Unit #: 1    Subject(s): Reading    Grade(s): 5    Reviewer(s): M. Bigos, J. Dawe, K. Johnson, D. Lucas, C. Starr, K. Traynham, L. Westerholt

| UNIT OVERVIEW |
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| This unit, *Launching Reading Workshop and Following Characters into Meaning*, has students taking ownership of their reading and digging into deeper character and theme work right from the start of the year. Students will lean on the thinking they have done about characters and storylines from past years to pursue the more challenging work of inferring and interpreting.  By fifth grade, most students are quite familiar with the routines and expectations of reading workshop; however, you may want to set aside time initially to establish routines and expectations that will empower students to take ownership of their reading lives and become avid readers; such as, procedures for working as a classroom community, reading independently, setting goals, and most importantly, working with partners. This partnership will be an essential foundation for strong book clubs later in the year. |

| STAGE 1 – DESIRED RESULTS |
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**Unit Title:** Launching Reading Workshop and Following Characters into Meaning

**Transfer Goal(s):**

- Students will independently use their learning to take ownership in ways that will allow them to draw upon their repertoire of reading strategies.

| Enduring Understanding: | Essential Questions: |
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| *Students will understand that…* <br><br> - Readers tackle complex texts by drawing upon their toolbox of strategies to make meaning, as well as build agency and independence as a reader. <br> - Readers will extend ideas and theories about characters, which will reveal bigger meanings. <br> - Readers have routines and procedures to follow in a workshop setting. | - How does setting goals help me take ownership of my reading? <br> - What factors influence the main character's development? <br> - In what ways do authors structure stories to draw attention to certain themes? <br> - What effect does the narrator's point of view have on how the story is told? <br> - What is Reader's Workshop? |
| **Students will know:** <br> - There are rules and procedures for Reader's Workshop. <br> - Setting goals will increase reading volume and comprehension. <br> - Authors are intentional about including aspects that influence the main character, such as minor characters and the setting. <br> - Authors are intentional in their craft and word choice when developing events in a story. <br> - Authors set up contrasting characters and settings in order to highlight themes. <br> - Authors make deliberate choices about who narrates the story in order to convey a larger message. | **Students will be able to:** <br> - Demonstrate the rules and procedures for Reader's Workshop. (RL.5.10) <br> - Set, track and reflect upon goals to get a clear picture of themselves as readers and continue to grow as self-regulated meaning makers. (RL.5.10) <br> - Select appropriate texts by analyzing vocabulary, length, topic, interest, text size, and/or running record level. (RL.5.10) <br> - Quote accurately from a text when making inferences. (RL.5.1) <br> - Explain how different parts of a story work together to provide the overall structure, including chapters, scenes, or stanzas. (RL.5.5) <br> - Compare and contrast two or more characters based on their actions, inner thinking, dialogue, interactions with other characters, and reactions to conflict. (RL.5.3) <br> - Analyze the way a character responds to conflict to determine theme. (RL.5.2) <br> - Determine the meaning of words and phrases that contribute to meaning and tone. (RL.5.4) <br> - Explain how the selected narrator's point of view influences the story. (RL.5.6) |

| | • Consider how a story would be different if told from a different point of view. (RL.5.6) |
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| **STAGE 1– STANDARDS** ||
| RL.5.1 | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| RL.5.2 | Determine the theme of a story, drama or a poem from details in a text, including how characters in story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize a 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 |
| RL.5.4 | Determine the meaning of words and phrases as they are used in a text, recognizing specific word choices that contribute to meaning and tone. |
| RL.5.5 | Explain how chapters, scenes, or stanzas 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.5.10 | By the end of grade 5, read and understand literature at the high end of the 4-5 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text. |

| STAGE 2 – ASSESSMENT EVIDENCE | |
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| **Performance Tasks:**<br><br>• Unit 1 Fifth Grade Performance Task 1 Rubric<br>• Unit 1 Fifth Grade Performance Task 1 Teacher Handout<br>• Unit 1 Fifth Grade Performance Task 1 Student Handout<br><br><br>Click here to access the Performance Tasks described above. | **Other Evidence:**<br><br>• Unit 1 Checkpoints:<br>    o RL 5.1<br>    o RL.5.2<br>    o RL.5.3<br>    o RL.5.4<br>    o RL.5.5<br>    o RL.5.6<br>• Unit 1 Checkpoint Rubrics<br>• Reading Literature Text Progressions<br>• Unit 1 Conference Notes<br>• Unit 1 Fifth Grade Procedural/Standards Checklist<br>• Unit 1 Fifth Grade Reading Log<br>• iReady Standards Mastery *(10-15 minute formative assessments through iReady. Choose assessments as they best fit within unit and/or across year. Schedule assessments with your school's iReady contact.)*<br>    o iReady Standards Mastery Assessment: Fifth Grade RL 5.1<br>    o iReady Standards Mastery Assessment: Fifth Grade RL.5.2<br>    o iReady Standards Mastery Assessment: Fifth Grade RL.5.4<br><br>Click here to access the other evidences described above. |

| STAGE 3 – RESOURCES FOR THE LEARNING PLAN |
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| *Those resources with an asterisk (\*) may be purchased by each individual school.* |

*Units of Study for Teaching Reading, Grade 5,* **Unit 1: "Interpretation Book Clubs: Analyzing Themes**
*A Curricular Plan for the Reading Workshop Grade 5, Unit 1:* **"Agency and Independence: Launching Reading with Experienced Readers"**
*A Curricular Plan for the Reading Workshop Grade 5, Unit 2:* **"Following Characters into Meaning: Synthesize, Infer, and Interpret"**

Click here to access the resources listed above.

