

5th Grade ELA Reading

Link Community Charter School

UNITS (4/4 SELECTED)	SUGGESTED DURATION
<input checked="" type="checkbox"/> Unit 1: Interpretation Book Clubs: Analyzing Themes	35 lessons
<input checked="" type="checkbox"/> Unit 2: Tackling Complexity: Moving up Levels of Nonfiction	35 lessons
<input checked="" type="checkbox"/> Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols	35 lessons
<input checked="" type="checkbox"/> Unit 4: Argument and Advocacy: Researching Debatable Issues	25 lessons

Unit 1: Interpretation Book Clubs: Analyzing Themes

5th Grade ELA Reading - Last Updated on February 8, 2022

STANDARDS ADDRESSED

New Jersey (NJSL) - Grade 5 - English Language Arts ELA (2020)	
NJSLSA.R1	
Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	
NJSLSA.R2	
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	
NJSLSA.R3	
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	
NJSLSA.R4	
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	
NJSLSA.R5	
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	
NJSLSA.R6	
Assess how point of view or purpose shapes the content and style of a text.	
NJSLSA.R7	
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	
NJSLSA.R9	
Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	
NJSLSA.R10	
Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.	
RL.5.1	

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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.
W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.2

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Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
W.5.3
Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
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.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.9.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]).
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.
RF.5.3
Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.5.3.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.
RF.5.4.a

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Read grade-level text with purpose and understanding.
RF.5.4.b
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
RF.5.4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
SL.5.1.a
Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.5.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.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.

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SL.5.6
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
New Jersey Core Curriculum - Grades 5-8 - 21st Century Life and Careers
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.
New Jersey (NJSLS) - Grades 3-5 - Computer Science and Design Thinking (2020)
8.1.5.DA.3:
Organize and present collected data visually to communicate insights gained from different views of the data.
8.2.5.ED.3:
Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

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DESIRED RESULTS

Established Goals

Students will to learn is to be in charge of their own learning by setting and tracking personal reading goals in the first bend. In the second and third bends, students will learn that just as writing makes a person more awake to his or her life, so, too, writing makes a reader more awake to his or her text. They will learn that readers who write can see more in a text- they notice more and they make more of what they see. This bend quickly turns to the work of interpretation, where students learn how to read with interpretive lenses. Finally, students will learn to read analytically, noticing the way different authors develop the same theme differently. They will also do some important compare-and-contrast work on several texts that develop a similar theme, too.

Transfer

Students will be able to independently use their learning to read fiction texts and identify setting, character traits, conflict within the text, solutions, and themes. Students will be able to articulate their thoughts about a text in both written and oral forms.

Meaning

Big Ideas & Understandings

- Students will understand that...
- Readers build theories and gather evidence about characters.
 - Readers use inferences to build interpretations about texts.
 - Readers read across books looking at similarities and differences in characters and grow bigger theories about them.
 - Readers can use many strategies to help them better comprehend what they are reading.
 - Writing about reading raises the level of integration with texts.
 - Readers think and write analytically by ranking,

Essential Questions

- Students will keep considering...
- How do readers get to know characters at a deeper level?
 - How do readers grow ideas about characters?
 - How does writing about reading deepen my understanding and construct meaning of the text?
 - How do readers sharpen their reading and thinking skills?
 - How do readers think and write analytically?
 - How does talking and building ideas with peers change the way we read texts?
 - How do readers consider and generate themes from texts?

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Meaning	
<p>sorting, selecting, combining, and categorizing.</p> <ul style="list-style-type: none">• By studying the skills and strategies of interpretation while reading, writing, and talking about literature, readers will explore texts in book clubs.• Readers back up their ideas with support and evidence from the text.• Reading interpretively involves linking ideas and building larger theories.• Readers identify universal themes that thread through their books. These themes morph and change along with the plotline, allowing for new ideas and new interpretations to emerge.	<ul style="list-style-type: none">• How do authors handle texts with a similar theme in different ways?• What craft moves can an author employ to have an effect on the text?

Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• to identify and analyze character traits• to identify social issues• to identify and determine themes• to cite evidence to support thinking• Partner Discussion/Partner Work	<p>Students will write well about reading.</p> <p>To write well about reading, students will...</p> <ul style="list-style-type: none">• Read knowing they will write, thereby seeing more.• Read upcoming texts with ideas they wrote about in mind.• Aim to notice more elements of the story.• Push themselves to grow new ideas.• Use their own thinking and explore their voices.• Revise their writing. <p>Students will draw on all they know to read well and interpret texts.</p> <p>To read well and interpret texts, students will...</p> <ul style="list-style-type: none">• Read alertly and see details as meaningful.

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Acquisition	
	<ul style="list-style-type: none">• Uncover life lessons or messages by naming a big problem or challenge the main character faces.• Look for a moment when something related to that problem shifts.• Be Open to seeing the text through other readers' eyes.• Connect ideas to form bigger theories.• Read on using interpretation as a lens. <p>Students will Deepen Interpretation. To deepen interpretation, students will...</p> <ul style="list-style-type: none">• Compare and contrast the way a theme develops across a text.• Study setting, character and key details to develop themes across a text.• Revise interpretation to make them more more nuanced and precise.• Compare how different characters connect to a common theme.• Revise their theme statements to include all perspectives.• Consider the choices the author could have made and the ones they did make.• Study an author's goals and techniques.

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Narrative Reading Student Rubric</p> <p>Narrative Reading Learning Progression</p>	<p>Performance Task(s):</p> <ul style="list-style-type: none">◦ Mid Assessments◦ Post Assessments◦ Completed Classwork◦ Exit Tickets◦ Bend Quizzes
	<p>Other Evidence:</p> <ul style="list-style-type: none">• <u>Literably</u> Assessments• Small Group Instruction• Reading Conferences• Reader's Notebook• Writing about Reading• Post-it Notes/Annotations• Observations• Partner Talk

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Writing about Reading with Voice and Investment

Day 1: Teach students that they can have a growth spurt as readers if they work with resolve toward ambitious, specific goals to become strong readers

Day 2: Guide students through an inquiry to explore and establish what it means to write well about reading

Day 3: Teach children that readers who write about their reading are extra alert, seeing more in their books

Day 4: Teach students that once readers find an idea worth developing, they revisit the text with that idea as a lens, rereading particular passages that inform the idea, mining them for new insights

Day 5: Teach students to consider the perspective a story is being told from and the effect the narrator's voice has on the way the story is being told

Day 6: Teach children that to think analytically, a person often thinks about how a subject or text is structured and divides sections into parts, then selects, ranks, and compares. This kind of analytical thinking often yields new insight.

Day 7: Remind children that when people aim to improve their writing about reading, they revise their work, relying on examples of what constitutes powerful writing about reading

Bend II: Raising the Level of Writing and Talking about Literature

Day 8: Remind students that as readers sharpen their reading and thinking skills, they are able to see more significance in a text and to trust that they notice things for a reason

Day 9: Teach students that to think thematically, readers sometimes name the problem that a character faces, and then think about the lessons the character may learn or what the author may want readers to know

Day 10: Teach students that when people read with others, they end up seeing more than they would have seen on their own

Day 11: Teach students that readers link ideas together to build larger theories or interpretations, aiming to uncover a larger truth or lesson

Day 12: Remind students that readers wear their interpretations like a pair of glasses, reading on in the text with their ideas in mind, gathering evidence and deepening their theories

Day 13: Teach students that readers can debate differing viewpoints on a provocative question about a book they have both read. In a debate, each reader supports his or her side with evidence to persuade the other person

Day 14: Guide students through an inquiry to explore how an effective book club elevates the level of its reading, thinking, and conversations about books

Bend III: Thematic Text Sets: Turning Texts Inside Out

Day 15: Teach students that sophisticated readers consider universal themes as they read, comparing and contrasting those themes across different texts

Day 16: Teach students that when readers think that texts seem to support the same theme, they often look again and may find

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the texts actually convey slightly different messages

Day 17: Teach students that one way readers think about a theme in more complex ways is to consider how different characters connect to and represent that theme, and also how some characters may work against a theme

Day 18: Teach students that readers think about the choices that authors make (and the ones they don't) as way to come to new insights about texts

Day 19: Teach students that one way readers analyze a literary text is to study the author's goals and how he or she achieves them in specific parts of the text

Day 20: invite students to participate in a literary salon as a fun way to show off their new, sophisticated thoughts about literature

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

Unit 2: Tackling Complexity: Moving up Levels of Nonfiction

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 5 - English Language Arts ELA (2020)

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.

