



Grade 5

Reading Curriculum

Oradell Public School District
Oradell, NJ

2023

The [Grade 5 Reading Curriculum](#) was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Oradell Public School District

Grade 5 Reading Curriculum Committee Credits:

Jenna Lipton, Supervisor of Language Arts and Social Studies

Sheri Malenda, Grade 5 Teacher

Gina Stross, Grade 5 Teacher

Rosemarie Cataldo, Special Education Teacher

Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Language Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent

Michelle Hawley, Principal

Amy Brancato, Director of Curriculum and Instruction

Our Language Arts Philosophy

We believe in a balanced approach to the teaching of language arts. We develop readers and writers to become thinkers and to develop strategies to become global citizens. We believe that readers need access to books that they find fascinating, time to read, and expert instruction (Richard Allington 2011). We believe that writers need time, choice, and feedback to be successful. Partnered with explicit instruction in language arts content, a strategy-based curriculum promotes literacy behaviors and skills that contribute to strategic thinking, reading, and writing.

What is Balanced Literacy?

A Balanced Literacy program uses whole language and phonics and aims to include the strongest elements of each. The components of a balanced literacy approach are as follows:

- Reading workshop
- Read-aloud
- Shared reading
- Guided reading
- Writing workshop
- Interactive writing
- Shared writing
- Word study

Reading Workshop

What is Reading Workshop?

Throughout the year, students will go on a literacy journey learning important skills that contribute to their lives as readers and writers in an ever-changing world. Within a workshop model, teachers implement standards-based minilessons to support whole class goals, followed by individualized small group work, conferences, and assessments that allow for a gradual release of responsibility and differentiated support and challenge for each student's individual learning needs. Ultimately, the workshop will close with a quick culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Minilesson

Each reading workshop lesson begins with explicit instruction in a minilesson. During each minilesson, the teacher introduces a specific concept, also known as the teaching point. Most often, the teaching point focuses on a reading skill and strategy. The teacher will explicitly model or demonstrate the skill for the students. Skills are explicitly modeled during minilessons. The minilesson has four parts: the connection, the teach (demonstration), the active engagement and the link. The teacher chooses a skill and strategy that the class needs based on classroom assessments. During the connection portion of the lesson, the teacher connects prior learning to the current skill. The teacher announces the teaching point: the skill and strategy being taught. In this approach, the teacher shows students how to accomplish the skill by modeling the strategy in a book with which the students are familiar. The teacher also uses a think-aloud. This method shows students how to think about the text and then allows them to work this out in their own books or a shared text during the active engagement portion of the minilesson. During the link portion of the minilesson, the teacher reminds students about the strategies they can use while they are reading.

Reading Aloud

Time is reserved for teachers to model reading with expression, fluency, intonation, and good pacing. Instructional read-alouds promote strategic reading, where students must draw upon their full toolbox of reading knowledge. Most importantly, read-aloud time should promote the joy of reading, thinking, sharing, and learning.

Interactive Read-Aloud

An interactive read-aloud is comprised of a series of purposeful activities that engage the class in the book and the strategies that surround it. The following list contains the many parts of an interactive read-aloud:

- Previewing the book
- Scaffolding on prior knowledge
- Modeling vocabulary development
- Teaching reading fluency
- Emphasizing elements of the story
- Asking purposeful questions
- Using think-alouds to assist comprehension
- Summarizing the story to bring closure

Texts used during the interactive read-aloud should be chosen from a wide variety of genres. They should tap into the readers' interests and be full of rich vocabulary.

Shared Reading

Shared Reading is an interactive reading experience that occurs when students join in or share the reading of a book or other text while guided and supported by a teacher. The teacher explicitly models the skills of proficient readers, including reading with fluency and expression

Guided Reading

The purpose of a guided reading group is to support students as they move up to the next reading level. For example, if a group of students demonstrates signs of readiness to reach a new level text, the teacher may gather that group of students to introduce them to the work of reading at that next level. The [Scholastic Leveled Book Room 4.0](#) contains very useful resources adapted from Fountas and Pinnell's work around guided reading called "Behaviors to Notice and Support." These charts are designed for each guided reading level. They provide specific behaviors and understandings that are required at each level for students to demonstrate thinking within, beyond, and about the text. These behaviors and understandings describe what students will be expected to do in order to effectively read and understand the text.

Independent Reading

Research suggests that a high volume of reading improves reading comprehension. Furthermore, research suggests that students comprehend better when they have an opportunity to discuss their reading content and process. Based on data from the Teachers College Reading and Writing Project (TCRWP) Assessment for Independent Reading Levels, students are guided toward texts that are at an appropriate level to support the individual reader's growth. Specific class time is reserved for independent reading, partner reading, guided reading and/or book club reading followed by occasions to talk about texts in student partnerships, small groups, and whole group settings. Leveled classroom libraries support student reading practice.

Teachers conduct the [Teachers College Reading and Writing Project \(TCRWP\) Assessment](#) for Independent Reading Levels several times each year. During the assessment, teachers assess the

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accuracy of the student's oral reading. In addition, students are asked to retell the story and answer comprehension questions. Teachers also record their noticings about the student's fluency. Ultimately, teachers use the assessment data to determine the highest level that a student can read independently: "That is, the reader has an accuracy rate of 96% or higher and comprehension represented by a strong retelling or at least three correct comprehension questions" (TCRWP Assessment Instructions 2020). Students are expected to read independently daily at an appropriately rigorous independent reading level. There are also opportunities for students to read at an instructional level, defined as one to two levels above his/her independent level, with support.

Reading Conferences

In a reading conference, teachers check-in with individual students (or small groups of students with a specific and similar learning need) on their reading interests and progress. After listening to a student read a portion of a text aloud or asking specific teacher-driven questions, teachers will work to:

1. Compliment the student(s).
2. Provide an explicit teaching point.
3. Coach the student as he/she works to apply the skill/strategy.

Teachers take anecdotal notes on conferences as formative assessment data to drive subsequent conferences and small group work. Each conference or small group lesson focuses on a particular reading strategy to learn more about individual student reading needs within the small group setting.

Reading Strategy Groups

Teachers may gather strategy groups when students at various levels need support with a specific skill. In strategy groups, students may be reading at different independent reading levels, however, the students may be gesturing toward a similar next step in reading skill work. For example, teachers may gather a group of students based on similar noticings on formative assessments.

Close Reading

Close reading is a rereading of a short passage looking at specific details to deepen comprehension. It promotes higher order thinking in relation to the text by determining importance and analyzing select passages and excerpts.

Book Clubs

Small groups of students may read the same book together in a book club. When students discuss their books they learn through collaboration with peers. Teachers model and guide effective text discussion before releasing students to work in a student-centered book club: selecting the text, determining the pace of reading, preparing for discussion, and facilitating discussion.

Writing Workshop

What is Writing Workshop?

The writing workshop framework is used for writing instruction. This is the daily block of time devoted to teaching students to become skilled writers. Each Writing Workshop lesson begins with explicit instruction in a curriculum driven minilesson that is grounded in a clear teaching point. After the minilesson, individual writing conferences take place while the majority of the students are writing independently. This structure allows teachers to truly get to know each child as an author, and then to provide ongoing support for each child's writing.

Minilesson

Writing workshop begins with a minilesson, a short whole class lesson in which the teacher teaches students something about writing (Anderson 2005). The majority of the class time is spent with students practicing the skill and strategy work that was introduced during minilessons, small group work, and/or shared writing. The teacher gradually releases responsibility to students with strategic levels of support.

Writing Conferences

While students write, teachers move around the classroom conducting writing conferences. In these one-on-one conversations, teachers teach each student about an aspect of writing that meets that students' needs as a writer (Anderson 2005). According to Lucy Calkins, a writing conference should contain the following parts:

1. Research: Observe and note something to praise and something to grow.
2. Decide: Determine the teaching point.
3. Teach: Coach a part of the student's writing process.
4. Link: Remind the student to use his/her new skills as an author in future writing endeavors.

Anecdotal records of writing conferences are used to compile all of the useful information collected. The conference notes are an effective tool to help identify trends in each child's writing and assess his/her growth as a writer. Conference notes provide formative assessment data for subsequent individual and small group instruction. (See below for Carl Anderson's example of a writing conference form.)

Assessment Notes for _____ Date _____

What am I learning about this student as a writer?	What do I need to teach this student?

Ⓢ is the symbol for Teaching Point. Ⓢ is the symbol for Instructional Goal.
© 2005 by Carl Anderson from *Assessing Student's Understanding*, Portsmouth, NH
14 Strategic Writing Conferences: Teacher's Guide

Writing Strategy Groups

Teachers may convene strategy groups when students at various levels need support with a specific writing skill. This is an effective format when a small group of students is struggling with the same writing skill and the teacher can target that particular group.

Independent Writing

This is the time when students practice the skill taught during the minilesson with their own writing. Students are encouraged to write with independence, focus, and stamina in order to produce writing in volume.

Writing Share

Ultimately, the lesson will close with a culminating group discussion that reviews the teaching point of the lesson while providing an opportunity for students to share their learning and process.

Interactive Writing (K-1)

Interactive writing supports foundational skills for young writers. In this lesson structure, teacher and students compose a message together and the pen is shared. This type of work supports concepts of print, sound-symbol relationships, increases spelling knowledge, and provides opportunities to plan and construct text in a shared writing setting (Fountas & Pinnell, 2001). Unlike independent writing, where students spell using a developing understanding of sound-symbol relationships (i.e. inventive spelling), interactive writing models correct writing conventions. In other words, if the students do not know a writing convention rule, the teacher delivers it explicitly in the creation of the shared text.

Shared Writing (K-6)

Teacher and students work together to compose written texts that support the current genre/unit of study. This demonstrates how writing works, provides opportunities to model spelling strategies, revision work, and editing strategies. The students are brought through the writing process together. This also provides an exemplar to post in the classroom for reference.

What is the difference between revising and editing?

Revising and editing are not the same part of the writing process. When revising, the author is changing the meaning or way in which the reader perceives, experiences and interprets a piece of writing. This can be accomplished by adding new thoughts, clarifying existing thoughts, choosing more descriptive words, improving overall understanding of ideas presented, enhancing character development, adding more detail, or eliminating unnecessary elements.

When editing, the overall piece remains exactly the same, but the writer fixes the mistakes they have made, such as typos, grammatical errors, and spelling mistakes. This is an ideal point in the unit to teach grammar lessons, as students can apply what they learn to their own pieces of writing.

Word Study

Oradell Public School District utilizes an integrated approach to word study. Although word study is embedded in the various reading and writing workshop lessons, time is reserved for word study activities and assessments during the literacy block. Word study time begins in Kindergarten with early literacy concepts, phonics/word work, and handwriting activities and evolves toward work in spelling, grammar, and

vocabulary.

Phonics Resource for Primary Grades

Beginning in the 2018-2019 school year, Oradell Public School is implementing the Wilson Foundations program for Kindergarten and 1st grade. Teachers will use the Foundations materials during their literacy block to build students' phonics/vocabulary skills. Through Foundations, emerging readers review letters, their sounds, and how to form them, along with strategies for segmenting and blending words as they try to read and spell them. They also learn about many aspects of word and sentence structure. Echo, an owl puppet children love, encourages them as they learn through repetition, build sounds and words with magnet letters, and engage in other visual, auditory, oral, and kinesthetic activities that foster literacy.

