

Elementary Reading Curriculum: Units of Study in Reading

Grade 5

| Up the Ladder: Reading Fiction | | | |
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| Overview | <p>Readers will be able to independently use their learning to summarize, monitor for sense, envision, predict, and make deeper inferences.</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> As a reader, you develop a reading life. Readers engage in meaningful conversations around the stories they read. Readers bring stories to life through a focus on envisioning and prediction. Readers value their own reading habits and study these habits to build strengths and set goals. | | |
| Unit Learning Bends | Bend I: Up for a Powerful Reading Life | Students will develop their reading identities, and a 10-out-of-10 love for reading. Students will work to monitor their reading progress and set goals around the volume of reading. There is a focus on summarizing and characterization in this bend. | Priority Standards across the Unit that will be addressed: RL.5.1 RL.5.2 RL.5.3 SL.5.1a |
| | Bend II: Bringing Stories and Characters to Life | Students will focus on envisioning and predicting to support comprehension. Students will begin to grow ideas about characters and connect parts of the story across the text. | |
| | Bend III: Seeing More in Our Reading Habits and in Our Stories | Students will use reader’s notebooks to <i>see more</i> in their books, continuing to focus on goal setting, and examining the thinking and jotting work they’ve done. Students will engage in close reading to grow theories about their books and consider parts of their books that are worth carrying with them through life. | |
| Unit Resources | Suggested Key Texts for Read Aloud and for Minilessons: <ul style="list-style-type: none"> <i>Year of the Dog</i> by Grace Lin <i>Hot Day on Abbott Avenue</i> by Karen English | | |
| Lesson Topics | Session 1: Choosing Books that are Just Right Session 2: Creating Routines to Support 10 out of 10 Reading | | |

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| Across the Unit | <p>Session 3: Reading to Share with a Partner</p> <p>Session 4: When Reading Stops Making Sense, Strategies to Get on Track</p> <p>Session 5: Holding onto Stories by Summarizing</p> <p>Session 6: Getting to Know the Character</p> <p>Session 7: Taking Stock of the Reading Work</p> <p>Session 8: Bringing Characters to Life: Acting out Stories</p> <p>Session 9: Bringing Characters to Life: Making Vivid Mental Movies</p> <p>Session 10: Making Text-Based Predictions</p> <p>Session 11: Making Higher-Level Predictions</p> <p>Session 12: Paying Attention to Details that Signal Character Change</p> <p>Session 13: Characters Act Differently in Different Situations</p> <p>Session 14: Readers Share their Work and their Books with Dramatic Interpretations</p> <p>Session 15: Studying Reading Habits to Build our Strengths</p> <p>Session 16: Studying Reading Habits to Find New Directions</p> <p>Session 17: Studying Details to See More in Characters</p> <p>Session 18: Looking Closely to Outgrow Initial Ideas</p> <p>Session 19: Asking Questions to See More in Stories</p> <p>Session 20: Seeing your World Differently</p> <p>Session 21: Readers Reflect on their Reading Lives and Reading Growth</p> |
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Unit 1: Interpretation Book Clubs

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| Overview | <p>Readers will be able to independently use their learning to analyze parts of a story in relation to the whole, analyze author's craft, determine themes, and compare and contrast story elements and themes.</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Readers who write see more in a text. • Reading interpretively allows a reader to see more significance in a text. • Reading interpretively involves linking ideas and building larger theories. |
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| Unit Learning Bends | <p>Bend I: Writing about Reading with Voice and Investment</p> | <p>Students will be encouraged to become more committed to responding in their reading notebooks. They will learn to approach their reading notebooks as they would their writing notebooks, discovering new ways to lift the level of their writing about reading.</p> | <p>Priority Standards across the Unit that will be addressed:</p> <p>RL.5.2</p> |
| | <p>Bend II: Raising the Level of Writing by</p> | <p>As students sharpen their reading and thinking skills, they will begin to see more significance in a text. Students will work in small book clubs to practice strategies of interpretation and to</p> | |