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RI.5.10
By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
NJLSA.R1
Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJLSA.R2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJLSA.R3
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJLSA.R4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJLSA.R5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJLSA.R6
Assess how point of view or purpose shapes the content and style of a text.
NJLSA.R7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJLSA.R8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJLSA.R9
Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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NJSLSA.R10
Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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.
SL.5.1.a
Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.5.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.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.

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SL.5.6
Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
L.5.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.5.1.a
Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
L.5.1.b
Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
L.5.1.c
Use verb tense to convey various times, sequences, states, and conditions.
L.5.1.d
Recognize and correct inappropriate shifts in verb tense.
L.5.1.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.
L.5.2.a
Use punctuation to separate items in a series.
L.5.2.b
Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.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?).
L.5.2.d

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Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.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.
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.5.4.a
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4.b
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.5.4.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.
L.5.5.a
Interpret figurative language, including similes and metaphors, in context.
L.5.5.b
Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5.c
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.6

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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).

New Jersey Core Curriculum - Grades 5-8 - 21st Century Life and Careers

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.

New Jersey (NJSLS) - Grades 3-5 - Computer Science and Design Thinking (2020)

8.2.5.ED.3:

Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

8.1.5.DA.3:

Organize and present collected data visually to communicate insights gained from different views of the data.

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DESIRED RESULTS

Established Goals

Across the unit, students will study ways in which their texts are becoming more complex, and they will realize that the reading strategies they used to rely on are insufficient for these new challenges. At the same time, this unit supports students in building independent nonfiction reading lives outside of school. Students will see that readers turn to complex nonfiction because those texts give them access to the knowledge they seek and open doors of opportunity. Across Bend I, students inquire into the ways complex nonfiction gets hard and develop skills and strategies to tackle those difficulties. In Bend II, students will have an opportunity to take on independent inquiry projects studying the topic they most want to learn about. Students will transfer everything they've learned about making meaning from complex texts to texts on their inquiry topic. This work will help students to synthesize across texts and critically analyze author's craft.

Transfer

Students will be able to independently use their learning to...

Think through topics that an author covers in the text, identify what the author is teaching them about the topic as well as the author's point of view on the topic.

Meaning

Big Ideas & Understandings

Students will understand that...

- Readers read to gather information about a topic.
- Readers synthesize information and determine important details as they read.
- Readers build theories about what the text is telling and suggesting.
- Readers critique texts with an analytical lens
- Readers read across several texts about one topic to gain information.
- Readers read from various non-fiction text formats paying attention to the text structure.
- Readers read thoughtfully in order to write

Essential Questions

Students will keep considering...

- How can I read various high-interest nonfiction texts, reading to learn all that I can, and to read faster, smoother, with absorption—while also learning from the texts?
- How can I understand what I read, aware not just of the content but also of the structure and reasons why that structure is a good one for carrying the content?
- How can I build theories about what the text says, noting not just what it actually says, but also what it suggests?

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Meaning	
well about reading.	

Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• Informational Text Structure• Informational Text Features• How to summarize texts• How to cite evidence to support thinking• Partner Discussion/Partner Work	<p>Students will be skilled at...</p> <ul style="list-style-type: none">• Summarizing as big ideas and supporting details• Explaining what information visuals offer to the text• Identifying multiple main ideas in the text and best supporting details for each• Adding in headings by annotating• Determining the importance of information in expository nonfiction.• Read from various nonfiction text structures and identify them.• Read contrasting texts to determine how each author's perspective and point-of-view impacts the text.• Identify craft moves authors made as well as the effects of those choices.• Apply knowledge about Nonfiction Reading to inquire more deeply about a topic of their choosing.