Word Study in the Upper Grades

Students in grades 2-6 engage in multiple ways into a deeper study of vocabulary. Word study provides students with opportunities to investigate and understand the patterns in words. Knowledge of these patterns means that students needn't learn to spell one word at a time. Word study is also designed to build word knowledge that can be applied to both reading and spelling. Students in grades 2-5 utilize *Wordly Wise 3000: Direct Academic Vocabulary Instruction* as their word study resource. Students in grade 6 utilize *Sadlier Vocabulary Workshop: Level A* as their resource. Both *Wordly Wise* and *Sadlier* are resources, as teachers use many other word study strategies and materials to support vocabulary development in their classrooms. The more students understand academic vocabulary, the easier it is for them to understand the information they may read or hear about a topic (Marzano 2005).

Grammar

Oradell Public School District believes in an embedded and inquiry-based approach to the teaching of grammar. To this end, we have developed a [Standards-based Continuum](#) of grammar and mechanics skills that are to be taught at each grade level. The continuum should also be used to differentiate the lessons taught to individual and small groups of students. For example, a student in the 4th grade may work on "using relative pronouns" but, based on assessment, another will be in a small group on "using collective nouns" (a 2nd-grade skill).

All About the Language Arts Curriculum

How was the curriculum developed?

The Oradell Public School District's curriculum consists of reading and writing units that have been inspired by the Lucy Calkins Units of Study for Teaching Reading (K-6) and the Lucy Calkins Units of Study for Teaching Writing (K-5 and Middle School) further supported by the [Teachers College Reading and Writing Project](#) (TCRWP). Please see the "Professional Resources" section at the end of each unit for specific books used. Additionally, grade-level writing rubrics for narrative, informational, and opinion writing are provided. The OPS rubrics have been linked to the document as Google Docs for ease of use; teachers can make a copy and revise for specific units as needed. Teachers are encouraged to collaborate to create additional minilessons and formative assessments for the whole group, small-group, and individual conferences.

Each unit contains bends and corresponding teaching points. The first part of the teaching point can also be read as an essential question. A bend is the section of each unit that groups particular teaching points. A teaching point addresses both the skill and strategy that will be practiced in a given reading or writing block. The teaching points in the curriculum are meant as a menu of options and are chosen based on assessment.

Modifications

The modifications section at the end of each bend is meant to help guide the differentiation of the units for students with IEPs, English Language Learners, Tier 2 At-Risk students (students in Basic Skills) and Gifted and Talented students. Carol Ann Tomlinson defines differentiation as tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction. At its most basic level, differentiation consists of the efforts of teachers to respond to variance among learners in the classroom. Whenever a teacher reaches out to an individual or small group to vary his or her teaching in order to create the best learning experience possible, that teacher is differentiating instruction (Tomlinson 2000).

Teachers can differentiate at least four classroom elements based on student readiness, interest, or learning profile:

1. Content: what the student needs to learn or how the student will get access to the information
2. Process: activities in which the student engages in order to make sense of or master the content
3. Products: culminating projects that ask the student to rehearse, apply, and extend what he or she has learned in a unit
4. Learning environment: the way the classroom works and feels

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Suggested Pacing Guide for Reading & Writing Units Grade Five

Unit	Approximate Months	Reading Unit	Writing Unit	Grammar Skill
1	September-October	FICTION Reflecting on Themselves as Readers	WRITING ABOUT READING Writing About Texts and Examining Characters' Similarities and Differences Across Texts	-Separate item in a series -Inappropriate shifts in verb tense
2	November-December	FICTION Analyzing the Evolution of Characters	NARRATIVE Personal Narrative	-Conjunctions -Correlative conjunctions
3	January-February	BOOK CLUB Interpreting and Analyzing Theme	OPINION Expanding on Literary Essays	-Prepositions -Proper punctuation for titles of works
4	February-March	NONFICTION Growing Ideas About Nonfiction/Stamina	OPINION Research-based Essays	-Commas for direct address
5	March-April	FICTION Historical Fiction	NARRATIVE Perspective and New Ending	-Perfect verb tense
6	April-May	STANDARDIZED TEST PREP Demonstrating Text Comprehension in a Variety of Genres	STANDARDIZED TEST PREP Reading and Responding to Text	-Commas for introductory element in sentences
7	May - June	NONFICTION Reading in Content Areas	INFORMATIONAL Journalism	-verb tense to convey various times, sequences, states and conditions

Note: Highlighted activities indicate **Holocaust Awareness** or **Amistad Commission** or **Asian American and Pacific Islander** legislation related activities.

Fifth Grade Reading Curriculum

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Unit 1 Fiction: Reflecting on Themselves as Readers

Unit Overview

In the *Readers Reflect on Themselves as Readers* Unit, readers will establish routines for reading workshop and build excitement about reading in the classroom. Students will push themselves as readers and build literary identities. Readers will keep track of their thinking through the use of Post-its and their reading notebooks. Students will read with stamina and fluency, monitoring for sense and using fix-up strategies when meaning breaks down. Students will develop a sense of ownership and independence in reading while also engaging in meaningful conversations with partnerships/groups. Levels will be formally assessed using the Teachers College Reading and Writing Project (TCRWP) Assessment for Independent Reading Levels during the first weeks of school. Teachers will offer differentiated teaching points in order to help students set and achieve specific reading goals.

Enduring Understandings

Readers will:

- Build a community of readers that have the ability to discuss, analyze, and interpret texts.
- Think about who they are as readers to establish goals.
- Explore the before, during, and after reading to support comprehension.
- Discuss their findings with others in partner and group discussions.
- Write responses to extend their thinking.
- Use the reading notebook to keep track of their thoughts about characters.
- Track their thinking using Post-its.

Assessments

Possible Ongoing Assessments

- During this unit, students will meet one-on-one with their teacher to take a reading assessment known as TCRWP Assessment for Independent Reading Levels. This will determine a child's independent reading level and, based on the assessment, individual instructional needs will be established.
- Anchor charts/bulletin boards to visualize goals
- Exit Ticket - How did you use Post-its in the past?
- Conferring
- Class book recommendation lists on anchor chart
- On-going list of books reader is interested in reading or sharing with a partner

Possible Reading Notebook Entries

- Post-its
- Stop and jots
- Writing a paragraph - I'm the type of reader who....
- Reading interests: where do you read, what do you read, how often do you read, etc.
- Reading goals
- Somebody... Wanted...But... So...Then...
- Pull a Post it

- Make a connection: text to text, text to self, text to world
- Make a prediction
- Double timeline
- Emotional response

Home Response Book grade on Content, Process, and Neatness

- Somebody...Wanted...But...So...Then...to track their reading each night
- Upon mastery of SWBST, pull a post it and expand on it
- Upon mastery of SWBST, create a theory

Standards (NJSLs) Addressed in this Unit

Reading Literature
<p>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.</p> <p>RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.</p> <p>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.</p> <p>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.</p> <p>RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>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).</p> <p>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.</p>
Reading Foundational Skills
<p>RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.</p> <p>RF.5.4. Read with sufficient accuracy and fluency to support comprehension.</p>
Writing
<p>W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p>
Speaking & Listening
<p>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.</p> <p>SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).</p> <p>SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Language

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.

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Mathematics

5.G.A. Graph points on the coordinate plane to solve real-world and mathematical problems.

Unit 1 Fiction: Reflecting on Themselves as Readers

Suggested Teaching Points

Unit 1/Bend 1: Getting to Know Yourself as a Reader

Readers will set up their independent reading life by...

- Reflecting on who they are as a reader by identifying their strengths and weaknesses, likes and dislikes, perfect reading environments, etc.
- Setting up their reading notebook.
- Learning strategies to select their just right text that they will read between home and school:
 - Choosing books based on our purpose, interest, choice, understanding
- Using reading logs to keep track of their reading.
- Establishing reading goals:
 - Using how they have grown and where they want to be to create goals
 - Graphing own goal to monitor progress

Unit 1/Bend 2: Building a Community of Readers

Readers will engage in small and large group discussions about the text by ...

- Building upon ideas presented in group discussions
- Using partner talk:
 - Clock partners
 - Turn and talk
 - Unit partners
 - Two-minute group/partner share at the end of the reading period
- Using accountable talk to deepen understanding:
 - Questioning each other to clarify meaning
 - Reiterating what partner said
 - Asking them
 - Can you tell me more?
 - Can you give me another example so I can understand?
 - Why do you think that?
 - Can you give me a text example?
 - Where in the text did you find that?
 - Making a connection to the text
 - Using text evidence: I believe this is true because ...
 - Agreeing or disagreeing
 - Respecting each other's' opinions, but adding more
- Adjusting ideas about text, based on class discussions
- Offering book recommendations to their peers:
 - Reading parts we like
 - Making sure the book fits like a glove
 - Having an ongoing list

Unit 1/Bend 3: Readers Monitor their Reading

Students will monitor reading by...

- Using Post-it notes to monitor reading:
 - I ask questions/ wonderings
 - I make predictions
 - I learn new information
 - I find a funny part
 - I read something I like
 - I make a connection
 - I come to an important part
 - I read a part that gives me clues about the theme
 - What is the author implying?
- Summarizing using the Somebody...Wanted...But...So...Then...strategy.
- Retelling across your fingers.
- Responding emotionally to the text.
- Using a double/triple timeline.

	<ul style="list-style-type: none"> ● Making a movie in your mind. ● Stopping, thinking, and jotting. ● Using a storytelling voice: <ul style="list-style-type: none"> ○ How would you read it to a Kindergartner? ○ Keep yourself interested ● Increasing stamina: <ul style="list-style-type: none"> ○ Using a timer ○ Using bookmarks to set goals ● Going back and rereading from when the story became fuzzy. ● Making a “movie in your mind” and “adjusting when blurry”. ● Activating schema through visualization.
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Unit Specific Vocabulary

schema, prior knowledge, empathy vs. sympathy, goals, interactive notebook, fluency, turn and talk partner, stop and jot, stamina, independence, structure, routine, theory, reflection, jot/write long, just right book, genre, background knowledge

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Provide preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Use IEP goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction regarding how to complete a book log.
- Build and/or use anchor charts with students and continually refer to them as you teach setting goals, finding evidence
- Use visuals to show Post-it notes such as Hovercam, Padlet, or SMART Board.
- Use anchor charts for SWBST and retell across fingers and refer to them throughout unit.
- Provide graphic organizers for double/triple timelines.
- Provide chart for tracking stamina.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn-and-talk.
- Use modeling/role play/cuing.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Provide preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Use 504 goals and modifications.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct instruction regarding how to complete a book log.
- Build and/or use anchor charts with students and continually refer to them as you teach setting goals, finding evidence
- Use visuals to show Post-it notes such as Hovercam, Padlet, or SMART Board.
- Use anchor charts for SWBST and retell across fingers and refer to them throughout unit.
- Provide graphic organizers for double/triple timelines.
- Provide chart for tracking stamina.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn-and-talk.
- Use modeling/role play/cuing.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Provide preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide Direct Instruction completing a book log.
- Build and/or use anchor charts with students and continually refer to them as you teach setting goals, finding evidence.
- Use visuals to show Post-it notes such as Hovercam, Padlet, SMART Board.
- Use anchor charts for SWBST and retell across fingers and refer to them throughout unit.
- Provide graphic organizers for double/triple timelines.
- Provide chart for tracking stamina.
- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.