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| | Talking about Literature | discuss literature. Theme becomes an underlying focus throughout this bend. | RL.5.3 RL.5.6 RL.5.10 |
| | Bend III: Thematic Text Sets | Students will continue working in their book clubs to compare and contrast themes across texts through the integration of short text selections to compare against their book club novel. Students will study the different ways a single theme can be developed in different texts. | |
| Unit Resources | Suggested Key Texts for Read Aloud and for Minilessons: <ul style="list-style-type: none"> • <i>Home of the Brave</i> by Katherine Applegate • <i>Fly Away Home</i> by Eve Bunting | | |
| Lesson Topics Across the Unit | Lesson 1: Taking Charge of Your Reading Life Lesson 2: Writing Well about Reading Lesson 3: Writing about Reading Means Reading with a Writer’s Lens Lesson 4: Grounding Your Thinking in the Text and Carrying It with You as You Read On Lesson 5: Considering Perspective and Its Effects While Reading Lesson 6: Learning to Think Analytically Lesson 7: Revising Writing about Reading Lesson 8: Launching Interpretation Book Clubs Lesson 9: Characters—and Readers—Find Meaning in the Midst of Struggle Lesson 10: Seeing a Text through the Eyes of Other Readers Lesson 11: Linking Ideas to Build Larger Theories and Interpretations Lesson 12: Reading on with Interpretations in Mind Lesson 13: Debating to Prompt Rich Book Conversation: Readers Have Different Viewpoints, Defending with Claims, Reasons, and Evidence Lesson 14: Reflecting on Ourselves as Book Clubs Lesson 15: Two Texts, One Theme: A Comparison Study Lesson 16: Rethinking Themes to Allow for More Complexity Lesson 17: Comparing Characters’ Connections to a Theme Lesson 18: Studying the Choices an Author <i>Did Not</i> Make to Better Understand the Ones They <i>Did</i> Lesson 19: Delving Deeper into Literary Analysis: Reading as Writers Lesson 20: Celebrating with a Literary Salon | | |
| Unit 2: Tackling Complexity | | | |
| Overview | Readers will be able to independently use their learning to identify main ideas and supporting details, monitor for sense as they read, summarize complex texts, and synthesize information across multiple texts. | | |

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| | <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Readers turn to complex nonfiction because these texts give them access to knowledge and opportunities. • Readers need skills and strategies to tackle difficulties in complex nonfiction. • Readers synthesize information across nonfiction texts to develop a deeper understanding of a topic or issue. | | |
| Unit Learning Bends | <p>Bend I: Working with Text Complexity</p> | <p>Students will explore a variety of nonfiction texts to understand the challenges faced by readers and the strategies that can be used to tackle these complexities. Main idea, supporting details, and vocabulary are focused on heavily throughout this bend.</p> | <p>Priority Standards across the Unit that will be addressed:</p> <p>RI.5.2 RI.5.8 RI.5.9 RI.5.10</p> |
| | <p>Bend II: Applying Knowledge about Nonfiction Reading to Inquiry Projects</p> | <p>Students will select a topic for focused research while continuing to apply their knowledge of complex nonfiction strategies. The focus will begin to shift towards synthesis and forming big ideas about their inquiry projects.</p> | |
| Unit Resources | <p>Suggested Key Texts for Read Aloud and for Minilessons:</p> <ul style="list-style-type: none"> • <i>Alien Deep</i> by Bradley Hague • <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> by Rebecca L. Johnson • “<i>Lessons From the Deep</i>” Adapted from a text by Anna Gratz Cockerille • Optional Epic text: <i>What Is a Bat?</i> By Bobbie Kalman & Heather Levigne • <u>“Ready New York: NYC In an Emergency” video</u> | | |
| Lesson Topics across the Unit | <p>Lesson 1: The More You Know, the More You See Lesson 2: Orienting to More Complex Texts Lesson 3: Uncovering What Makes a Main Idea Complex Lesson 4: Strategies for Determining Implicit Main Ideas Lesson 5: Using Context to Determine the Meaning of Vocabulary in Complex Texts Lesson 6: Inquiry into Using Morphology of Words to Tackle Tricky Vocabulary Lesson 7: Complex Thinking about Structure: From Sentence Level to Text Level Lesson 8: Rising to the Challenges of Nonfiction Lesson 9: Summarizing as Texts Get Harder Lesson 10: Learning from Sources Lesson 11: Learning from Primary Research Lesson 12: Coming to Texts as Experts Lesson 13: Writing about Reading Nonfiction</p> | | |

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| | <p>Lesson 14: Lifting the Level of Questions (Using DOK) to Drive Research Forward</p> <p>Lesson 15: Synthesizing across Subtopics</p> <p>Lesson 16: Writing about Reading: From Big Ideas to Specifics</p> <p>Lesson 17: Comparing and Contrasting What Authors Say (and How They Say It)</p> <p>Lesson 18: Critically Reading Our Texts, Our Topics, and Our Lives</p> <p>Lesson 19: Reflecting on the Final Research Project</p> |
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Unit 3: Argument and Advocacy