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: Informational Reading Student Rubric Informational Reading Learning Progression	Performance Task(s): <ul style="list-style-type: none">• Mid Unit Assessment• Post Unit Assessments• Completed Classwork• Exit Tickets• Bend Quizzes
	Other Evidence: <ul style="list-style-type: none">• Literably Assessments• Small Group Instruction• Reading Conferences• Reader's Notebook• Writing about Reading• Post-it Notes/Annotations• Observations• Partner Talk

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Working with Text Complexity

Session 1: The More You Know, the More You See

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

Session 2: Orienting to More Complex Texts

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

Session 3: Uncovering What Makes a Main Idea Complex

- Teaching Point: (Inquiry) Today, let's explore one way nonfiction texts get complex: main idea. Pose the question, "In what ways does main idea become more complex?"

Session 4: Strategies for Determining Implicit Main Ideas

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

Session 5: Using Context to Determine the Meaning of Vocabulary in Complex Texts

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

Session 6: Inquiry into Using Morphology of Words to Tackle Tricky Vocabulary

- Teaching Point: (Inquiry) Readers, today I want to start with a question, "How often does it really pay off to push ourselves to look inside words when they are tricky?"

Session 7: Complex thinking about Structure: From Sentence Level to Text Level

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

Session 8: Rising to the Challenges of Nonfiction

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

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online resources)

Session 9: Summarizing as Texts Get Harder

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

Bend II: Applying Knowledge About Nonfiction Reading to Inquiry Projects

Session 10: Learning from Sources

- Teaching Point: (Inquiry) Today I want to start by asking you a question. "How is the work we do as researchers of our topics (and of our world) similar to and different from the reading work we do in books?"

Session 11: Learning from Primary Research

- Teaching Point: Today I want to teach you one reason researchers do primary research is to learn as much as they can about their topic.

Session 12: Coming to Texts as Experts

- Teaching Point: Today I want to teach you that readers come to texts differently once they have some expertise on their topic. You read differently, and see more, because you have this knowledge in mind.

Session 13: Writing about Reading in Nonfiction

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

Session 14: Lifting the Level of Questions (Using DOK) to Drive Research Forward •

- Teaching Point: Today I want to introduce you to a new tool that you can use to analyze questioning and invite you to use this tool to strengthen your research.

Session 15: Synthesizing across Subtopics

- Teaching Point: Readers, today I want to teach you that as researchers investigate a topic, they often encounter multiple subtopics hidden inside their topic and ask, "How do these parts fit together? Why is this part important?"

Session 16: Writing about Reading: From Big Ideas to Specifics

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

Session 17: Comparing and Contrasting What Authors Say (and How They Say It)

- Teaching Point: Today I want to remind you that after researchers have read a few sources on a topic, they compare and contrast those texts, noticing how they portray their topics in similar ways and how they are

Unit 2: Tackling Complexity: Moving up Levels of Nonfiction

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different.

Session 18: Critically Reading Our Texts, Our Topics, and Our Lives

- Teaching Point: Readers, I want to teach you today that readers don't just think about the information in a text, they figure out the author's perspective.

Session 19: Living Differently Because of Research

- Teaching Point: Today I want to teach you that when readers study a topic deeply, they allow the research they do to change the way they think about their topic.

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)

Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols

5th Grade ELA Reading - Last Updated on February 8, 2022

STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 5 - English Language Arts ELA (2020)	
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.5.6	
With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	
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.	
W.5.9.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]).	
RF.5.3	
Know and apply grade-level phonics and word analysis skills in decoding and encoding words.	
RF.5.3.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.	
RF.5.4.a	

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Read grade-level text with purpose and understanding.
RF.5.4.b
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
RF.5.4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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

Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols

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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.
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.
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.
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

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Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
SL.5.1.d
Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.5.1.c
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.a
Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
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).
L.5.5.c
Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.
L.5.5.b
Recognize and explain the meaning of common idioms, adages, and proverbs.
L.5.5.a
Interpret figurative language, including similes and metaphors, in context.
L.5.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.5.4.c
Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the

Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols

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pronunciation and determine or clarify the precise meaning of key words and phrases.
L.5.4.b
Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
L.5.4.a
Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
L.5.4
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.5.3.b
Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
L.5.3.a
Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.
L.5.3
Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.2.d
Use underlining, quotation marks, or italics to indicate titles of works.
L.5.2.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?).
L.5.2.b
Use a comma to separate an introductory element from the rest of the sentence.
L.5.2.a
Use punctuation to separate items in a series.
L.5.2

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

L.5.1.e

Use correlative conjunctions (e.g., either/or, neither/nor).

