



# Grade 5 - Unit 1 Reading - Ownership: Readers and Writers are Thinkers

## Unit Focus

Students are familiar with the routines and procedures of choosing a variety of just right books, accountable talk, working with reading partners and book clubs and have worked to evaluate and justify with text evidence when writing about reading. While setting up the classroom initially focus on setting up the routines and procedures that will help the community of readers able to talk about and read books critically. Teachers will act as a coach and conductor by helping students build a reading life where new routines for carrying and keeping track of books that travel from home to school and back again will be taught. The primary goal is to set the stage for engaging a community of avid readers who read, think, talk and write about books in great volume. During this unit, review turn and talk, in order to give students practice and opportunity to take and make reading journeys through a book more meaningful. Since students are so familiar with the workshop model, this unit focuses more on establishing classroom routines and expectations, getting students into just right books and practicing writing about your reading. It should not exceed more than two weeks because the goal is for students to be in a book as they enter the writing launch/narrative unit.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<b>Standards</b> <ul style="list-style-type: none"><li>Common Core<ul style="list-style-type: none"><li>English Language Arts: 5<ul style="list-style-type: none"><li>Reading Literature<ul style="list-style-type: none"><li>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (CCSS.ELA-LITERACY.RL.5.1)</li><li>Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (CCSS.ELA-LITERACY.RL.5.2)</li><li>Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (CCSS.ELA-LITERACY.RL.5.4)</li><li>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4– 5 text complexity band independently and proficiently. (CCSS.ELA-LITERACY.RL.5.10)</li></ul></li><li>Reading: Informational Text<ul style="list-style-type: none"><li>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4– 5 text complexity band independently and proficiently. (CCSS.ELA-LITERACY.RI.5.10)</li><li>Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.5.3)</li></ul></li></ul></li></ul></li></ul>	<i>Students will be able to independently use their learning to...</i> <b>T1</b> Choose and read across genres and texts for specific purposes. <b>T2</b> Listen, exchange, evaluate, and build upon ideas.	
	<b>Meaning</b>	
	<b>Understanding(s)</b>	<b>Essential Question(s)</b>
	<i>Students will understand that...</i> <b>U1</b> Readers make inferences about a text by using text evidence to support their thinking. <b>U2</b> Readers identify key details to summarize and analyze objectively and accurately. <b>U3</b> Readers and writers express their thinking clearly and build on the ideas of others. <b>U4</b> Readers recognize that words and phrases can have literal or figurative meaning.	<i>Students will keep considering...</i> <b>Q1</b> How do I support and prove my thinking? <b>Q2</b> How might I best retell this story? <b>Q3</b> How do I figure out the meaning of unknown words/phrases/ concepts? <b>Q4</b> How and why do readers talk and write about their reading? <b>Q5</b> What goals will help me grow as a reader?

## Stage 1: Desired Results - Key Understandings

- Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context. *(CCSS.ELA-LITERACY.RF.5.3.A)*
- Read with sufficient accuracy and fluency to support comprehension. *(CCSS.ELA-LITERACY.RF.5.4)*
- Read grade-level text with purpose and understanding. *(CCSS.ELA-LITERACY.RF.5.4.A)*
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.5.4.C)*
- 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. *(CCSS.ELA-LITERACY.SL.5.1)*
- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. *(CCSS.ELA-LITERACY.SL.5.1.A)*
- Follow agreed-upon rules for discussions and carry out assigned roles. *(CCSS.ELA-LITERACY.SL.5.1.B)*
- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. *(CCSS.ELA-LITERACY.SL.5.1.C)*
- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. *(CCSS.ELA-LITERACY.SL.5.1.D)*
- 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. *(CCSS.ELA-LITERACY.L.5.4)*
- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. *(CCSS.ELA-LITERACY.L.5.4.A)*
- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). *(CCSS.ELA-LITERACY.L.5.4.B)*
- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. *(CCSS.ELA-LITERACY.L.5.4.C)*
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. *(CCSS.ELA-LITERACY.L.5.5)*
- Interpret figurative language, including similes and metaphors, in context. *(CCSS.ELA-LITERACY.L.5.5.A)*
- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. *(CCSS.ELA-LITERACY.L.5.5.C)*

### Madison Public Schools Profile of a Graduate

Awareness: Examining current performance critically to identify steps/strategies to persist. *(POG.4.1)*

## Acquisition of Knowledge and Skill

### Knowledge

*Students will know...*

**K1** A summary is a retell of the main events from the story into your own words.

**K2** A direct quote is using the exact words that appear in the text.

**K3** Paraphrasing is putting the information into your own words.

**K4** Context clues are clues that readers use to find the meaning of unknown words.

**K5** A simile is two unlike things that are compared using like or as.

**K6** Onomatopoeia is a word that sounds like the object or action it refers to.

**K7** Personification is giving human like characteristics to a non-human.

**K8** Fluency is speaking and reading with an expression that reflects and adds to the meaning of the oral or written message.

**K9** Vocabulary: Morphology

### Skill(s)

*Students will be skilled at...*

**S1** Recalling and using important details to convey understanding of a text through writing and discussion.

**S2** Identifying and using relevant details to support an idea about a text.

**S3** Elaborating on ideas by providing details and examples.

**S4** Using sentence-level context clues for words with multiple meanings.

**S5** Identifying figurative language in text.

**S6** Speaking and reading with speed, accuracy and proper expression.

**S7** Recognizing morphemes hold their own individual meaning.