- Provide preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Model book selection process.
- Model productive and engaging partner talk.
- Provide direct Instruction to aid in completing a book log.
- Build and/or use anchor charts with students and continually refer to them as you teach setting goals, finding evidence.
- Use visuals to show Post-it notes such as Hovercam, Padlet, SMART Board.
- Use anchor charts for SWBST and retell across fingers and refer to them throughout unit.
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- Provide students with their own copies of the text that they can read independently and track plot.
- Provide opportunities for students to turn-and-talk.
- Use modeling/role play/cuing.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Allow student to set goals that will allow them independence.
- Provide students with their own copies of the text that they can read independently.
- Use pre-assessment data to drive instruction.
- Use flexible grouping.
- Provide opportunities for students to turn-and-talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations

- Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of "I messages" when resolving conflicts.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of "I messages" when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Social Emotional Learning Competencies

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 - Connections:
 - Class rules
 - Class discussions
 - Following rules
 -

[Diversity Mandate Lesson Plans](#)

October - *Oliver Button is a Sissy* by Tomie dePaola

Suggested Mentor Texts

Tiger Rising by Kate DiCamillo

My Rotten Redheaded Older Brother by Patricia Polacco

A Fine, Fine School by Sharon Creech

Oliver Button is a Sissy by Tomie dePaola

The Great Kapok Tree by Lynne Cherry

The Principal's New Clothes by Stephanie Calmenson

A Day's Work by Eve Bunting

Chrysanthemum by Kevin Henkes

Boar Out There by Cynthia Rylant

Fly Away Home by Eve Bunting

Eleven by Sandra Cisneros

Crow Call by Lois Lowry

Spaghetti by Cynthia Rylant

William AKA Bill by Blaise Pascal

The Marble Champ by Gary Soto

Born on: September 25, 2018

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Professional Resources

A Guide to the Reading Workshop, Intermediate Grades, Units of Study for Teaching Reading, Grade 5 by Lucy Calkins with Colleagues from the Reading and Writing Project

Units of Study for Teaching Reading Grades 3-5, Building a Reading Life Stamina, Fluency, and Engagement by Lucy Calkins and Kathleen Tolan

Serravallo, J. (2015). *Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann.

Scholastic Leveled Bookroom 4.0

Unit 2 Fiction: Analyzing the Evolution of Characters

Unit Overview

In the *Analyzing the Evolution of Characters* Unit, readers will get to know their characters as friends and use precise words to describe them. Students will develop theories and build upon them with text evidence and multiple references to the text. Readers will grow and change these theories as they come across new information and monitor for sense. Using a reader's workshop model, students will reflect upon themselves and continue to make connections with their characters across texts to develop a sense of empathy during character conflict. This unit will give students a deep understanding of how characters develop in a text and how readers can analyze them.

Enduring Understandings

Readers will:

- Empathize with the characters in their books.
- Use precise words to describe characters.
- Identify the struggles and conflicts characters are facing.
- Consider how secondary characters impact the way the story unfolds.
- Create theories based on patterns and repeated ideas.
- Grow and revise theories as the story unfolds.
- Consider perspective and its effects.
- Use text evidence and reference the text when talking about claims.
- Self-assess their techniques and goals.

Assessments

Possible Ongoing Assessments

- LinkIt! benchmark and custom assessments
- During the *Analyzing the Evolution of Characters* Unit, students will meet one-on-one with their teacher to work with individuals to bring them to their next level. Individual instructional needs will be established.
- TCRWP Assessment for Independent Reading Level
- Conferring
- Class book recommendation lists on anchor chart
- On-going book sharing with a partner/class
- Anchor Charts/Bulletin Boards to visualize goal
- Exit Ticket - Create a theory about your character and prove it with evidence from the text

Possible Reading Notebook Entries

- Pull a Post-it
- Stop and Jots based on characters
- Creating Theories about characters and using text evidence
- Writing a Paragraph -My character is the type of person ...
- Make a prediction
- Make an inference
- Use precise words to describe characters
- Identify the conflict

- Stop and jot about secondary characters
- Create theories based on patterns
- Use text evidence
- Pull a line from the text and write about it
- Reading Goals
- Comparing and contrasting characters using a t-chart
- Look back at entries and expand or change

Home Response Book scored on content, process, and neatness

- Record SWBST and a theory
- Pull a post it and expand on it
- Create a theory using patterns and text evidence

Standards (NJSLs) Addressed in this Unit

Reading Literature

- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.
- RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational Skills

- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

Writing

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

Speaking & Listening

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable

Language

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

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.
CLKSP4 Demonstrate creativity and innovation.
CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
CLKSP6 Model integrity, ethical leadership and effective management.
CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Comprehensive Health and Physical Education

2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).

Unit 2 Fiction: Analyzing the Evolution of Characteristics

Suggested Teaching Points

Unit 2/Bend 1: Getting to Know Our Character as a Friend

Readers will get to know your character as a friend by . . .

- Using empathy:
 - Walking in their shoes
 - Reflecting on the feeling and reactions based on the way we

	<ul style="list-style-type: none"> ○ feel <ul style="list-style-type: none"> ○ Activating schema ● Using precise words to describe characters (example: instead of nice use loyal, generous). ● Noticing similarities between oneself and the text. ● Noticing similarities between the world and the text. ● Noticing similarities between two texts. ● Backing up ideas about characters with evidence from the text. ● Interpreting characters' tone of voice and body language. ● Imagining what characters are thinking when the author doesn't tell. ● Grounding your thinking in the text and carrying it with you as you read on. ● Knowing whose story this is and considering perspective and its effects. ● Naming the type of struggle a character faces: <ul style="list-style-type: none"> ○ Character vs. Character ○ Character vs. Nature ○ Character vs. Society ○ Character vs. Self ○ Character vs. Supernatural
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Unit 2/Bend 2: Building Theories about Characters	
<p><i>Readers use their knowledge of the characters to create theories and take journeys with them by...</i></p>	<ul style="list-style-type: none"> ● Noticing how they act and respond to events while paying attention to what and how they do it. ● Identifying patterns in their actions and the choices they make. ● Creating theories based on patterns/repeated behavior of the character. ● Growing and changing theories as stories unfold. ● Realizing characters are complex and not just one way. ● Having the ability to back up our theories with evidence from the text when adjusting them. ● Asking why characters behave the way that they do and continuing to make predictions based on these behaviors. ● Recognizing how setting can tell us so much about a character. ● Using your imagination and taking the journey with them. ● Noticing and thinking about symbols. ● Noticing and thinking about author's craft. ● Noticing characters' motivations for their actions. ● Noticing the roles secondary characters play in the protagonist's journey to solve the problem and develop the theme: <ul style="list-style-type: none"> ○ To help the character solve the problem ○ Sidekick: offer humor, a listening ear, a new perspective ○ Words of wisdom ○ Working to pose a challenge for the main character ● Reflecting on how each event has an effect on the story and impacts the characters as the story unfolds. ● Realizing how stories often go: paying close attention to the climax of the story and how the main character is tested.

Unit Specific Vocabulary

conflict, struggle, problem, perspective, point of view, schema, infer/inference, implied, prior knowledge, empathy, sympathy text evidence, symbols, interactive notebook, theories turn and talk partner, craft, secondary characters, character traits, protagonist, timeline, motivations, wants, needs, compare, contrast

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach.
- Provide students with their own copies of the text that they can read independently.
- Provide graphic organizers for tracking actions.
- Provide guided notes on growing and changing your theories about characters.
- Use visuals and audio clips to depict secondary characters.
- Provide opportunities for students to turn and talk.
- Discuss and model timelines for students.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.
- Include hands on activities.
- Provide individual copies of books that will allow students to track changes.
- Use hands on activities when possible.
- Use preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Use IEP goals and modifications.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach.
- Provide students with their own copies of the text that they can read independently.
- Provide graphic organizers for tracking actions.
- Provide guided notes on growing and changing your theories about characters.
- Use visuals and audio clips to depict secondary characters.

- Provide opportunities for students to turn and talk.
- Discuss and model timelines for students.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.
- Provide individual copies of books that will allow students to track changes.
- Use hands-on activities when possible.
- Use preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Use 504 goals and modifications.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts (character and making predictions) with students and continually refer to them as you teach.
- Provide students with their own copies of the text that they can read independently.
- Provide graphic organizers for tracking actions.
- Provide guided notes on growing and changing your theories.
- Use visuals and audio clips to depict secondary characters.
- Provide opportunities for students to turn and talk.
- Discuss and model timelines.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.
- Include hands on activities.
- Provide individual copies of books that will allow students to track changes.
- Use hands on activities when possible.
- Use pre-assessment data to drive instruction.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Allow handheld translator.
- Provide additional conferencing time.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Build and/or use anchor charts character and making predictions with students and continually refer to them as you teach.
- Provide students with their own copies of the text that they can read independently.
- Provide graphic organizers for tracking actions.
- Provide guided notes on growing and changing your theories.
- Use visuals and audio clips to depict secondary characters.
- Provide opportunities for students to turn-and-talk.
- Discuss and model timelines.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.

- Include hands on activities.
- Provide individual copies of books that will allow students to track changes.
- Use hands on activities when possible.
- Use preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Allow students to demonstrate mastery.
- Allow independent study to expand on characters and how they connect to the real world.
- Provide additional resources to develop and further levels of understanding.
- Provide opportunities for students to turn and talk.
- Use flexible groupings.
- Use pre-assessment data to drive instruction.
- Use more advanced texts.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others

- Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

[Diversity Mandate Lesson Plans](#)

November - *Fly Away Home* by Eve Bunting

Suggested Mentor Texts

- Home of the Brave* by Katherine Applegate
Tiger Rising by Kate DiCamillo
My Rotten Redheaded Older Brother by Patricia Polacco
A Fine, Fine School by Sharon Creech
Oliver Button is a Sissy by Tomie dePaola
The Great Kapok Tree by Lynne Cherry
The Principal’s New Clothes by Stephanie Calmenson
A Day’s Work by Eve Bunting
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Boar Out There by Cynthia Rylant
Fly Away Home by Eve Bunting
Eleven by Sandra Cisneros
Crow Call by Lois Lowry
Spaghetti by Cynthia Rylant
William AKA Bill by Blaise Pascal
The Marble Champ by Gary Soto

Professional Resources

Units of Study for Teaching Reading, Interpreting Characters: The Heart of the Story, Grade 4, Unit 1

Serravallo, J. (2015). *Reading Strategies Book: Your Everything Guide to Developing Skilled Readers.*

Portsmouth, NH: Heinemann.