L.5.1.d

Recognize and correct inappropriate shifts in verb tense.

L.5.1.c

Use verb tense to convey various times, sequences, states, and conditions.

L.5.1.b

Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.

L.5.1.a

Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

New Jersey Core Curriculum - Grades 5-8 - 21st Century Life and Careers

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.

New Jersey (NJSLS) - Grades 3-5 - Computer Science and Design Thinking (2020)

8.1.5.DA.3:

Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ED.3:

Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols

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DESIRED RESULTS

Established Goals

This unit aims to capture students' passion for fantasy reading as a means of increasing their facility with complex texts and interpretation. Students will learn to pay close attention as they read, assuming that details do matter. They will be reading across novels, noticing patterns, archetypes, and themes.

Transfer

Students will be able to independently use their learning to read complex texts, developing skills of synthesis and interpretation. Students will also notice and identify patterns across texts.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">• Using strategies and creating goals will help them to make sense of complex texts.• Fantasy readers envision the story in their mind, creating the world the author is trying to portray.• Fantasy readers develop thematic understandings of texts, knowing that it is much more than dwarfs and elves.• There are many fantasy archetypes, quest structures, and thematic patterns.	<p>Students will keep considering...</p> <ul style="list-style-type: none">• How can I tackle the demanding and complex genre of fantasy reading? What will my strategies and goals be that help me to make sense of multiple plot lines, layered characters, complex themes?• What strategies can I use to hold onto the storyline when the plot gets tangled and the main characters seem confusing? What strategies can I use when the setting is unfamiliar and hard to envision?• How can I use all I have learned about how authors develop themes to study the way authors approach common themes in fantasy?• How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made—especially thinking about symbolism, allusion and craft?

Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols

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Acquisition	
Knowledge	Skills
<p>Students will know...</p> <ul style="list-style-type: none">• to identify and analyze character traits• to identify and analyze archetypes• to identify and analyze character relationships• to identify social issues• to identify and determine themes• to cite evidence to support thinking• Partner Discussion/Partner Work	<p>Students will...</p> <ul style="list-style-type: none">• envision the story in their mind, creating the world the author is trying to portray.• research the setting• keep track of multiple plotlines and consider how plotlines vary across stories• suspend judgement about characters and places• pay attention to how cultures are portrayed in stories• analyze a story by being alert to lenses such as stereotypes and gender norms• use their knowledge of archetypes to make predictions, inferences and interpretations• understand that there are many fantasy archetypes, quest structures, and thematic patterns.• use strategies and create goals that will help them to make sense of complex texts. <p>Read Metaphorically by</p> <ul style="list-style-type: none">• considering internal and external quest structures• applying life lessons learned in fiction to their own lives• comparing themes in fantasy across history and cultures <p>Use Elements from the Real World to Understand Fantasy and Vice Versa by</p> <ul style="list-style-type: none">• using information from nonfiction texts to better understand fiction• using vocabulary strategies to figure out unfamiliar words• understanding that similar to real people fantasy characters are complex• interpreting metaphors and allegories and use those

Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols

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Acquisition	
	<p>insights to better understand the real world</p> <ul style="list-style-type: none">• developing thematic understandings of texts, know that it is much more than dwarfs and elves.• finding possible symbols

ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
<p>Rubrics/Checklists:</p> <p>Narrative Reading Student Rubric</p> <p>Narrative Reading Learning Progression</p>	<p>Performance Task(s):</p> <ul style="list-style-type: none">• Mid Unit-Assessment• Completed Classwork• Exit Tickets• Bend Quizzes• End of Unit Assessment• Book Club Meetings
	<p>Other Evidence:</p> <ul style="list-style-type: none">• Literably Assessments• Small Group Instruction• Reading Conferences• Reader's Notebook• Writing about Reading• Post-it Notes/Annotations• Observations• Partner Talk

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LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Constructing and Navigating Other Worlds

Session 1: Researching the Setting

Teaching Point: Readers, today I want to teach you that as fantasy readers, your first task will be to figure out not just where your story happens, but what kind of place it is.

