

**Quinton Township School District**  
**English Language Arts Literacy-Reading with Theater Arts Infused**  
**Grade 5**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	1	<b>Unit Title:</b>	Interpretation Book Clubs: Analyzing Themes	<b>Pacing:</b>	September - November
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**Unit Summary:**

Readers make a growth spurt in reading-reading texts that are worthy of serious, thoughtful reading.  
Readers work together in book clubs to identify/interpret the themes that thread through their books.  
Readers compare and contrast the ways in which themes are developed across texts.

**Objectives:**

**Bend I**

SWBAT take on the goal of becoming a better reader by working deliberately with specific goals.  
SWBAT identify strong qualities of writing about reading.  
SWBAT assess their reading progress.  
SWBAT learn to read as a writer, notice details and annotate their reading.  
SWBAT develop ideas about reading by re-reading, thinking carefully and locating ideas in texts.  
SWBAT identify the perspective (point of view) of the story and the effects it has on the meaning of the story being told. \*  
SWBAT think analytically about reading and writing by dividing, ranking, and comparing information.  
SWBAT revise their writing about reading while reading even further.

**Bend II:**

SWBAT see what is more significant in a text and make more observations as they read.

SWBAT read to pay close attention to the characters in the story, the problems they face, and the lessons they learn from those problems.

SWBAT learn from each other's ideas while reading, view text through the eyes of others. \*

SWBAT link ideas together to build larger theories or interpretations, and look for a larger truth or lesson while reading. \*

SWBAT read on and stay with the interpretation that they have made about their text, wear it like a lens and look for more places that fit with or change their idea.

SWBAT debate a different viewpoint on provocative questions related to the same book with other readers, aiming to persuade the other person, the other side.

SWBAT reflect on what they do in an effective book club that lifts the level of the clubs work.

**Bend III:**

SWBAT explore universal themes in texts, compare what's the same and what's different, and notice how the theme plays out in different texts.

SWBAT rethink themes to be more specific in contrasting how a theme plays out in different stories. \*

SWBAT think about how different characters connect to a theme, examine which characters best represent a particular theme through their thoughts, actions, and dialogue.

SWBAT think about the choices that authors make as a way to come to new insights as readers.

SWBAT focus on a part of a text where the author seems to be trying to achieve something and ask how they do it.

**Essential Questions:**

- How can you set goals to have a more thoughtful and mature reading life?
- Why is it important to think and write analytically while gaining insights from reading texts?
- What happens to the reader when a character seems to realize something or change in a text?
- Why is it important as a reader to study the choices the author did not make along with the choices the author did make?
- How do people connect through literature and art?

- How can one piece of writing communicate different messages to different people?

### **Common Core State Standards/Learning Targets:**

Start with Assessment

R.L.5.2

Session 1

W.5.1, W.5.2, W.5.3 RF.5.3, RF.5.4, RL.5.10, RI.5.10 SL.5.1, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6, VPA 1.3, 1.4

Session 2 W.5.1, W.5.2, W.5.3 RF.5.3, RF.5.4, RL.5.10, RI.5.10 SL.5.1 L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6, VPA 1.3, 1.4

Session 3

W.5.1, W.5.2, W.5.3 RF.5.3, RF.5.4, RL.5.10, RI.5.10 SL.5.1, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6, VPA 1.3, 1.4

Session 4

W.5.1, W.5.2, W.5.3 RF.5.3, RF.5.4, RL.5.10, RI.5.10 SL.5.1 L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6, VPA 1.3, 1.4

Session 5

W.5.1, W.5.2, W.5.3 RF.5.3, RF.5.4, RL.5.10, RI.5.10, RL.5.1, RL.5.2, RL.5.6, RL.5.7, RI.5.1, RI.5.2, RI.5.6 SL.5.1.b,d, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6, VPA 1.3, 1.4

Session 6

W.5.3 RF.5.3, RF.5.4, RL.10 SL.5.1, SL.5.3, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6, VPA 1.3, 1.4