Scholastic Leveled Bookroom 4.0

Unit 3 Book Club: Interpreting and Analyzing Theme

Unit Overview

In the *Interpreting and Analyzing Theme Book Club* Unit, readers will set up book clubs to raise the level of conversation about literature. Students will recognize that readers have different viewpoints, and they will defend their claims with reasons and evidence. Readers will use everything they know about characters to dig deeper and develop the theme and its complexity. Readers will use notebook entries to self-assess and reflect on goal setting. Students will begin to write and think analytically as they interpret literature within their book clubs to link ideas and build larger theories about texts. In the final bend, students will revisit a scene in their book club books and bring it to life through the theatre performance expectations. They will make decisions on how to portray the character, including props, scenery, and technical elements such as sound effects and lighting. Students will reflect on their experience and engage in deep discussions around how theatre connects to community and the impact that global issues have on the artist and theatre overall.

Enduring Understandings

Readers will:

- Set up and establish book clubs.
- Draw on all they know to read well and interpret character behavior and traits.
- Use everything they know about characters to develop themes.
- Make connections to characters.
- Use text evidence to support their thinking.
- Participate in book club discussions.
- Self-assess their techniques and goals.
- Continue to identify the struggles and conflicts characters are facing.
- Continue to consider how secondary characters impact the way the story unfolds.
- Use their imaginations to plan a retelling performance for a portion of the story.
- Create the props, costumes and scenery for a performance.
- Reflect on their experience as a character in the skit and as a member of the audience.
- Gain an understanding that theatre artists rely on intuition, curiosity, and critical inquiry to make decisions in their performances and convey meaning in the theatrical work.

Assessments

Possible Ongoing Assessments

- LinkIt! benchmark and custom assessments
- “Today’s Meet” blog
- TCRWP Assessment for Independent Reading Levels
- Partner talk
- Triple t-chart
- Read aloud a part of the book in the voice you think the character would say it
- Write a paragraph: “This is the type of person who is...”
- Book club discussions

Possible Reading Notebook Entries

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- Draw a picture of your character
- Double timeline to track events and reactions
- Use evidence: “What in the text makes you think that?”
- Learning progressions of a character
- Choose a character you are most like and explain why
- Compare and contrast characters in a t-chart

Home Response Book

- SWBST
- Create and build on theories based on patterns supported with text evidence

Standards (NJSLs) Addressed in this Unit

Reading Literature

- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- RL.5.6. Describe how a narrator’s or speaker’s point of view influences how events are described.
- RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational Skills

- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

Writing

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

Speaking & Listening

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on- one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
- 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.

Language

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Theatre

Creating

1.4.5.Cr1a: Create roles, imagined worlds and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances, of improvised stories in a drama/theatre work.

1.4.5.Cr1b: Imagine, articulate, and design ideas for costumes, props and sets that support the story, given circumstances, and characters in a drama/theatre work.

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

1.4.5.Cr2a: Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots and their given circumstances.

1.4.5.Cr2b: Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

1.4.5.Cr3a: Collaborate with peers to revise, refine, adapt and improve ideas to fit the given parameters of an improvised or scripted drama/theatre work through self and collaborative review.

1.4.5.Cr3b: Use and adapt sounds and movements in a guided drama experience.

1.4.5.Cr3c: Refine technical choices by creating innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.

Performing

1.4.5.Pr4a: Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.

1.4.5.Pr4b: Identify and utilize basic technical/design elements that can be used in drama/theatre work to demonstrate an understanding of the elements.

1.4.5.Pr5a: Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the performance and/or creation of a drama/theatre work.

1.4.5.Pr5b: Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.

1.4.5.Pr6a: Practice drama/theatre work and share reflections individually and in small groups, and informally with an audience.

Responding

1.4.5.Re7a: Identify, explain and demonstrate an understanding of both artistic choices and personal reactions made in a drama/theatre work through participation and observation.

1.4.5.Re8a: Develop and implement a plan to evaluate drama/theatre work.

1.4.5.Re2b: Analyze technical elements from multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works.

1.4.5.Re8c: Evaluate and analyze how a character's choices and character's circumstances impact an

audience's perspective in a drama/theatre work.

1.4.5.Re9a: Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work and justify responses to drama/theatre work based on personal experience.

1.4.5.Re9b: Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.

1.4.5.Re9c: Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.

Connecting

1.4.5.Cn10a: Explain how drama/theatre connects oneself to a community or culture and identify the ways drama/theatre work reflects the perspectives of a community or culture.

1.4.5.Cn11a: Identify, respond to and investigate connections to global issues including climate change and other content areas in a dramatic/theatrical work.

1.4.5.Cn11b: Compare the drama/theatre conventions of a given time period with those of the present.

Computer Science and Design Thinking

8.2.5.ED.2: Collaborate with peers to collect information, brainstorm to solve a problem, and evaluate all possible solutions to provide the best results with supporting sketches or models.

8.2.5.ED.4: Explain factors that influence the development and function of products and systems (e.g., resources, criteria, desired features, constraints).

8.2.5.ED.5: Describe how specifications and limitations impact the engineering design process.

8.2.5.ED.6: Evaluate and test alternative solutions to a problem using the constraints and tradeoffs identified in the design process.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.CT.3: Describe how digital tools and technology may be used to solve problems.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Social Studies

6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Unit 3 Book Club: Interpreting and Analyzing Theme Suggested Teaching Points

Unit 3/Bend 1: Raising the Level of Writing and Talking about Literature with Book Clubs

<p><i>Readers will set up book clubs by...</i></p>	<ul style="list-style-type: none"> ● Choosing an appropriate book. ● Determining and agreeing upon pages/chapters to be read per night, using a platform shared with the teacher. ● Using Post-its to prepare for discussions. ● Jotting discussion questions. ● Read aloud parts that add to your enjoyment. ● Engaging in partner talk by: <ul style="list-style-type: none"> ○ Using evidence to support ○ Asking what makes you say that? ○ Debating ○ Having book club discussion
<p><i>Readers will draw on all they know to read well and interpret character behaviors/traits by...</i></p>	<ul style="list-style-type: none"> ● Reading alertly, seeing details as meaningful. ● Uncovering life lessons or messages. ● Naming a big problem or challenge faced by the main character. ● Looking for a moment when something related to that problem shifts. ● Being open to see the text differently through other readers' eyes. ● Connecting ideas to form bigger theories. ● Using evidence from the text to support thinking. ● Sticking with your idea, wear your interpretation like a pair of glasses, looking for more. ● Mining for new insights that form your idea. ● Pushing to connect interpretations that at first seem unrelated. ● Debating to prompt rich book conversations: Readers have different viewpoints, defending with claims, reasons, and evidence. ● Reflecting on ourselves as book clubs.

Unit 3/Bend 2: Supporting Themes and Ideas in Fiction

<p><i>Readers use everything they know about characters to dig deep and develop themes by...</i></p>	<ul style="list-style-type: none"> ● Defining theme and making a list of common themes found in books. ● Thinking about how the character changed from the beginning to the end. ● Noticing how a character reacts to and resolves troubles. ● Paying attention to parts where your heart races because this is when you and your character learn the most. ● Reading texts closely. ● Thinking about if the theme in the story could be useful in your own life. ● Thinking about what your character stands to lose or gain. ● Recognizing that a character's mistakes can lead to lessons. ● Discovering that characters often find that whatever they need to discover is often already within them. ● Considering many parts across the story or the big picture and not just isolated events. ● Comparing how different characters connect to a common theme. ● Determining what the idea in the story means to you or to others in the world. ● Thinking about what the character knows now that they did not know earlier in the story.
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	<ul style="list-style-type: none"> ● Revising your theme statement to include all perspectives. ● Considering the choices authors should have made and the ones they did make. ● Studying an author's goals and techniques. ● Rethinking themes to allow for more complexity. ● Considering characters who don't support the theme. ● Self-assessing techniques and goals.
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Unit 3/Bend 3: Compare and Contrast Characters Across Texts

<p><i>Readers make connections to characters by ...</i></p>	<ul style="list-style-type: none"> ● Noticing similarities and differences: <ul style="list-style-type: none"> ○ Character traits ○ Between the theme ○ Either same lesson learned (example: one learns to speak up while one learns to keep quiet) ○ Between the lessons that two or more characters have learned ○ Conflicts faced ○ Socioeconomic status ○ Setting ● Identifying the problems the characters face and the reactions to them. ● Understanding one character can affect other characters. ● Naming one-word topics (issues, ideas, concepts) to determine similar themes and ideas. ● Connecting real world issues we read in books to think more deeply about our own lives.
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Unit 3/Bend 4: Bringing Fiction Stories to Life through the Theatre Lens
In this bend, the theatre performance expectations will serve as the leading standards. The following links will connect student learning objectives, suggested activities and assessments directly to those performance expectations.
Click [HERE](#) for a link to the Grades 3-5 Theatre document for student learning objectives, specific vocabulary, activities, and assessments for this bend. This document includes how each of the above are directly aligned to the performance expectations.
Click [HERE](#) for Explanations of the Performance Expectations for Grades 3-5 to gain an understanding of what each performance expectation means and an example.
Click [HERE](#) for the Grades 3-5 Theatre Rubric.

<p><i>Readers bring stories to life by ...</i></p>	<ul style="list-style-type: none"> ● Revisiting the work they had done around character analysis earlier in the unit to help with making decisions about how to portray the character, including what the character will look and sound like. ● Deciding on roles for group members when engaging in discussions. ● Engaging in conversations with peers to make decisions on props, costumes, and scenery for the desired scene they will be bringing to life. ● Trying out different ways to express the characters' feelings, motivations, etc. to collectively decide on what brings the
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	<p>characters' inner thoughts to the experience. i.e. thinking about how the character moves, interacts with others, etc.</p> <ul style="list-style-type: none"> ● Experimenting with different technology to enhance the theatrical production. ● Practicing and sharing about experience as performer and audience. ● Self-reflecting and providing feedback to peers to revise and improve the theatrical production. ● Making connections between the guided drama experience and the real world. ● Sharing empathy with the character and engaging in a peer discussion to share thoughts. ● Identifying how drama connects with the culture of the community and how perspective impacts how one views the drama. ● Engaging in conversations around how the drama would be different if it took place during a different time period. ● Identifying how global issues, such as the pandemic, impacted theatre.
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Unit Specific Vocabulary

conflict, struggle, problem, perspective, point of view, schema, infer/inference, implied, prior knowledge, empathy, sympathy, text evidence, symbols, interactive notebook, theories, turn and talk partner, craft, secondary characters, theme, author's message, character traits, protagonist, timeline, motivation, wants, needs, compare, contrast

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Model book choice for students.
- Provide students with their own copies of the text that they can read independently.
- Provide chart to allow students to take ownership over their stamina.
- Model discussion Post-its using visuals such as Padlet, hovercam or SMART Board.
- Role play, model and cue appropriate and accountable talk and debate.
- Provide opportunities for students to turn and talk.
- Provide graphic organizer for making connections.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.