Session 2: Learning alongside the Main Character

Teaching Point: Readers, today I want to teach you that in complicated stories such as fantasy novels, often the main characters begin without a lot of knowledge, and they have a steep learning curve. As alert readers, when the main character has a dramatic new experience or is told important information, you can see those moments as an opportunity to learn hand in hand with the main character.

Session 3: Keeping Track of Problems that Multiply

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

Session 4: Suspending Judgment: Characters (and Places) Are Not Always What They Seem • Teaching Point:

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

Session 5: Reflecting on Learning and Raising the Level of Book Clubs

Teaching Point: Inquiry Our work for today is to answer this question: "What reading and thinking work is this club doing particularly well?"

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

Session 6: Here Be Dragons: Thinking Metaphorically

Teaching Point: Today I want to teach you that readers look for the conflicts in their stories and consider if they are becoming themes.

Session 7: Readers Learn Real-Life Lessons from Fantastical Characters

Teaching Point: Today I want to teach you that insightful readers find themes or lessons in the stories that can apply to their own lives.

Session 8: Quests Can Be Internal as Well as External

Teaching Point: Today I want to teach you that fantasy readers investigate the internal quest (the internal journey a character takes) and external quest (the series of events that the character takes to achieve something) of their character.

Session 9: Comparing Themes in Fantasy and History

Teaching Point: Today I want to teach you that sophisticated readers compare themes from history to themes in fantasy.

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Session 10: Self-Assessing Using Learning Progressions

Teaching Point: Today I want to teach you that instead of waiting for a teacher or peer to give you feedback on your work, you can use the learning progression to assess yourself.

Bend III: When Fact and Fantasy Collide

Session 11: Using Information to Better Understand Fantasy Stories

Teaching Point: Today I want to teach you to refer to non-fiction texts to more fully understand the world you are reading about by referencing texts, online factual information.

Session 12: Using Vocabulary Strategies to Figure Out Unfamiliar Words

Teaching Point: Today I want to teach you to pay close attention to words that are new to you and figure out the meanings of those words using your toolkit of vocabulary strategies.

Session 13: Fantasy Characters are Complex

Teaching Point: Today I want to teach you to notice when characters are more than one way.

Session 14: Investigating Symbolism

Teaching Point: Today I want to teach you to keep an eye out for repeated images, objects, characters, or settings and think if they are symbols that represent deeper thinking..

Session 15: Interpreting Allegories in Fantasy Stories

Teaching Point: Today I want to teach you to gain new insights by interpreting allegories and metaphors.

Bend IV: Literary Traditions: Connecting Fantasy to Other Genres

Session 16: Paying Attention to How Cultures Are Portrayed in Stories

Teaching Point: Today I want to teach you that expert fantasy readers pay close attention to the cultures the stories they are reading come from and how other cultures are portrayed. Expert readers also notice how similar characters, settings, even plotlines vary across fantasy stories from different cultures to learn more about their own and other cultures.

Session 17: Identifying Archetypes

Teaching Point: Fantasy readers use what they know about the genre every time they read. Knowing about and expecting archetypes help readers go beyond simply noting characters, plots, and settings and move into making predictions, inferences, and interpretations.

Session 18: Reading Across Texts with Critical Lenses

Teaching Point: Today I want to teach you that readers can analyze a story by being alert to stereotypes and gender rules by considering characters' actions and appearances.

Session 19: The Lessons We Learn from Reading Fantasy Can Lift Our Reading of Everything

Teaching Point: Today I want to teach you that by strengthening fantasy reading skills, readers can actually improve their skills in reading everything using skills of dealing with difficulty, interpretation, and cross-text study.

