy readers know that character are complicated. They might be one way in some contexts or relationships and another way in other contexts or relationships, or one way on the outside and one way on the inside. We can read out notebooks looking for patterns about our character. We begin to think about why the character is different in these ways. We discuss this with our clubs referring to the textual evidence from our stories.
- Fantasy readers try to figure out if repeated or highlighted images, objects, characters, or settings are a symbol of something else. We consider, *How does this symbol connect to the theme of the story? How does it connect to the quest? What does this symbol represent?*
- Fantasy readers use what they learn from metaphors to gain better insight to the real world. We assume that everything in fantasy has a deeper meaning. We live awake to see this deeper meaning both in our texts and in our lives.

●

Readers understand literary traditions through literary analysis

- 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. Culture is one thing that we can learn about and think about in fantasy books. We might compare and contrast the culture to our own or ones we know.
- Fantasy readers use what they know about archetypes to make predictions, inferences and interpretations. We might start our thinking by charting the archetypes we notice and what that makes us think. We keep in mind common archetypes:
 - The Hero - A good character who is often lonely and would rather not have to be a hero. The hero has to complete his or her quest alone. Usually wins.
 - The Villain - A bad character who is often surrounded by other characters he or she is mean to. Wants to be in charge of everything. Usually loses.
 - The Wise Person - A very smart character who usually helps the hero by teaching him or her.
 - Companions or friends - These are the people who are friends with the hero or villain. They mostly stick to the hero or villain, however some of them can be false friends.
- Fantasy readers read on the lookout for stereotypes and gender norms. We look out for and track how characters are represented throughout a series. This is called reading with a lens. We collect these ideas in our notebooks and share/discuss these ideas with our clubs.
- Readers are on the lookout for characters break the norms that are in the story. They are the characters that break the mold. We ask, *Why has the author represented the characters in this way? Is this part of the master narrative (expected) or a counter narrative (disruptive, unexpected).*
- Readers can use their fantasy reading skills to other genres.