- Include hands on activities when appropriate.
- Provide guided notes on theme.
- Build visuals such as a flow chart or anchor chart on how different characters' stories can lead to theme.
- Provide copies of books that will allow students to track changes.
- Use leveled texts.
- Use preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Use IEP goals and modifications.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Model book choice for students.
- Provide students with their own copies of the text that they can read independently.
- Provide chart to allow students to take ownership over their stamina.
- Model discussion Post-its using visuals such as Padlet, hovercam or SMART Board.
- Role play, model and cue appropriate and accountable talk and debate.
- Provide opportunities for students to turn and talk.
- Provide graphic organizer for making connections.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.
- Include hands-on activities when appropriate.
- Provide guided notes on theme.
- Build visuals such as a flow chart or anchor chart on how different characters' stories can lead to theme.
- Provide copies of books that will allow students to track changes.
- Use leveled texts.
- Use preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Use 504 goals and modifications.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Model book choice.
- Provide students with their own copies of the text that they can read independently.
- Provide chart to allow students to take ownership of their stamina.
- Model discussion Post-Its using visuals such as Padlet, hovercam or SMART Board.
- Role play, model and cue appropriate and accountable talk and debate.

- Provide opportunities for students to turn and talk.
- Provide graphic organizer for making connections.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.
- Include hands on activities.
- Provide guided notes on theme.
- Build visuals such as a flow chart or anchor chart on how different characters' stories can lead to theme.
- Provide copies of books that will allow students to track changes.
- Use leveled texts.
- Use preferential seating.
- Use flexible grouping
- Use pre-assessment data to drive instruction.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Allow for the use of a handheld translator.
- Provide additional time for one on one conferences.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Provide chart to allow students to take ownership over their stamina.
- Model Discussion Post-Its using visuals such as Padlet, hovercam or SMART Board.
- Role play, model and cue appropriate and accountable talk and debate.
- Provide opportunities for students to turn-and-talk.
- Provide graphic organizer for making connections
- Provide direct and explicit instruction as needed in strategies, skills, grammar
- Include hands on activities.
- Provide guided notes on theme.
- Build visuals such as a flow chart or anchor chart on how different characters' stories can lead to theme.
- Provide copies of individual copies of books that will allow students to track changes.
- Use leveled texts.
- Use preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow to build on that knowledge.
- Allow students to demonstrate mastery in creative ways.
- Allow students to create projects.
- Allow students to use additional texts to compare/contrast characters to theme.

- Provide the opportunity to lead discussion/debate.
- Provide additional resources to develop and further levels of understanding.
- Provide opportunities for students to turn and talk.
- Use flexible groupings.
- Use pre-assessment data to drive instruction.
- Use more advanced texts.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of "I messages" when resolving conflicts.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of "I messages" when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions

- Connections:
 - Class rules
 - Class discussions
 - Following rules

[Diversity Mandate Lesson Plans](#)

January- William AKA Bill by Tanya Sousa

Suggested Mentor Texts

Home of the Brave by Katherine Applegate
Tiger Rising by Kate DiCamillo
My Rotten Redheaded Older Brother by Patricia Polacco
A Fine, Fine School by Sharon Creech
Oliver Button is a Sissy by Tomie dePaola
The Great Kapok Tree by Lynne Cherry
The Principal's New Clothes by Stephanie Calmenson
A Day's Work by Eve Bunting
Chrysanthemum by Kevin Henkes
Boar Out There by Cynthia Rylant
Fly Away Home by Eve Bunting
Eleven by Sandra Cisneros
Crow Call by Lois Lowry
Spaghetti by Cynthia Rylant
William AKA Bill by Blaise Pascal
The Marble Champ by Gary Soto
Papa's Parrot by Cynthia Rylant

Professional Resources

Units of Study for Teaching Reading Grade 5 by Lucy Calkins with Colleagues from the Reading and Writing Project, *Interpretation Book Clubs, Analyzing Themes, Grade 5 Unit 1*
Serravallo, J. (2015). *Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*.
Portsmouth, NH: Heinemann.
Scholastic Leveled Bookroom 4.0

Unit 4 Nonfiction: Growing Ideas About Nonfiction & Increasing Stamina

Unit Overview

In the *Growing Ideas about Nonfiction and Increasing Stamina* Reading Unit, students will harness all they know about the differences between expository and narrative structure in order to learn about the world and the things in it. They will interact with nonfiction in a variety of forms, media, and structures. This unit is geared toward keeping a keen eye on structure as it can vary across and within texts. Students will also notice these structures in a variety of media. Readers will synthesize information to identify the main idea of texts. They will extract key details and use appropriate note-taking skills to keep track of the information they are learning. They will activate prior knowledge to monitor for sense and understanding. As students read, they will think about how all of the details fit together and assess for understanding. Students will also look at narrative nonfiction texts and gather information and ideas while paying attention to the story structure. They will read hybrid texts with power and take in all of the information they have learned about expository and narrative nonfiction texts. Students will share what they know with reading partners to strengthen and build their understanding. Throughout the unit, students will consistently find time to reflect on themselves as readers and establish new goals.

Enduring Understandings

Readers will:

- Extract key ideas and details in nonfiction text.
- Identify the main idea of a text.
- Synthesize main ideas across texts, structures, and media.
- Summarize the key points that support your thinking.
- Identify text structures.
- Activate prior knowledge.
- Monitor for sense.
- Think about the role of text features.
- Think about how all of the details fit together.
- Identify the structure of narrative nonfiction texts.
- Notice shifts in structure and switch their approach to reading, thinking, and jotting.
- Gather information and ideas when reading narrative nonfiction.
- Discuss ideas with partners.

Assessments

Possible Ongoing Assessments

- TCRWP Assessment for Independent Reading Levels
- LinkIt! benchmark and custom assessments
- Post its with students thinking about the text
- Sharing goals
- Anchor charts/bulletin boards to visualize goal
- Conferring
- Partner talk and discussion

Possible Reading Notebook Entries

Nonfiction Expository Texts

- Post-its
- Stop and jots
- Reading goals
- Make a connection: text to text, text to self, text to world
- Boxes and bullets structure
- Identify the main idea
- Stopping and thinking about how all of the information fits together
- Synthesize across texts

Narrative Nonfiction Texts

- Post-its, both information and story structure
- Theories about characters
- Text evidence to support thinking
- Stop and jots about main idea, information, and story structure
- Stopping and thinking about how all of the information fits together

Home Response Book

- Read and get 100% on a predetermined number of *Newse/a* Articles.
- If they get one incorrect, jotting about why the correct answer is the best answer.
- Create a theory using their independent fiction novel per week.

Standards (NJSL) Addressed in this Unit

Reading Literature

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.

Reading Informational Texts

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

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

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

Reading Foundational Skills

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

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

Writing

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.

Speaking & Listening

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with

diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

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

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

Language

L.5.3. 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.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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).

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Social Studies

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

Unit 4 Nonfiction: Growing Ideas About Nonfiction and Increasing Stamina

Suggested Teaching Points

Unit 4/Bend 1: Determining Importance and Synthesizing in Expository Nonfiction

Readers will extract key ideas and details by...

- Identifying the difference between nonfiction and fiction.
- Drawing conclusions about texts.
- Identifying the expository text structure.
- Thinking about how the subheadings contribute to understanding.
- Identifying key text structures:
 - Problem and Solution
 - Chronological Order
 - Box and Bullet
 - Compare and Contrast
 - How To
 - Pro/Con
- Making sure that whatever note taking tool readers choose fits with and reflects the big ideas of the text.
- Questioning: "What will I most likely learn about?"
- Interpreting visuals.
- Defining domain specific vocabulary.
- Thinking about the content vocabulary readers will encounter.
- Noticing text features and how they contribute to the overall meaning:

	<ul style="list-style-type: none"> ○ Labels ○ Maps ○ Table of contents ○ Headings ○ Captions ○ Diagrams ● Using boxes and bullets structure to stop and jot writing the main idea and supporting details. ● Confirming, revising, and adding to prior knowledge. ● Noticing when the topic has changed, even if there isn't a new heading, and jotting our own heading for that section. ● Answering questions that we have as we are reading. ● Reading another text to answer the bigger questions that lead us from text to text. ● Digging deeply when responding to a text: <ul style="list-style-type: none"> ○ But I wonder... ○ I used to think that... But now I am realizing.... ● Collecting information in different ways: <ul style="list-style-type: none"> ○ Boxes & Bullets ○ Timelines ○ Graphs ○ T-chart ● Reading with different lenses to notice more. ● Coming to texts as experts. ● Lifting the level of writing about reading.
<p><i>Readers will notice that expository texts are not only found in what we read but also what we watch by...</i></p>	<ul style="list-style-type: none"> ● Listening carefully for the big ideas and jotting notes as boxes and bullets in order to capture the important learning within the video clip. ● Jotting the important details readers hear and then choosing a heading for the details. ● Reviewing the video clip for clarity when things seem foggy. ● Listening for the words the speaker says. ● Looking not only at what is written on the screen but what is the important information.
<p><i>Readers will identify the main idea by...</i></p>	<ul style="list-style-type: none"> ● Retelling and summarizing the main points of the text. ● Asking what the text is mostly about and how all of the other details connect with this. ● Using the headings to determine the importance. ● Looking for repeated words. ● Using the first or last sentence to gather meaning. ● Listing supporting details. ● Determining how it all fits together. ● Reading multiple texts and media that share the same structure. ● Synthesizing across texts. ● Noticing differences in point of view. ● Pausing, reflecting, jotting, and thinking later about those connections. ● Dissecting <i>Newse/a</i> articles: <ul style="list-style-type: none"> ○ Annotating the text

	<ul style="list-style-type: none"> ○ Highlighting important information ○ Referring to the text when answering a text dependent question ○ Looking at the questions ahead of time
<i>When partners meet, they can share what they learned by...</i>	<ul style="list-style-type: none"> ● Retelling or summarizing the big ideas. ● Sharing the central idea and the supporting details with reading partners. ● Using partner talk: <ul style="list-style-type: none"> ○ But I wonder... ○ I used to think that... but now I am realizing.... ● Pointing out details in the pictures or the diagrams that highlight what they're saying. ● Linking previous learning to the new information that they just encountered: <ul style="list-style-type: none"> ○ Flipping back and forth to show pictures that build off of one another ○ Explaining how those pictures go together ● Using their voices to emphasize what's important. ● Acting out what they learned.