Unit 3: Fantasy Book Clubs - The Magic of Themes and Symbols

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SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiate Instruction](#)

Unit 4: Argument and Advocacy: Researching Debatable Issues

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STANDARDS ADDRESSED

New Jersey (NJSLS) - Grade 5 - English Language Arts ELA (2020)
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.5.6
With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
W.5.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.5.1
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.5.4
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
W.5.9.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]).
RF.5.4
Read with sufficient accuracy and fluency to support comprehension.
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

Unit 4: Argument and Advocacy: Researching Debatable Issues

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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.
RF.5.4.a
Read grade-level text with purpose and understanding.

Unit 4: Argument and Advocacy: Researching Debatable Issues

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RF.5.4.b
Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
RF.5.4.c
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
SL.5.1.a
Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.5.1.b
Follow agreed-upon rules for discussions and carry out assigned roles.
SL.5.1.c
Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.5.1.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.5.6

Unit 4: Argument and Advocacy: Researching Debatable Issues

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Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
NJSLSA.R9
Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
NJSLSA.R8
Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
NJSLSA.R7
Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
NJSLSA.R6
Assess how point of view or purpose shapes the content and style of a text.
NJSLSA.R10
Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
NJSLSA.R5
Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R4
Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R3
Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R2
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R1

Unit 4: Argument and Advocacy: Researching Debatable Issues

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Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

New Jersey Core Curriculum - Grades 5-8 - 21st Century Life and Careers

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.

New Jersey (NJSLS) - Grades 3-5 - Computer Science and Design Thinking (2020)

8.1.5.DA.3:

Organize and present collected data visually to communicate insights gained from different views of the data.

8.2.5.ED.3:

Follow step by step directions to assemble a product or solve a problem, using appropriate tools to accomplish the task.

Unit 4: Argument and Advocacy: Researching Debatable Issues

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DESIRED RESULTS

Established Goals

In this unit, students will read more complex, challenging nonfiction texts than in unit 2. Students will become more active and critical citizens. The unit aims to help them think for themselves and learn to have an informed viewpoint and to communicate it clearly, as well as to listen to others. Students will learn to think about complicated issues, which the world is dealing with and make decisions that will let them live more informed lives.

Transfer

Students will be able to independently use their learning to...

Draw on all they have learned about how to read complex nonfiction in order to research and make arguments about provocative, debatable issues.

Meaning

Big Ideas & Understandings	Essential Questions
<p>Students will understand that...</p> <ul style="list-style-type: none">Working in research groups will help to investigate important, pressing, and sometimes controversial issues.Research can be used to make decisions about how you will live their life.By doing this work, we can become confident and critical readers of complicated nonfiction texts.	<p>Students will keep considering...</p> <ul style="list-style-type: none">How can I decide upon and evaluate or create a claim?How can I evaluate given reasons to support that claim?How can I find and evaluate evidence to support reasons?How can I debate effectively against an opposing claim?

Acquisition

Knowledge	Skills
Students will know...	Students will be skilled at...

Unit 4: Argument and Advocacy: Researching Debatable Issues

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Acquisition	
<ul style="list-style-type: none">• How to investigate an issue• How to raise the level of research to consider craft, perspective, and evaluate arguments• How to research a new issue with agency, independence, and the lens of power and advocacy• How to work in research groups to investigate important, pressing, and sometimes controversial issues.• How to evaluate the claims, reasons, evidence, and analysis presented by other authors.• How to apply a critical lens beyond the classroom and into the world at large.	<ul style="list-style-type: none">• Analyzing arguments through questioning such as those below<ul style="list-style-type: none">◦ What is the claim being made?◦ What reasons are given to support the claim?◦ What's the evidence to support the reason?• Researching an issue deeply. To do this, they will...<ul style="list-style-type: none">◦ Become confident and critical readers of complicated nonfiction.◦ Set aside their own opinion and suspend judgment◦ gather evidence for both sides of the issue◦ Consider perspective and craft◦ understand what each text is saying and how it fits into overall craft◦ Read to understand the issues by also reading texts that are tangentially related to the argument◦ Engage in quick flash debates◦ make an informed and well-reasoned argument about the issue