Session 7

W.5.3 RF.5.3, RF.5.4, RL.5.1, RL.5.3, RL.5.5, RL.5.10 SL.5.1, SL.5.2, SL.5.4, SL.5.6 L.5.1, L.5.3, VPA 1.3, 1.4

Bend II

Session 8

RF.5.3, RF.5.4, RL.5.1, RL.5.3, RL.356, RL.5.10, VPA 1.3, 1.4

Session 9

RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.10, VPA 1.3, 1.4

Session 10

RL.5.1, RL.5.3, RL.5.5, RL.5.10, VPA 1.3, 1.4

Session 11

RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.510, VPA 1.3, 1.4

Session 12

RL.5.1, RL.5.2, RL.5.5, RL.5.10, VPA 1.3, 1.4

Session 13

RF.5.3, RF.5.4, RL.5.10, VPA 1.3, 1.4

Session 14

RF.5.3, RF.5.4, RL.5.10, VPA 1.3, 1.4

Session 15

RF.5.3, RF.5.4, RL.5.1, RL.354, RL.5.10, VPA 1.3, 1.4

Session 16

RF.5.3, RF.5.4, RL.5.1, RL.5.4, RL.5.10, VPA 1.3, 1.4

Session 17

RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.10, VPA 1.3, 1.4

Session 18

RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.10, VPA 1.3, 1.4

Session 19

RF.5.3, RF.5.4, RL.5.10, VPA 1.3, 1.4

Session 20

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

**Interdisciplinary Connections:**

Math

Science

Social Studies

Health

Visual and Performing Arts

**21st Century Themes:**

Global Awareness

**21st Century Skills**

Learning and Innovation Skills

Critical Thinking and Problem Solving

Communication and Collaboration

Life and Career Skills

Social and Cross-Cultural Skills

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Establish roles and routines of Readers Workshop</p> <p><b>Bend I:</b> Writing About Reading with Voice and Investment</p> <p><b>Session 1:</b> Taking Charge of Your Reading Life</p> <p><b>Session 2:</b> Writing Well about Reading</p> <p><b>Session 3:</b> Writing about Reading Means Reading with a Writerly Wide-Awakeness</p> <p><b>Session 4:</b> Grounding Your Thinking in the Text and Carrying It with You as You Read On</p> <p><b>Session 5:</b> Whose Story is This Anyway? Considering Perspective and Its Effects *</p> <p><b>Session 6:</b> Learning to Think</p>	<p><b>Session 1:</b> Interpretation Book Clubs: Analyzing Themes Session 1 pgs. 4- 12</p> <p><b>Session 2:</b> Interpretation Book Clubs: Analyzing Themes Session 2 pgs. 13-24 <i>Home of the Brave</i>, by Katherine Applegate</p> <p><b>Session 3:</b> Interpretation Book Clubs: Analyzing Themes Session 3 pgs. 26-36 <i>Home of the Brave</i>, by Katherine Applegate</p> <p><b>Session 4:</b> Interpretation Book Clubs: Analyzing Themes Session 4 pgs. 37-45 <i>Home of the Brave</i>, by Katherine Applegate</p> <p><b>Session 5:</b> Interpretation Book Clubs: Analyzing Themes Session 5 pgs. 46-49</p>	<p><b>Session 1:</b> Reading Notebook Book Bins for each student Clipboards with paper- “Suggestions for Making This Year’s Reading Workshop as Powerful as Possible”</p> <p><b>Session 2:</b> <i>Home of the Brave</i> excerpt - <i>Snow</i> pages 3-5 Pocket folders for each student with: A pen Post-its Readers Notebooks Chart with reading partnerships for Partners 1 and 2</p> <p><b>Session 3:</b> <i>Home of the Brave</i> excerpt “Old Words New Words” “Questions” and “What</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Use Google Docs to create a web, which includes words that describe you as a reader.</li> <li>● Use Google Docs to write about reading</li> </ul>