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| Overview | <p>Students will be able to independently use their learning to analyze parts of the text in relation to the whole, synthesize across texts, determine main ideas and supporting details, and analyze perspective.</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Readers read to have an informed viewpoint and communicate it clearly. • Readers use complex nonfiction texts to research and make arguments about debatable issues. • Readers need to be open to seeing many ideas and questions to understand a topic deeply. |
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| Unit Learning Bends | Bend I: Investigating Issues | Students will work in research groups to study issues centered around a debatable question. Students will research information from different perspectives, gathering data on all sides of the issue to hold a series of flash debates. | Priority Standards across the Unit that will be addressed: RI.5.1 RI. 5.2 RI.5.6 RI.5.7 |
| | Bend II: Raising the Level of Research | Students will continue their research of the same issue through a more in-depth and analytical lens. Students will develop their own research agendas around their issue, and use annotation strategies to develop their ideas. | |
| | Bend III: Researching a New Issue with More Agency | Students will select a new issue to research using what they've learned about analytical research strategies to work with more independence. | |

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| Unit Resources | <p>Suggested Key Texts for Read Aloud and for Minilessons:</p> <ul style="list-style-type: none"> • "A School Fight Over Chocolate Milk" by Kim Severson • <i>Straight Talk: The Truth about Food</i> by Stephanie Paris • "The Hard Facts about Flavored Milk" from Jamie Oliver Food Foundation • "My Problem with Jaime Oliver's War on Flavored Milk" from LunchTray.com |
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| | <ul style="list-style-type: none"> • “Bottled Water is Not the Same as Tap” from BottledWatersMatter.com • “It’s a Plastic World” |
| Lesson Topics across the Unit | <p>Lesson 1: Argument Intensive</p> <p>Lesson 2: Organizing a Research Life to Investigate an Issue</p> <p>Lesson 3: Letting Nonfiction Reading on an Issue Spur Flash-Debates</p> <p>Lesson 4: Mining Texts for Relevant Information</p> <p>Lesson 5: Strengthening Club Work</p> <p>Lesson 6: Readers Think and Wonder as They Read</p> <p>Lesson 7: Summarizing to Hold onto What Is Most Essential</p> <p>Lesson 8: “Arguing to Learn”</p> <p>Lesson 9: Moving Beyond Considering One Debatable Question</p> <p>Lesson 10: Raising the Level of Annotating Texts</p> <p>Lesson 11: Reaching to Tackle More Difficult Texts</p> <p>Lesson 12: Who Said What: Studying Perspective</p> <p>Lesson 13: Considering Craft</p> <p>Lesson 14: Evaluating Arguments</p> <p>Lesson 15: Day of Shared Learning</p> <p>Lesson 16: Diving into New Research with More Agency and Independence</p> <p>Lesson 17: Letting Conversations Spark New Ideas</p> <p>Lesson 18: Talking and Writing Analytically across Sources</p> <p>Lesson 19: Reading Nonfiction with the Lens of Power</p> <p>Lesson 20: Advocacy</p> <p>Lesson 21: Readers Present their Research</p> |

Unit 4: Fantasy Book Clubs

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| Overview | <p>Readers will be able to independently use their learning to determine and compare themes, analyze parts of a story in relation to the whole, analyze author's craft, make character inferences, and read critically.</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • When reading fantasy books, readers construct and navigate other worlds. • Readers learn real life lessons from fantastical characters. • Fantasy characters are complex. • The lessons we learn from reading fantasy can lift our reading. |
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| Unit Learning Bends | Bend I: Constructing and Navigating Other Worlds | Students will work in book clubs to read with deep comprehension. They will learn to synthesize across pages the complicated settings, and multiple characters and plot lines that are typical of the fantasy genre. | Priority Standards across the Unit that will |
| | Bend II: More Than | Students will think more about the fantasy genre. They will explore the quests and themes | |

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| | Dwarves— Metaphors, Life Lessons, Quests, and Thematic Patterns | that reveal themselves within and across their novels. | be addressed: RL.5.2 RL.5.3 RL.5.5 |
| | Bend III: When Fact and Fantasy Collide | Students will learn ways to deal with the challenges of fantasy writing to deepen their understanding and explore literary and figurative language. | |
| | Bend IV: Literary Traditions | Students will investigate fantasy as a literary tradition, and study how their current thinking work will pay off in other genres. | |
| Unit Resources | Suggested Key Texts for Read Aloud and for Minilessons: <ul style="list-style-type: none"> • <i>The Paper Bag Princess</i> by Robert Munsch • <i>The Thief of Always</i> by Clive Barker • <i>Mufaro’s Beautiful Daughters</i> by John Steptoe | | |
| Lesson Topics across the Unit | Lesson 1: Researching the Setting Lesson 2: Learning alongside the Main Character Lesson 3: Keeping Track of Problems that Multiply Lesson 4: Suspending Judgment: Characters (and Places) Are Not Always What They Seem Lesson 5: Reflecting on Learning and Raising the Level of Book Clubs Lesson 6: Here Be Dragons: Thinking Metaphorically Lesson 7: Readers Learn Real Life-Lessons from Fantastical Characters Lesson 8: Quests Can Be Internal as Well as External Lesson 9: Comparing Themes in Fantasy and History Lesson 10: Self-Assessing Using Reading Progressions Lesson 11: Using Information to Better Understand Fantasy Stories Lesson 12: Using Vocabulary Strategies to Figure Out Unfamiliar Words Lesson 13: Fantasy Characters Are Complex Lesson 14: Investigating Symbolism Lesson 15: Interpreting Allegories in Fantasy Stories Lesson 16: Paying Attention to How Cultures Are Portrayed in Stories Lesson 17: Identifying Archetypes Lesson 18: Reading across Texts with Critical Lenses Lesson 19: The Lessons We Learn from Reading Fantasy Can Lift Our Reading Lesson 20: Happily Ever After: Celebrating Fantasy and Our Quest to Be Ever Stronger Readers | | |