Unit 4: Argument and Advocacy: Researching Debatable Issues

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ASSESSMENT EVIDENCE (DIAGNOSTIC / FORMATIVE / SUMMATIVE)

Assessments

Evaluation Criteria	Assessment Evidence
Rubrics/Checklists: Informational Reading Student Rubric Informational Reading Learning Progression	Performance Task(s): <ul style="list-style-type: none">• Completed Classwork• Debates• Exit Tickets• Mid Unit Assessment• End of Unit Assessment
	Other Evidence: <ul style="list-style-type: none">• Literably Assessments• Small Group Instruction• Reader's Notebook• Writing about Reading• Post-it Notes/Annotations• Observations• Partner Talk

Unit 4: Argument and Advocacy: Researching Debatable Issues

5th Grade ELA Reading - Last Updated on February 8, 2022

LEARNING PLAN

Summary of Key Learning Events and Instruction:

Bend I: Investigating Issues

Session 1: Argument Intensive

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

Session 2: Organizing an Ethical Research Life to Investigate an Issue

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

Session 3: Letting Nonfiction Reading on an Issue Spur Flash-Debates

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

Session 4: Mining Texts for Relevant Information

Teaching Point: Readers, today I want to teach you that researchers read deeply about an issue, including background information, to become authorities on that issue. Whenever they read, they ask, “How might this information apply to the argument?”

Session 5: Using Talk to Push Our Thinking

Teaching Point: A good conversation should leave you feeling that your club has raised some new ideas and questions.

Session 6: Readers Think and Wonder as They Read

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

Session 7: Summarizing to Hold On to What Is Most Essential

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

Session 8: Arguing to Learn

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

Bend II: Raising the Level of Research

Session 9: Moving beyond Considering One Debatable Question

Teaching Point: Readers, today I want to teach you that we’ll do an inquiry, and the question we will be asking is, “How do readers push themselves to find different questions and ideas to discuss around an issue?”

Session 10: Raising the Level of Annotating Texts

Teaching Point: Readers, today I want to teach you that readers markup a text in a purposeful and deliberate way, to help them remember the big ideas of the text, as well as the things they were thinking when they read it. The annotations that readers make should help them use that text in conversation.

Session 11: Reaching to Tackle More Difficult Texts

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

Session 12: Who Said What?: Studying Perspective

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

Session 13: Considering Content

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

Session 14: Evaluating Arguments

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

Session 15: Day of Shared Learning

Teaching Point: Today I want to teach you that you are going to debate, and to raise the level of debate, you need to select the strongest evidence for each reason.

Bend III: Researching a New Issue with More Agency

Session 16: Diving into New Research with More Agency and Independence

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

Session 17: Letting Conversations Spark New Ideas

Teaching Point: Today I want to teach you that readers talk with fellow readers about their topic, then they reflect on the conversation, mining it for ideas and questions to carry forward as they read. The important thing is that they let their future reading be shaped not only by past reading, but also by conversations.

Session 18: Talking and Writing Analytically across Sources

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

Session 19: Reading Nonfiction with the Lens of Power

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

Session 20: Advocacy

Teaching Point: Today will be a day of rapid work and decision making. You need to select which issue you would like to advocate for, the one you feel most passionate about, the one on which you firmly believe that you can make a difference, while keeping your audience in mind.

Session 21: Readers Take Their Researcher-Debating Selves into the World

Teaching Point: Research-debaters, over the last weeks you've learned so much about evidence-based argument and

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critical nonfiction reading. No longer do you read nonfiction just expecting it to be “true.” No longer do you passively accept any claim that an author, or someone else makes. No, you have become the kind of people who look for evidence, who weigh and evaluate arguments, who form their own, considered judgements on important issues. (Debate centers are set up around the room.)

SUPPORTING MATERIALS/RESOURCES/STRATEGIES FOR DIFFERENTIATION

[ELA Opportunities for Differentiated Instruction](#)