<p>Analytically</p> <p><b>Session 7:</b> Having Second Thoughts: Revising Writing about Reading</p> <p><b>Bend II:</b> Raising the Level of Writing and Talking about Literature *</p> <p><b>Session 8:</b> Launching Interpretation Book Clubs</p> <p><b>Session 9:</b> Characters and Readers-Find Meaning in the Midst of Struggle</p> <p><b>Session 10:</b> Seeing a Text Through the Eyes of Other Readers</p> <p><b>Session 11:</b> Linking Ideas to Build Larger Theories and Interpretations</p> <p><b>Session 12:</b> Reading On, with Interpretations in Mind</p> <p><b>Session 13:</b> Debating to Prompt Rich Book Conversation. <b>Compare and contrast a work of literature with its film or theatrical interpretation.</b></p>	<p><i>Home of the Brave</i>, by Katherine Applegate</p> <p><b>Session 6:</b> Interpretation Book Clubs: Analyzing Themes Session 6 pgs. 50-58 <i>Home of the Brave</i>, by Katherine Applegate</p> <p><b>Session 7:</b> Interpretation Book Clubs: Analyzing Themes Session 7 pgs. 59-67 <i>Home of the Brave</i>, by Katherine Applegate</p> <p><b>Session 8:</b> Interpretation Book Clubs: Analyzing Themes Session 8 pgs. 68-78 <i>Home of the Brave</i>, by Katherine Applegate</p> <p><b>Session 9:</b> Interpretation Book Clubs: Analyzing Themes Session 9 pgs. 79-87 <i>Home of the Brave</i>, by Katherine Applegate</p> <p><b>Session 10:</b> Interpretation Book Clubs: Analyzing Themes</p>	<p>the Heck” pgs. 6-12 Post-its, markers Display and Read-aloud- <i>Home of the Brave</i> “God with a Wet Nose” pgs. 13-16 Chart- “To Understand/ Interpret a Story, Readers Pay Attention to...” Chart- “Writing Well about Reading” Chart- “Talking (and Writing) to Grow New Ideas”</p> <p><b>Session 4:</b> <i>Home of the Brave</i> excerpt “God with a Wet Nose,” “Welcome to Minnesota,” and “Family” “Old Words, New Words” pg. 7 and “Lessons” pgs. 23-24 Post-Its, markers Chart- “Writing Well About Reading”</p>	
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<p><b>Session 14:</b> Reflecting on Ourselves as Book Clubs</p> <p><b>Bend III:</b> Thematic Text Sets: Turning Texts Inside Out</p> <p><b>Session 15:</b> Two Texts, One Theme a Comparison Study *</p> <p><b>Session 16:</b> Rethinking Themes to Allow for More Complexity</p> <p><b>Session 17:</b> Comparing Characters' Connections to a Theme</p> <p><b>Session 18:</b> Studying the Choices an Author Did Not Make to Better Understand the Ones They Did *</p> <p><b>Session 19:</b> Delving Deeper into Literary Analysis: Reading as Writer</p> <p><b>Session 20:</b> Celebrating with a Literary Salon <b>Read aloud and critique with peers and/or an audience.</b></p>	<p>Session 10 pgs. 88-96 <i>Home of the Brave</i>, by Katherine Applegate Online Resources</p> <p><b>Session 11:</b> Interpretation Book Clubs: Analyzing Themes Session 11 pgs. 97-106 <i>Home of the Brave</i>, by Katherine Applegate</p> <p><b>Session 12:</b> Interpretation Book Clubs: Analyzing Themes Session 12 pgs. 107-117 <i>Home of the Brave</i>, by Katherine Applegate Online Resources</p> <p><b>Session 13:</b> Interpretation Book Clubs: Analyzing Themes Session 13 pgs. 118-128 <i>Home of the Brave</i>, by Katherine Applegate Online Resources</p> <p><b>Session 14:</b> Interpretation Book Clubs: Analyzing Themes Session 14 pgs. 129-139 <i>Home of the Brave</i>, by Katherine Applegate</p>	<p>Chart- "To Develop Ideas, Readers..."</p> <p><b>Session 5:</b>Initial scene from <i>Home of the Brave</i>- read aloud Book Bins for each student</p> <p><b>Session 6:</b> <i>Home of the Brave</i> excerpts- remainder of "Good-Byes," "Father," "Bed," and "Brother" pages 25-38 Chart- "To Develop Ideas, Readers..." Chart- "Questions that Can Help You Think Analytically"</p> <p><b>Session 7:</b><i>Home of the Brave</i> excerpts- remainder of "TV Machine," "Night," "Mama," and "Sleep Story" pages 39-50 Example of student work- Sam's writing</p>	