*The Reading Strategies Book* **by Jennifer Serravallo**

- Focus, Stamina, Building a Reading Life
    - o 2.7: Prime Yourself with Prior Knowledge
    - o 2.17: Visualize to Focus
    - o 2.18: Reading Log Rate Reflection
    - o 2.19: Finding Reading Territories
    - o 2.20: Reflect on the Past and Plan for the Future
    - o 2.21: You've Got to "Get It" to Be Engaged
    - o 2.24: Read with Focus to Focus
    - o 2.25: Monitor Your Stamina and Pace
    - o 2.27: Hear the Story

- Thinking About Characters
    - o 6.16: Out-of-Character Character
    - o 6.17: The Influences on Character
    - o 6.18: Complex Characters
    - o 6.19: More Than One Side
    - o 6.20: Conflict Brings Complexity
    - o 6.21: Piling Together Traits to Get Theories
    - o 6.23: What's in a Character's Heart?
    - o 6.24: Blind Spots

- Determining Theme
    - o 7.12: Dig Deeper to Find a Story's Topics
    - o 7.13: From Seed to Theme
    - o 7.14: Find Clues About Theme in the Blurb
    - o 7.17: Readers Ask Themselves Questions
    - o 7.18: Character change Can Reveal Lessons
    - o 7.23: Secondary Sages
    - o 7.24: Titles Can Be Telling

- Understanding Vocabulary and Figurative Language
    - o 11.15: Context + Clues = Clarity
    - o 11.17: Word Relationships in a Phase
    - o 11.21: Find Similarities (and Differences) Within Groups
    - o 11.23: Be Alert for Word Choice
    - o 11.24: Get to the Root

- Supporting Students' Conversations
    - o 12.11: Keep the Line Alive
    - o 12.12: Taking Risks with Gentler Language
    - o 12.16: Try an Idea on for Size
    - o 12.17: Challenge Questions
    - o 12.19: Determining the Importance in Another's Ideas
    - o 12.20: Power Questions
    - o 12.21: Bring on the Debate

| **Digital Resources** | **NCDPI Resources** | **Other Resources** |
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| • Learn Zillion: Comparing Characters | • Clarification of Standards<br>   o RL 5.1<br>   o RL 5.2<br>   o RL 5.3<br>   o RL 5.4<br>   o RL 5.5<br>   o RL 5.6<br>   o RL 5.10<br>• Aligned Lessons<br>   o RL 5.3<br>   o RL 5.6<br><br>Click here to access the resources listed above. | • iReady Lesson Plans<br>   o RL.5.1 (make inferences)<br>   o RL.5.2 (determine theme)<br>   o RL.5.3 (analyze characters)<br>   o RL.5.6 (interpret narrator's point of view)<br>• *The Continuum of Literacy Learning PreK-8* by Irene Fountas and Gay Su Pinnell\*<br>• *Units of Study for Teaching Reading, Grades 3-5, Unit 1:* "Building a Reading Life"\*<br>• *Units of Study for Teaching Reading, Grades 3-5, Unit 2:* "Following Characters into Meaning"\*<br>• Unit 1 Book List\*<br>• Partnership and Club Development Continuum<br><br>Click here to access the resources listed above. |

**Considerations for Differentiating Instruction (AIG, EL, EC, etc.):**
*These resources are intended to be used when differentiating instruction to meet the varied needs of students in your classroom.*

The following texts are available from the County Office AIG Dept. Contact your AIG teacher to request.
- *Talk About a Family* (O)
- *Stone Fox* (P)
- *Charlotte's Web* (R)
- *The Whipping Boy* (R)
- *Shiloh* (R)
- *The Great Gilly Hopkins* (S)
- *Bridge to Terabithia* (T)
- *Everything on a Waffle* (V)
- *Yolanda's Genius* (V)
- *Walk Two Moons* (W)
- *The Egypt Game* (X)

AIG Resources

**For students reading below a Level R:**

If *most* of your students are reading below a Level R, you may want to extend the unit for a couple of weeks to push students towards comprehending on-grade level texts through intentionally-planned read alouds using Level R/S/T or U/V/W texts with standards-aligned questions, focusing on specific students' needs based on running record analysis within guided reading groups, and developing strong student-led partnerships.  You will want your students to be able to analyze characters and theme in realistic fiction before moving into the fantasy and historical fiction units, which will rely on this foundation. In addition to the strategies cited in Stage 3 Resources, you may also want to incorporate the following from *The Reading Strategies Book* by Jennifer Serravallo.

- Understanding Plot
  - 5.9: Who's Speaking
  - 5.12: Angled Summaries for Highlighting Deeper Ideas in Plot
  - 5.14: Chapter-End Stop Signs
  - 5.16: Summarizing with "Somebody…Wanted…But…So…"
  - 5.17: Two-Sided Problems
  - 5.24: FQR (Facts/Questions/Response) Sheets for Filling in Gaps

- Thinking About Characters
  - 6.6: Back Up Ideas About Characters with Evidence
  - 6.9: Text Clue/Background Knowledge Addition
  - 6.13: Yes, But Why?
  - 6.14: Interactions Can Lead to Inferences
  - 7.10: Actions, Outcomes, Response

- Understanding Vocabulary and Figurative Language
  - 11.6: Look to Text Features
  - 11.7: Picture It
  - 11.8: Word Part Clues – Prefixes and Suffixes
  - 11.9: Stick to Your Story
  - 11.11: Infer to Figure It Out
  - 11.12: Mood as a Clue to Meaning

**For students reading above a Level T:**

If *most* of your students are reading above a Level T, then you will continue to use the strategies cited in the Stage 3 Resources, which are appropriate for readers through Level Z.  You will also want to plan read alouds using books within Levels U/V/W with more complex standards-aligned questions to increase their critical thinking.  Additionally, you will want to embed Socratic seminars, debates, and establish strong, student-led book clubs.