Reading in the Content Areas: Civil Rights

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| Overview | <p>Readers will be able to independently use their learning to determine multiple main ideas; synthesize across texts; compare and contrast across topics; develop theories and interpretations; and determine meanings of unfamiliar words. Readers will make cross-curricular connections, extending their informational reading and social studies work, and writing about their research.</p> <p>Enduring Understandings</p> <ul style="list-style-type: none"> • Research supports readers in developing a foundational understanding of the major events and significant people of the Civil Rights Movement. • By synthesizing across a variety of text sources, readers gain a deeper understanding of a topic to develop and revise interpretations. • By looking for similarities and overlaps between subtopics, readers learn lessons from a comparative study of history. | | |
| Unit Learning Bends | Bend I: Reading to Develop a Foundational Understanding of a Topic | Students will work in research groups or clubs to read a variety of texts that overview the Civil Rights Movement, so they come to understand the major events and significant players of the movement. | Priority Standards across the Unit that will be addressed: RI 5.2 RI 5.3 RI 5.4 RI 5.6 |
| | Bend II: Reading to Understand One Part of a Larger Movement | Students will shift from researching all about the Civil Rights Movement to researching a subtopic within the movement in research groups. | |
| | Bend III: Comparing and Contrasting Subtopics | Students will shift from researching all about the Civil Rights Movement to researching a second subtopic within the movement in research groups. Students will compare and contrast subtopics. | |
| Unit Resources | <p>Suggested Key Texts for Read Aloud and for Minilessons:</p> <ul style="list-style-type: none"> • <i>What Is the Civil Rights Movement?</i> by Sherri L. Smith • <i>Witnesses to Freedom: Young People Who Fought for Civil Rights</i> (pages 65-71 and Chapter 7 only) • <i>Let the Children March</i> by Monica Clark-Robinson • Article: https://www.history.com/news/childrens-crusade-birmingham-civil-rights • Videos: <ul style="list-style-type: none"> ○ https://www.si.edu/object/march-washington:yt_Qfo7rN7Alu4 | | |

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| | <ul style="list-style-type: none"> ○ https://www.britannica.com/event/March-on-Washington/images-videos ○ https://www.youtube.com/watch?v=5c113fq3vhQ |
| <p>Lesson Topics across the Unit</p> | <p>Session 1: Planning for a Research Project</p> <p>Session 2: Summarizing as Text Gets Harder</p> <p>Session 3: Synthesizing Across Topics</p> <p>Session 4: Look and Learn Concept Vocabulary</p> <p>Session 5: Learning from Others: Teaching Each Other and Notetaking Off What Other Readers are Sharing</p> <p>Session 6: Readers Synthesizing Across Texts/Topics as a Research Club</p> <p>Session 7: Readers Browse Materials and Sort Them into Topics They Want to Read</p> <p>Session 8: Use All You Know to Tackle Research with Independence by Creating a Work Plan</p> <p>Session 9: Create Categories or Subtopics for Research to Fit Information and Ideas</p> <p>Session 10: Considering Text Structure to Raise the Level of Notetaking</p> <p>Session 11: Writing about Reading in Non-fiction</p> <p>Session 12: Writing about Reading: From Big Ideas to Specifics</p> <p>Session 13: Test your knowledge: Teaching Each Other to Find Gaps in Knowledge and Make a Plan for Future Research</p> <p>Session 14: Comparing Across Subtopics</p> <p>Session 15: Readers Pay Extra Attention to New Information</p> <p>Session 16: Raise the Level of Comparison by Comparing and Contrasting Across Subtopics</p> <p>Session 17: Readers Carry Relevant Terms and Concepts Across Subjects</p> <p>Session 18: Readers Look for Patterns Across Topics/Issues to Grow New Thinking</p> <p>Session 19: Thinking about Author’s Craft in Nonfiction Text</p> <p>Session 20: Celebration for the Work of the Research Clubs</p> |