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	<p>Online Resources</p> <p><b>Session 15:</b> Interpretation Book Clubs: Analyzing Themes Session 15 pgs. 140-150 <i>Fly Away Home</i> Online Resources</p> <p><b>Session 16:</b> Interpretation Book Clubs: Analyzing Themes Session 16 pgs. 151-154 <i>Home of the Brave</i>, by Katherine Applegate Online Resources</p> <p><b>Session 17:</b> Interpretation Book Clubs: Analyzing Themes Session 17 pgs. 155-164 <i>Home of the Brave</i>, by Katherine Applegate Online Resources</p> <p><b>Session 18:</b> Interpretation Book Clubs: Analyzing Themes Session 18 pgs. 165-175 <i>Home of the Brave</i>, by Katherine Applegate Online Resources</p>	<p>about <i>Wringer</i> , copy to display and copies for students Chart-“Writing Well About Reading”</p> <p><b>Session 8:</b> <i>Home of the Brave</i> “Paperwork” pages 53-54 Book Club Seating Chart Book Club Books relating to Topics for each Club Chart- “Drawing on All You Know to Read Well and Interpret Texts” Chart- “Creating a Constitution for Your Club”</p> <p><b>Session 9:</b> <i>Home of the Brave</i> “Paperwork” “Information,” “School Clothes,” “Once There Was...,” “New Desk,” “Ready,” “Cattle,” “Lunch,” and “Fries” pgs. 54-80</p>	
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	<p><b>Session 19:</b> Interpretation Book Clubs:  Analyzing Themes  Session 19 pgs. 176-186  <i>Home of the Brave</i>, by Katherine Applegate  Online Resources</p>	<p>Chart- “When We Study Character, We Can Think About...”  Excerpt from “Night” pgs. 43-46 <i>Home of the Brave</i>  Chart- “Possible Themes in <i>Home of the Brave</i>”  Add to the Chart- “Drawing on All You Know to Read Well and Interpret Texts”</p> <p><b>Session 10:</b> Home of the Brave “Not Knowing,” “Home,” “Time,” “Helping,” “How Not to Wash Dishes,” “Now Smart Boy,” “Magic Milk,” pgs. 81-106  Show- “My Name is Maria Isabel”- online resources  Chart- “How Club Members Learn From Each Other’s Ideas”</p>	
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		<p>Add to Chart-          “Drawing on All You Know to Read Well and Interpret Texts”          Chart- “Passionate Interpretations Might Say...”</p> <p><b>Session 11:</b> <i>Home of the Brave</i>          “Wet Feet,” “Bus,”          “Cows and Cookies,”          “Night Talk,” pgs. 107-127          Post-its          Sam’s Notes on Wringer to display          Add to Chart-          “Drawing on All You Know to Read Well and Interpret Texts”          Chart- “Questions to Ask to Grow Seed Ideas”</p> <p><b>Session 12:</b> <i>Home of the Brave</i>          “Cowboy,” “Working,”          “Ganwar, Meet Gol,”</p>	
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		<p>“An Idea,” “Field Trip,” “The Question,” “Apple,” pgs. 131-154</p> <p>Written notes to display from students on generating ideas from their text and connecting to their text</p> <p><i>Home of the Brave</i> pgs. 62-64</p> <p>Excerpt from <i>Home of the Brave</i> to display- pg. 65</p> <p>Chart- “Drawing on All You Know to Read Well and Interpret Texts”</p> <p>Copy of the “Inferring Characters” strand of the Narrative Reading Learning Progression for each student- online resources</p> <p>Chart- “Thought Prompts to Help You Grow Complex Ideas...”</p> <p>Construction paper and post-its for each club</p>	