Unit 4/Bend 2: Narrative Nonfiction	
<i>Readers will reflect on themselves as readers by...</i>	<ul style="list-style-type: none"> ● Establishing reading goals before moving forward. ● Thinking about their strengths and weaknesses as a reader. ● Creating goals based on their reading identities. ● Thinking about how they will reach these goals.
<i>Readers will use what they know about the structure of narrative texts to also learn information by...</i>	<ul style="list-style-type: none"> ● Activating prior knowledge similarly to how it is done in fiction: <ul style="list-style-type: none"> ○ Discussing characteristics of fiction ○ Discussing characters and character traits ○ Noting that fiction has a beginning, middle, and end ○ Noting that fiction has a conflict, protagonist, antagonist, theme, message, etc. ● Noticing the shifts in structure and switching their approach to reading, thinking, and jotting. ● Realizing most narrative nonfiction has a typical focus. ● Realizing narrative nonfiction texts are based on real events and real people. ● Gathering information and ideas while also following the story structure with literary elements. ● Using Post-it notes to reflect information and story. ● Identifying the who, what, where, when. ● Thinking what lessons we are learning: <ul style="list-style-type: none"> ○ Struggles ○ Hope ○ Wants ○ Needs ○ Wishes

	<ul style="list-style-type: none"> ● Paying attention to the characters, their traits, their interactions, motivations and life choices. ● Thinking about what you know about the person, animal, topic and blend those skills to deepen understanding. ● Thinking about what obstacles stand in the way of the characters. ● Identifying the theme based on how the characters overcome their struggle, usually ending in a great achievement or a great disaster. ● Finding and keeping track of the underlying ideas. ● Viewing narrative videos on various websites (e.g. Liberty's Kids).
<i>Readers will share their learning by...</i>	<ul style="list-style-type: none"> ● Telling partners about the book they are reading. ● Using sentence starters to prompt conversation: <ul style="list-style-type: none"> ○ This text (or this part of a text) is mostly about... ○ The big new thing it teaches me is... ○ The big way this adds to what I already know about this subject...

Unit 4/Bend 3: Analyzing Point of View in Expository, Narrative and Hybrid Informational Texts

<i>Readers will notice shifts in structure and switch their thinking by...</i>	<ul style="list-style-type: none"> ● Comparing and contrasting structures. ● Synthesizing across texts, structures and media. ● Realizing the unpredictable setup of hybrid text (narrative and expository). ● Activating prior knowledge. ● Noting that some texts may begin with a story, a letter, a diary entry, or a mini biography and then move to expository text. ● Immersing themselves in hybrid structure. ● Questioning “What am I learning or What is this teaching me? And How does it fit?” ● Analyzing what is on the page or section and determining how it fits together. ● Reflecting on what they have learned and how their thinking is different after reading this text. ● Writing long and strong about what they learned.
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Unit Specific Vocabulary

main idea, text structure, boxes and bullets, text features, hybrid, narrative nonfiction, socioeconomic status, annotate, expository, informational, synthesize

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use flexible groupings.
- Refer to goals and modifications from the IEP.
- Provide opportunities to pre-teach key skills, strategies and concepts.
- Provide intensive, explicit instruction based on pre-assessments.
- Provide direct instruction on using texts and finding information.
- Provide direct, explicit instruction in using informational text.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide reinforcement as needed.
- Seek video and clips on research topic.
- Give constant and consistent feedback on the research process.
- Use think aloud for stop and jots.
- Use or build anchor charts for the different text structures throughout the unit.
- Provide opportunities for students to turn-and-talk.
- Use modeling/role play/cuing.
- Provide direct and explicit instruction as needed in strategies, skills and grammar.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.
- Use flexible groupings.
- Refer to goals and modifications from the 504.
- Provide opportunities to pre-teach key skills, strategies and concepts.
- Provide intensive, explicit instruction based on pre-assessments.
- Provide direct instruction on using texts and finding information.
- Provide direct, explicit instruction in using informational text.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide reinforcement as needed.
- Seek video and clips on research topic.
- Give constant and consistent feedback on the research process.
- Use think aloud for stop and jots.
- Use or build anchor charts for the different text structures throughout the unit.
- Provide opportunities for students to turn-and-talk.
- Use modeling/role play/cuing.
- Provide direct and explicit instruction as needed in strategies, skills and grammar.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Use preferential seating.

- Use flexible groupings.
- Provide opportunities to pre-teach key skills, strategies and concepts.
- Provide intensive, explicit instruction based on pre-assessments.
- Provide direct instruction on using text and finding information.
- Provide direct, explicit instruction in using informational text.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide reinforcement as needed.
- Seek video and clips on research topic.
- Give constant and consistent feedback on research process.
- Use think aloud for stop and jots.
- Use or build anchor charts for text features.
- Provide opportunities for students to turn-and-talk.
- Use modeling/role play/cuing.
- Provide direct and explicit instruction as needed in strategies, skills and grammar.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Allow for the use of a handheld translator.
- Provide audiobooks when possible.
- Allow student to work in pairs or small group for discussion.
- Use preferential seating.
- Use flexible groupings.
- Provide opportunities to pre-teach key skills, strategies and concepts.
- Provide intensive, explicit instruction based on pre-assessments.
- Provide direct instruction on using text and finding information.
- Provide direct, explicit instruction in using informational texts.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Seek video and clips on research topic
- Give constant and consistent feedback on research process.
- Use or build anchor charts for text structures and refer to them throughout the unit.
- Provide opportunities for students to turn-and-talk.
- Supplement vocabulary instruction with visuals.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide opportunity for students to bridge their finding on specific topic to another topic and how it can be applied to that field of study.

- Provide opportunity for higher level questioning and connections.
- Provide opportunity for hands on activities that challenge and add to the complexity of their research.
- Provide centers that will have the student explore subsets of their chosen topic.
- Provide students with their own copies of the text that they can read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness**: ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management**: ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills**: refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions

- Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

Independent Dames by Laurie Halse Anderson

The Boy Who Harnessed the Wind by William Kamkwamba

Toys! Amazing Stories Behind Some Great Inventions by Don Wulffson

Phineas Gage by John Fleischman

The Undersea World of Jacques Cousteau by Dan Yaccarino

[Philippe Petit: Man on Wire](#) by Philippe Petit

[Silly Putty Video](#)

[Silly Putty Video 2](#)

[Lego Story](#)

[Surviving Hurricane Carla Text Set](#)

Making Money Grow by Kathleen E. Bradley

[Relevant Newsela Articles](#)

Mummy's Curse by Amelia Peabody

[Flocabulary Nonfiction](#)

[Text Structure](#)

[Liberty's Kids Videos](#)

[BrainPop Main Idea Video](#)

Scholastic News

Professional Resources

Units of Study for Teaching Reading Grade 5 by Lucy Calkins with Colleagues from the Reading and Writing Project, *Tackling Complexity, Moving Up Levels of Nonfiction*, Grade 5 Unit 2

Units of Study for Teaching Reading Lucy Calkins with Colleagues from the Reading and Writing Project (2010) *Navigating Nonfiction in Narrative and Hybrid Text, Using Text Structures to Comprehend*, Grades 3-5

Serravallo, J. (2015). *Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann.

Scholastic Leveled Bookroom 4.0

Unit 5 Fiction: Historical Fiction

Unit Overview

In the *Historical Fiction* unit, students will be introduced to numerous historical elements and topics within historical fiction texts. They will use clues from the text to determine what life was like during that time period. Using evidence from the text, students will break apart historical fact from the author's craft. Readers will use their knowledge of the events and outside research to fact check the historical accuracy of their independent novel. Students will also learn to think like a character of that time period and see the story through a secondary character's perspective.

Historical fiction offers us the opportunity to be lifted out of ordinary lives and imagine lives of great adventure and heroism. It allows students to live vicariously through the eyes of historical children who act so much more grown-up, with so much more responsibility than they have in their fifth-grade lives. Historical fiction is inherently complicated—it happens in a time and a place the reader has never inhabited, the characters are entangled in historical and social issues of grand significance, and the events of the story are intimately related to real historical events. This unit will teach students to turn to their nonfiction books and articles when seeking to understand more about a time period or when trying to understand a historical backdrop. The goal is for students to emerge from this unit of study as knowledgeable readers who have new confidence in tackling complicated literature.

Enduring Understandings

Readers will:

- Pay attention to historical clues that help them understand the time period.
- Zoom in on a historical event.
- Explore a text through the protagonist as well as a secondary character's perspective.
- Compare and contrast traditions and cultures of various historical events.
- Continue to create theories about characters and the text.
- Gain background knowledge about a time period through the use of nonfiction sources.
- Use evidence to support their thinking.
- Notice the author's craft and how it affects the development of the story.

Assessments

Possible Ongoing Assessments

- LinkIt! benchmark and custom assessments
- Post-its
- Partner talk
- Time Period Book Club Groups
- Read aloud a part in the voice of your character
- TCRWP Assessment for Independent Reading Levels

Possible Reading Notebook Entries

Possible Ongoing Reading Notebook Entries

- Stop and jot about the text

- Write a paragraph: “This is the type of person who is...”
- Use evidence: “What in the text makes you think that?”
- Chart clues to show what life was like in the time period
- Create goals
- Assess strengths as a reader
- Stop and jot about perspectives

Home Response Book

- SWBST
- Post-its to fuel book club discussions

Standards (NJSLs) Addressed in this Unit

Reading Literature

- RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
- RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
- RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
- RL.5.5. 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.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

Reading Informational Texts

- 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.5.9. Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Reading Foundational Skills

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

Writing

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

Speaking & Listening

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.
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.

Language

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

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one’s thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.
 CLKSP4 Demonstrate creativity and innovation.
 CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
 CLKSP6 Model integrity, ethical leadership and effective management.
 CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Social Studies

6.1.5.CivicsHR.4: Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

Unit 5 Fiction: Historical Fiction

Suggested Teaching Points

Unit 5/Bend 1: Deep Comprehension and Synthesis of Complex Story Elements

Readers will zoom in on one historical event and explore it from a character's perspective by...

- Identifying the time period and event they are focusing on.
- Identifying the protagonist and the perspective.
- Identifying clues that help them to understand what life was like during the time period they are reading about:
 - Vocabulary
 - Characters
 - Countries
 - Dates
 - Objects
 - Socioeconomic status
 - Environment
- Paying attention to the setting and thinking about clues that set it apart from another time in history.
- Paying close attention to the historical conflict and the character conflict.
- Noticing keywords and domain specific vocabulary to see what life was like.
- Creating theories about characters and using text evidence to support their thinking.
- Identifying the motivations of characters.
- Paying attention to the groups that characters belong to:
 - Race
 - Gender
 - Religion

	<ul style="list-style-type: none"> ○ Culture ○ Traditions ○ Age ● Identify a common theme using strategies from previous theme ideas. ● Noticing the flow of events in a story so that they can consider how the order of events helps us understand the main idea. ● Identifying a main idea of the text using strategies from the previous nonfiction unit.
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Unit 5/Bend 2: Interpreting Complex Texts

<i>Readers will draft and revise their interpretations by...</i>	<ul style="list-style-type: none"> ● Identifying tension and suspenseful moments. ● Comparing different cultures. ● Establishing time period book club groups. ● Checking for historical accuracy: <ul style="list-style-type: none"> ○ Using <i>Newsela</i> ○ Using Google Junior ● Thinking about what they already know about an event in history and using it to connect to new information. ● Evaluating the quality of illustrations in a story so they can determine how they add to the meaning. ● Developing opinions about the text and using evidence to back them up.
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Unit 5/Bend 3: Exploring Historical Events from the Perspectives of Secondary Characters

<i>Readers will draft and revise their interpretations by...</i>	<ul style="list-style-type: none"> ● Comparing events in one historical fiction story to another so that they can draw conclusions about different times in history. ● Identifying traits of secondary characters and using evidence from the text to back them up. ● Noticing the author’s craft and how it affects the development of the story. ● Noticing the author’s perspective and how it affects the development of the story. ● Thinking about the motivations behind the secondary characters’ actions. ● Thinking about the secondary characters’ internal thoughts.
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Unit Specific Vocabulary

main idea, theme, lesson, historical conflict, symbols, historical conflict, symbols, setting cues, perspective, point of view, socioeconomic status, theme period, historical context, universal, struggle

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide students with their own copies of the text that they can read independently.
- Role play, model and cue appropriate and accountable talk and debate.
- Provide opportunities for students to turn and talk.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.
- Include hands-on activities when appropriate.
- Provide guided notes on protagonist and theme.
- Build an anchor chart on finding clues and refer to it throughout the unit.
- Provide explicit instruction on how to use *Newsela* and *Google Junior*.
- Use leveled texts.
- Use preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Use IEP goals and modifications.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide students with their own copies of the text that they can read independently.
- Role play, model and cue appropriate and accountable talk and debate.
- Provide opportunities for students to turn and talk.
- Provide direct and explicit instruction as needed in strategies, skills, grammar.
- Include hands-on activities when appropriate.
- Provide guided notes on protagonist and theme.
- Build an anchor chart on finding clues and refer to it throughout the unit.
- Provide explicit instruction on how to use *Newsela* and *Google Junior*.
- Use leveled texts.
- Use preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Use 504 goals and modifications.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring,

TCRWP Assessments for Independent Reading Levels.

- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide students with their own copies of the text to be read independently.
- Role play, model and cue appropriate and accountable talk and debate.
- Provide opportunities for students to turn and talk.
- Provide graphic organizer for making charting clues
- Provide direct and explicit instruction as needed in strategies, skills, grammar
- Include hands-on activities.
- Provide guided notes on protagonists and perspective
- Build anchor chart on finding clues and refer to throughout unit
- Provide explicit instruction on how to use *Newsela* and *Google Junior*.
- Use leveled texts.
- Use preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Allow for the use of a handheld translator.
- Ask students to recall together what they already learned in ways that activate their prior knowledge and allow them to build on that knowledge.
- Provide students with their own copies of the text that they can read independently.
- Role play, model and cue appropriate and accountable discussion and debate
- Provide opportunities for students to turn-and-talk.
- Provide graphic organizer for making charting clues
- Provide direct and explicit instruction as needed in strategies, skills, grammar
- Include hands on activities
- Provide guided notes on protagonists and perspective
- Build anchor chart on finding clues and refer to throughout unit
- Provide direct instruction on how to use *Newsela* and *Google Junior*.
- Use leveled texts.
- Use preferential seating.
- Use flexible grouping.
- Use pre-assessment data to drive instruction.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Allow students to demonstrate mastery in various ways.
- Allow students to create projects to demonstrate mastery.
- Allow students to use additional texts to compare/contrast characters to theme and time period.

- Provide the opportunity to lead discussion/debate.
- Provide additional resources to develop and further levels of understanding.
- Provide opportunities for students to turn and talk.
- Use flexible groupings.
- Use pre-assessment data to drive instruction.
- Use more advanced texts.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one's emotions and know one's strengths and limitations
 - Connections:
 - Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one's emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
 - Connections:
 - Students becoming the "expert" helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of "I messages" when resolving conflicts.
- **Relationship Skills:** refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of "I messages" when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions

- Connections:
 - Class rules
 - Class discussions
 - Following rules

[Diversity Mandate Lesson Plans](#)

April/May: *Brothers in Hope* by Mary Luana Williams

Suggested Mentor Texts

Cats of Krasinski Square by Karen Hesse and Wendy Watson

Star of Fear, Star of Hope by Jo Hoestlandt

The Yellow Star: The Legend of King Christian X of Denmark by Carmen Agra Deedy

The Butterfly Patricia Polacco

Rose Blanche by Roberto Innocenti

Freedom Summer by Deborah Wiles

Freedom on the Menu by Carole Boston Weatherford

Peppe the Lamplighter by Elisa Bartone

Brothers In Hope By Mary Luana Williams

Pink and Say by Patricia Polacco

Inside Out and Back Again by Thanhha Lai

Professional Resources

Units of Study for Teaching Reading Grade 4 by Lucy Calkins with Colleagues from the Reading and Writing Project, *Historical Fiction Clubs, Grade 4, Unit 4* by Lucy Calkins and Mary Ehrenworth

Teachers College Reading and Writing Project Reading Curricular Calendar, Fifth Grade, 2014-2015

Historical Fiction Book Clubs and Related Informational Reading: Tackling Complex Texts

Serravallo, J. (2015). *Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*. Portsmouth, NH: Heinemann.

Scholastic Leveled Bookroom 4.0

Unit 6 Standardized Test Prep: Demonstrating Text Comprehension in a Variety of Genres

Unit Overview

In the *Demonstrating Text Comprehension in a Variety of Genres* Unit, students will read both narrative and informational texts and generate literal comprehension on what the text states as well as drawing inferences from what might be hidden. Students will also continue to develop their ability to state a belief and support it using textual evidence. Students will build on this knowledge by applying it to texts and their corresponding multiple-choice questions. They will learn how to determine whether the question is literal and they can look back for the answer or if they need to draw an inference. Students will reinforce narrative and informational reading strategies that they have learned throughout the year and apply them to the genre of standardized testing. Students will monitor their own comprehension and be given tools to help them work through testing roadblocks.

Enduring Understandings

Readers will:

- Use what they know about the structure of a text to support comprehension on multiple choice tests.
- Read a text accurately and decode tricky words when they aren't able to use a dictionary.
- Think about before, during, and after reading to support comprehension on timed assessments.
- Take on the complexities of a multiple choice timed assessment.

Assessments

Possible Ongoing Assessments
<ul style="list-style-type: none">• LinkIt! benchmark and custom assessments• Current standardized assessment practice tests• Timed stamina assessments• Annotated piece of text• Listening to turn and talk conversation to reiterate understanding• TCRWP Assessment for Independent Reading Levels
Possible Reading Notebook Entries
<ul style="list-style-type: none">• Stop and jot test notes• Proof of correct and incorrect answers

Standards (NJSLs) Addressed in this Unit

Reading Literature
RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

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

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

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

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

Reading Informational Texts

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

RI.5.7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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

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

Reading Foundational Skills

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

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

Speaking & Listening

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

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

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

Language

L.5.3. 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.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 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).

Computer Science and Design Thinking

8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.

Career Readiness, Life Literacies, and Key Skills

9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).

9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).

9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.

9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

CLKSP1 Act as a responsible and contributing community member and employee.

CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.

CLKSP6 Model integrity, ethical leadership and effective management.

CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Theatre

1.4.5.Cr1c: Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

Unit 6 Standardized Test Prep: Demonstrating Text Comprehension in a Variety of Genres Suggested Teaching Points

Unit 6/Bend 1: Demonstrating Text Comprehension in Fiction

Readers will know and apply Grade 5 reading strategies for fiction by...

- Reading grade level texts with purpose and understanding.
- Quoting accurately from a text.
- Determining a theme of a story, drama, or poem using details from the text.
- Comparing and contrasting two or more characters and events.
- Comprehending literature including stories, dramas, and poetry.
- Thinking how authors use reasoning and evidence to support a particular point in a text.
- Summarizing a written text.
- Determining a genre and setting a purpose for reading.
- Identifying the conflict or character struggle.
- Understanding character perspective.
- Creating a mind-movie and thinking about the connection between how a character acts and their inner thoughts to gain a deeper understanding of the character.

Unit 6/Bend 2: Demonstrating Text Comprehension in Nonfiction

Readers will know and apply Grade 5 reading strategies for nonfiction by...

- Drawing on information from multiple print or digital sources.
- Demonstrating the ability to locate an answer within a text.
- Explaining how the author uses reasoning and evidence to support particular points.
- Synthesizing main idea across text.
- Summarizing the text.
- Using text features to support thinking.
- Understanding how text features contribute to the overall meaning.
- Identifying the text structure and thinking about how it contributes to the overall meaning.
- Thinking about what the text is mostly about.

Unit 6/Bend 3: What To Do If You Get Stuck

Readers will immerse themselves in the testing genre by...

- Reading with uninterrupted stamina.
- Following test directions accurately.
- Recognizing and responding to various forms of questioning.
- Reading the questions and understanding what is being asked.
- Backing up and rereading.
- Taking a deep breath and then getting back to work.
- Rereading and referring to the text when you get stuck.
- Highlighting and annotating as you are reading.
- Stopping and jotting using test prep paper.
- Asking yourself: "What did that paragraph mean?"

Unit Specific Vocabulary

annotate, text evidence, genre, proof, best answer, correct answer

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts on compare/contrast and summarizing with students and continually refer to them as you teach.
- Provide students with their own copies of the text to read independently.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for comparing and contrasting across texts.
- Provide direct instruction on drawing information from multiple sources for example pictures, video and or audio clips.
- Model quoting from the text.
- Provide anchor chart on test-taking strategies.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts on compare/contrast and summarizing with students and continually refer to them as you teach.
- Provide students with their own copies of the text to read independently.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for comparing and contrasting across texts.
- Provide direct instruction on drawing information from multiple sources for example pictures, video and or audio clips.
- Model quoting from the text.
- Provide anchor chart on test-taking strategies.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.

- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts on compare/contrast and summarizing with students and continually refer to them as you teach.
- Provide students with their own copies of the text to read independently.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for comparing and contrasting across texts.
- Provide direct instruction on drawing information from multiple sources for example pictures, video and or audio clips.
- Model quoting from the text.
- Provide anchor chart on test-taking strategies.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts on compare/contrast and summarizing with students and continually refer to them as you teach.
- Provide students with their own copies of the text to read independently.
- Provide opportunities for students to turn-and-talk.
- Use modeling/role play/cuing.
- Provide graphic organizers for comparing and contrasting across texts.
- Provide direct instruction on drawing information from multiple sources for example pictures, video and or audio clips.
- Model quoting from the text.
- Provide anchor chart on test-taking strategies.
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide students with their own copies of the text to read independently.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:

- Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

[NJ Assessment Resource Center-Practice Tests](#)

Excerpts from the following:

Ida B by Katherine Hannigan

Moon Over Manifest by Clare Vanderpool

The Youngest Girl in Fifth Grade by Angela Brazil

The Amazing Penguin Rescue by Lauren Tarshis

The Amazing Penguin Rescue by Dyan DeNapoli

Endangered Penguins Caught in Oil Spill Video
The Growin' of Paul Bunyan

Professional Resources

Writing Pathways K-5, Performance Assessments and Learning Progressions, Units of Study for Teaching Reading Lucy Calkins with Colleagues from the Reading and Writing Project
Serravallo, J. (2015). *Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*.
Portsmouth, NH: Heinemann
Scholastic Leveled Bookroom 4.0

Unit 7 Nonfiction: Reading in Content Areas

Unit Overview

In the *Reading in Content Areas* unit, readers will become reporters of their community by reading like a journalist. This unit is the reading and research portion of the corresponding writing unit (*Journalism*). Students will look at the world through the eyes of an observer, noticing what makes a reputable source. They will research and read about topics that they are passionate about. They will also get an idea of how a newscast is run by viewing *Teen Kids News*, teen journalists in action. They will look at a wide variety of different types of news sources including newspapers, magazines, *Scholastic News*, and *Newsela*. As they read, they will analyze the format of news stories in order to prepare them to write. They will take notice of the strong and precise language the authors use to captivate their audience.