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		<p><b>Session 13:</b><i>Home of the Brave</i></p> <p>“Grocery Store,” “The Story I Tell Hannah on the Way Home,” “Library,” “Going Up,” “Hearts,” “White Girl,” “Scars,” “Bad news,” “No More,” pgs. 155-183</p> <p>List of possible debate topics related to Home of the Brave on chart paper</p> <p>White boards for each group</p> <p>Copies of- “Family” “Bed” “Night” “School Clothes” “Night Talk” “Ganwar, Meet Gal” “An Idea” “Bad News” No More”</p> <p>List of key phrases to present a position in a debate on chart paper</p> <p>Chart- Suggestions for Generating Provocative</p>	
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		<p>Debatable Ideas about Texts” Chart- Let’s Have a Club Debate</p> <p><b>Session 14:</b> Home of the Brave “Last Day,” “Summer,” “More Bad News,” “Sleep Story,” pgs. 184-200 Video clip- book club conversation about My Name is Maria Isabel or Bud, Not Buddy- online resources Chart- “What Makes Book Club Conversations the Best They Can Be?” Copies of Reading Literature Progression, grades 3,4, and 5 <b>Session 15:</b> Excerpt from <i>Fly Away Home</i> Copies of “starter” text sets for comparing themes- online resources</p>	
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		<p>Sentence strips and markers for each group  White boards for each group  Chart- “Prompts to Explore Similarities and Differences in Texts”  Chart- “To Deepen Interpretation, Readers Can...”</p> <p><b>Session 16:</b> <i>Home of the Brave</i>  “Confession,”  “Running Away,”  “Bus,” “Treed,” pgs. 201-212  Chart- “To Deepen Interpretation Readers Can...”  Chart- “Prompts to Explore Similarities and Differences in Texts”</p> <p><b>Session 17:</b> <i>Home of the Brave</i></p>	
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		<p>“Ganwar,” “Talk,” “Changes,” pgs. 213-224 Chart- title- “Hope can help people survive hard times and go on,” Three categories- Characters closely connected to the theme, somewhat connected to the theme, far away from the theme) Add to the Chart- “To Deepen Interpretation, Readers Can...” Chart- “How to think about characters who seem to go against the main theme” <b>Session 18:</b><i>Home of the Brave</i> “Herding,” “Traffic Jam,” pgs. 225-232 Copies of “Snow” from <i>Home of the Brave</i> Chart- “To Deepen Interpretation, Readers Can...”</p>	
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		<p>Enlarged copy of the “Determining Themes” strand of the Narrative Reading Learning Progression, Grades 4 to 6</p> <p>Copies of “Analyzing Author’s Craft” strand of the Narrative Reading Progression</p> <p><b>Session 19:</b> Home of the Brave</p> <p>“Cops,” “Zoo,” “Homecoming,” pgs. 233-249</p> <p>“Reader’s Guide,” “Background,” Historical Context” pgs. 259-263</p> <p>Student Copies of the Charts- “Narrative Writers Use Techniques Such As...” and “Narrative Writers Aim Toward Goals Such As...”</p> <p>Writing Folders with Narrative Drafts</p>	
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		Excerpt from Home of the Brave “More Bad News” pg. 196 Charts- “Writers Use Techniques Such as...” and “Writers Aim Toward Goals Such As”	
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Formative Assessment Plan	Summative Assessment Plan
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>            Pre-Unit Assessment            Performance Assessment            Teacher Conferences            Reading Logs            Reading Notebooks            Think-Pair-Share            Thumbs up / Thumbs down            Peer Evaluation            Writing About Reading</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>  <i>Fountas and Pinnell Benchmark testing</i>  <i>MAP testing</i></p> <p><b>Suggested skills to be assessed:</b>  <i>Reading Comprehension</i>  <i>Analyzing Theme</i>  <i>Oral fluency</i></p>