Enduring Understandings

Readers will:

- Identify the 5Ws and H of a news story.
- Become reporters of their community.
- Become masters on topics that they are passionate about.
- Read like a journalist.
- Discuss the leads of a news article.
- Identify the role of the upside down pyramid structure.
- Notice the role of firsthand accounts or interviews in a news story.
- Identify the differences between narratives and news stories.
- Become familiar with a reporter's unbiased tone.
- Identify the role of precise and vivid language in a news story.

Assessments

Possible Ongoing Assessments

- TCRWP Assessment for Independent Reading Levels
- LinkIt! benchmark and custom assessments
- Partner talk
- Student-taught research
- Student-created parody based on the year's curriculum
- Student-created news stories from *Journalism Writing Unit*

Possible Reading Notebook Entries

- Jotting news leads
- Keeping track of vivid language
- Keeping track of the 5Ws
- Noticing the upside down triangle structure
- Becoming reporters of the community by jotting down ideas

Standards (NJSLs) Addressed in this Unit

Reading Informational Texts

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

Reading Foundational Skills

- RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

Writing

- W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- W.5.7. 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.

Speaking & Listening

- SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
- SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

- SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
- SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
- SL.5.5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
- SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Language

- L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- 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.5.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- 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).

Computer Science and Design Thinking

- 8.1.5.AP.4: Break down problems into smaller, manageable sub-problems to facilitate program development.
- 8.1.5.IC.1: Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
- 8.1.5.IC.2: Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
- 8.1.5.DA.2: Compare the amount of storage space required for different types of data.
- 8.2.5.IH.4: Describe a technology/tool that has made the way people live easier or has led to a new business or career.

Career Readiness, Life Literacies, and Key Skills

- 9.4.5.CI.3: Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
- 9.4.5.DC.4: Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
- 9.4.5.DC.5: Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
- 9.4.5.TL.3: Format a document using a word processing application to enhance text, change page formatting, and include appropriate images, graphics, or symbols.

Practices

- CLKSP1 Act as a responsible and contributing community member and employee.
- CLKSP4 Demonstrate creativity and innovation.

CLKSP5 Utilize critical thinking to make sense of problems and persevere in solving them.
 CLKSP6 Model integrity, ethical leadership and effective management.
 CLKSP8 Use technology to enhance productivity, increase collaboration and communicate effectively.

Interdisciplinary Connections

Media Arts

1.2.5.Cr2a: Collaboratively form ideas, plans and models to prepare for media artwork.

Unit 7 Nonfiction: Reading in Content Areas

Suggested Teaching Points

Unit 7/Bend 1: Reading Like a Journalist

Readers will become journalists and observe with a new lens by...

- Understanding how a newscast is run by watching teen news stories.
- Reading news stories through the lenses of topics, transitions, and precise language.
- Identifying news leads and the essential information in different stories.
- Noticing the objective reporter’s tone.
- Noticing the precise vivid language used to dramatize events.
- Noticing sensory words.
- Identifying the upside down pyramid structure.
- Identifying the differences between a narrative and a news story.
- Defining the word “concise.”
- Noticing the firsthand accounts used to support stories.
- Observing the world around them.
- Paying attention to the hidden and obvious stories.
- Noticing the craft of news stories.
- Identifying the 5Ws and H of the story.
- Looking at a plethora of different types of news stories using: *Newsela, Tween Tribune, National Geographic, Newspapers, Magazines*

Unit 7/Bend 2: Digging Deeper into News Stories

Readers will become reporters of their community by...

- Becoming masters on the topics that they are choosing to write about.
- Researching and mining for new insights.
- Reading many different articles on the same topics.
- Keeping in mind differing perspectives and lenses.
- Looking at all sides of a story.
- Noticing the endings of news stories and how they leave the reader thinking.
- Noticing the background information given.
- Becoming editors and checking news stories for all they have learned.
- Identifying the significance of headlines.
- Noticing the role of cartoons, illustrations, or photographs.
- Become reporters of their community.
- Researching topics based on their desire to learn more.

	<ul style="list-style-type: none"> Thinking about what questions the journalist may have asked in order to write this article.
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Unit 7/Bend 3: Reporting News as a Journalist

<p><i>Readers will take on the role of a journalist by...</i></p>	<ul style="list-style-type: none"> Collaborating with their peers by applying speaking & listening skills and accountable talk strategies practiced in Reading Unit 3: BOOK CLUB: Interpreting and Analyzing Theme. Planning for a news broadcast by meeting in news teams, assigning stories, starting research, taking notes and writing interview questions. <ul style="list-style-type: none"> LINK: Newsteams (Shared Doc) (Please make a copy of ALL linked files.) LINK: Who wants to be an interviewer? LINK: Interviewer Doc LINK: 5Ws & 1H Graphic Organizer (Use for scripts!) Preparing for news broadcasts by writing scripts with strong leads (5Ws & 1H) and rehearsing speaking parts. <ul style="list-style-type: none"> Unit Launch Link: Leads: 5Ws & 1H Enhancing a newscast presentation with peers by adding photos and video & music links. "Showing what they know" about journalism by presenting published newscasts to their peers. Identifying and discussing the pros and cons of technology in journalism today. Discussing how technology has changed the journalism profession. <ul style="list-style-type: none"> LINK: Newscaster Behaviors & Meet Walter Cronkite! Comparing and contrasting the different types of devices needed to record interviews and make decisions on which is the most efficient by exploring various options. (iPads/iPhones vs. Chromebooks, use of tripod vs. handheld) Reviewing their recorded work. <p>Link to more details of project</p>
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Unit Specific Vocabulary

news lead, unbiased, objective, 5Ws, upside down triangle, examine, elaborate, evidence, informational text, research, source, expert

Suggested Modifications

These strategies can be adapted to scaffold for students needing more support or extend the learning for higher level students. Differentiation is accomplished through content, process, product, and learning environment.

Special Education Students

- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.

- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts on the 5Ws and refer to it throughout unit.
- Use preferential seating.
- Use flexible groupings.
- Refer to student’s IEP goals and modifications.
- Use pre-assessment data to drive instruction.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Use visuals to highlight news leads.
- Provide audio/video clips to highlight tone.
- Give examples of sensory and vivid language.
- Provide folders/envelopes to sort information from multiple sources.
- Provide an “editor’s checklist.”
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students with 504 Plans

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts on the 5Ws and refer to it throughout the unit.
- Use preferential seating.
- Use flexible groupings.
- Refer to student’s 504 plan goals and modifications.
- Use pre-assessment data to drive instruction.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Use visuals to highlight news leads.
- Provide audio/video clips to highlight tone.
- Give examples of sensory and vivid language.
- Provide folders/envelopes to sort information from multiple sources.
- Provide an “editor’s checklist.”
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Students at Risk

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts on the 5Ws and refer to it throughout the unit.
- Use preferential seating.
- Use flexible groupings.

- Use pre-assessment data to drive instruction.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Use visuals to highlight news leads.
- Provide audio/video clips to highlight tone.
- Give examples of sensory and vivid language.
- Provide folders/envelopes to sort information from multiple sources
- Provide an “editor’s checklist.”
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

English Language Learners

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Build and/or use anchor charts on the 5Ws and refer to it throughout the unit.
- Use preferential seating.
- Use flexible groupings.
- Use pre-assessment data to drive instruction.
- Provide opportunities for students to turn and talk.
- Use modeling/role play/cuing.
- Use visuals to highlight news leads.
- Provide audio/video clips to highlight tone.
- Give examples of sensory and vivid language.
- Provide folders/envelopes to sort information from multiple sources.
- Provide an “editor’s checklist.”
- Incorporate differentiated reading techniques based on the 5th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Gifted and Talented

- Use various methods to understand a student’s learning style: observation, surveys, conferring, TCRWP Assessments for Independent Reading Levels.
- Ask students to recall together what they already learned in ways that activate their prior knowledge.
- Provide opportunity for students to record themselves and self-assess.
- Provide opportunities for students to turn and talk.
- Provide student opportunities to set their own agenda.
- Incorporate differentiated reading techniques based on the 6th Grade Reading Learning Progressions (see TCRWP Units of Study for Reading).

Social Emotional Learning Competencies

- **Self-Awareness:** ability to recognize one’s emotions and know one’s strengths and limitations
 - Connections:

- Students will be working with partners or in small groups. It is important for students to understand that everyone has different strengths and areas of growth. The teacher helps support students with this.
 - Use of student/teacher specific praise regularly on student areas of strength and areas that have been improving.
 - Check-in on feelings (thumbs up, down, in the middle). This helps the teacher know who might need additional support.
- **Self-Management:** ability to regulate and control one’s emotions and behaviors, particularly in stressful situations
 - Connections:
 - Applying Open Circle strategies such as belly breathing when feeling upset or anxious.
 - Cool down spot in classroom to take a break. Students are encouraged to use it to help refocus as needed.
 - Use of fidget toys as needed.
- **Social Awareness:** ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one’s actions influence and are influenced by others
 - Connections:
 - Students becoming the “expert” helper to support others in their work.
 - Practicing active listening strategies when classmates are speaking.
 - Use of “I messages” when resolving conflicts.
- **Relationship Skills:** refers to one’s ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
 - Connections:
 - Sharing materials, taking turns, understanding that everyone may not always get a turn for every activity.
 - Use of “I messages” when resolving conflicts.
 - Use of active listening strategies, i.e. repeating what you heard your partner say when discussion conflicts.
- **Responsible Decision-Making:** refers to the ability to use multiple pieces of information to make ethical and responsible decisions
 - Connections:
 - Class rules
 - Class discussions
 - Following rules

Suggested Mentor Texts

[Teen Kids News](#)

[Relevant Newsela articles](#)

[Resource Wiki Page](#)

Scholastic News Magazines

Professional Resources

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Annual Revision: OPS Board Approval September 2023 Oradell Public School District GR 5 Reading Curriculum 76

Units of Study for Teaching Reading Grade 5 by Lucy Calkins with Colleagues from the Reading and Writing Project

- *Tackling Complexity, Moving Up Levels of Nonfiction*, Grade 5 Unit 2, Units of Study for Teaching Reading Lucy Calkins with Colleagues from the Reading and Writing Project
- *Argument and Advocacy, Researching Debatable Issues*, Grade 5 Unit 3, Units of Study for Teaching Reading Lucy Calkins with Colleagues from the Reading and Writing Project

Serravallo, J. (2015). *Reading Strategies Book: Your Everything Guide to Developing Skilled Readers*.

Portsmouth, NH: Heinemann

Scholastic Leveled Bookroom 4.0