## Differentiation

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>● <b>Utilize effective amount of wait time</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>● <b>Utilize open-ended questioning techniques</b></li> <li>● <b>Utilize scaffolding to support instruction.</b></li> <li>● <b>Chunk tasks into</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Speech/Language Therapy</b></li> <li>● <b>Rosetta Stone</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Provide English/Spanish Dictionary for use</b></li> <li>● <b>Place with Spanish speaking teacher/paraprofessional as available</b></li> <li>● <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>● <b>Invite student to after school tutoring sessions</b></li> <li>● <b>Basic Skills</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Provide after school tutoring services</b></li> <li>● <b>Basic Skills Instruction</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Hold parent conferences fall and spring</b></li> <li>● <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>● <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>● <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</b></li> <li>● <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>● <b>Enable students to explore continually</b></li> </ul>

<p><b>smaller components</b></p> <ul style="list-style-type: none"> <li>● <b>Provide step by step instructions</b></li> <li>● <b>Model and use visuals as often as possible</b></li> <li>● <b>Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</b></li> <li>● <b>Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</b></li> <li>● <b>Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</b></li> <li>● <b>Create rubrics/allow students to assist with task, so that all are aware of expectations.</b></li> <li>● <b>Create modified</b></li> </ul>	<p><b>Instruction</b></p> <ul style="list-style-type: none"> <li>● <b>Utilize formative assessments to drive instruction</b></li> <li>● <b>Translate printed communications for parents in native language</b></li> <li>● <b>Hold conferences with translator present</b></li> <li>● <b>Utilize additional NJDOE resources/recommendations</b></li> <li>● <b>Review Special Education listing for additional recommendations</b></li> <li>● <b>Establish a consistent and daily routine</b></li> </ul>		<p><b>changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></p> <ul style="list-style-type: none"> <li>● <b>Encourage exposure to, selection and use of appropriate and specialized resources.</b></li> <li>● <b>Promote self-initiated and self-directed learning and growth.</b></li> <li>● <b>Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture.</b></li> </ul>
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<p><b>assessments.</b></p> <ul style="list-style-type: none"><li>● <b>Allow students to utilize online books, when available, to listen to oral recorded reading.</b></li><li>● <b>Provide individualized assistance as necessary.</b></li><li>● <b>Allow for group work (strategically selected) and collaboration as necessary.</b></li><li>● <b>Allow for copies of notes to be shared out.</b></li><li>● <b>Utilize assistive technology as appropriate.</b></li><li>● <b>Provide meaningful feedback and utilize teachable moments.</b></li><li>● <b>Utilize graphic organizers</b></li><li>● <b>Introduce/review study skills</b></li><li>● <b>Provide reading</b></li></ul>			
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<p>material at or slightly above students' reading levels.</p> <ul style="list-style-type: none"> <li>● Utilize manipulatives as necessary.</li> <li>● Utilize auditory reminders as deemed necessary.</li> <li>● Provide breaks to allow for refocusing as necessary.</li> <li>● Establish a consistent and daily routine.</li> </ul>			
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**Quinton Township School District  
English Language Arts Literacy-Reading  
Grade 5**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	2	<b>Unit Title:</b>	Tackling Complexity- Moving Up Levels of Nonfiction	<b>Pacing:</b>	November - January
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**Unit Summary:**

Readers investigate the ways nonfiction texts are becoming increasingly complex.

Readers tackle the increasing vocabulary demands of complex nonfiction.

Readers conduct independent research on a topic of their choice.

**Objectives:****Bend One:****SWBAT self select texts that apply to personal interest, including the Arts.**

SWBAT pay attention to and see more in a nonfiction text just as they do in a fiction text.

SWBAT use text features and knowledge of the topic to help orient themselves with complex nonfiction texts.

SWBAT assess their reading progress.

SWBAT explore ways a nonfiction text gets more complex.

SWBAT develop and draw on a toolkit of strategies to support them in determining the main ideas.

SWBAT search for clues all around unknown vocabulary words to figure out what the words mean.

SWBAT look inside words when they are really tricky to discover their meaning.

SWBAT study and consider the structure of complex texts to notice the overall structure and how the chunks of texts are built.

SWBAT notice when they are feeling confused or stuck and turn to tools and strategies for help.

SWBAT summarize a nonfiction text including the author's main ideas and how those main ideas relate to each other.

**Bend Two:**

SWBAT develop plans for primary research by reading nonfiction books.

SWBAT find sources to read on their topic.

SWBAT come to texts differently once they have some expertise on their topic.

SWBAT write to understand what they are learning as they read, and angle their writing so that it better explains the information.

SWBAT ask questions about a topic that allow them to think beyond and across the text.

SWBAT encounter multiple subtopics hidden inside of their topic, discover how the topics fit together, and why each part is important

SWBAT support big ideas with specific text-based details as they write about their reading.

SWBAT compare and contrast different sources on the same topic.

SWBAT consider the author's perspective, consider the trustworthiness of the source, and use this information to develop their own perspective.

SWBAT allow the research that they have done to change the way they think and feel about the topic, and live differently because of what they have researched.

**Essential Questions:**

- How can you read to determine the main idea in complex nonfiction?
- What strategies can readers rely on to make sense of complex vocabulary used by authors of nonfiction texts?
- How can readers obtain and apply knowledge from a variety of sources to discover as much as they can about a topic?
- In what ways will research of a topic allow a reader to develop a unique perspective from the author?
- **How can we benefit from the varied interests of our peers?**

**Common Core State Standards/Learning Targets:**

Session 1

W.5.2, W.5.9.b RI.5.2, RI.5.5, RI.5.7, RI.5.10 SL.5.1, SL.5.3 L.5.1, L.5.3, L.5.6

Session 2

W.5.2, W.5.9.b RI.5.2, RI.5.3, RI.5.5, RI.5.10 RF.5.3, RF.5.4 SL.5.1, SL.5.2, SL.5.6 L.5.1, L.5.3, L.5.6

Session 3

W.5.2, W.5.9.b RI.5.2, RI.5.3, RI.5.3 RI.5.5, RI.5.10 SL.5.1, SL.5.6

L.5.1, L.5.3, L.5.6

Session 4

W.5.2, W.5.6, W.5.9.b RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.10 SL.5.1, SL.5.2, SL.5.3 L.5.1, L.5.3, L.5.6

Session 5

W.5.2, W.5.9.b RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.10 RF.5.3 SL.5.1, SL.5.6 L.5.1, L.5.3, L.5.4 L.5.5, L.5.6

Session 6

W.5.2, W.5.9.b RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.10 RF.5.3 SL.5.1 L.5.1, L.5.3, L.5.4 L.5.5, L.5.6



Session 7

W.5.2, W.5.9.b RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.7, RI.5.10 SL.5.1, SL.5.2, SL.5.3, SL.5.5. L.5.1, L.5.2, L.5.3L.5.4, **VPA 1.4**

Session 8

W.5.2, W.5.7, W.5.8, W.5.9.b RI.5.1, RI.5.2, RI.5.3, RI.5.5 SL.5.1, SL.5.3 L.5.1, L.5.3, L.5.4, L.5.5, L.5.6, **VPA 1.4**

Session 9

W.5.2, W.5.4, W.5.8, W.5.9.b RI.5.1, RI.5.2, RI.5.3 SL.5.1, SL.5.2 L.5.1, L.5.3, L.6 , **VPA 1.4**

Session 10

W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9.b RI.5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.7, RI.5.9 SL.5.1, SL.5.2, SL.5.3 L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 11

W.5.1, W.5.2, W.5.3, W.5.7, W.5.8, W.5.9.b RI.5.1, RI.5.2, RI.5.3, RI.5.7, RI. 5.8, RI. 5.9 SL.5.1 L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 12

W.5.2, W.5.7, W.5.8, W.5.9.b RI.5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.7, RI.5.8, RI.5.9 SL.5.1, SL.5.3 L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 13

W.5.2, W.5.4, W.5.7 W.5.8, W.5.9.b, W.5.10 RI.5.1, RI.5.2, RI.5.3, RI.5.7, RI.5.8, RI.5.9 SL.5.1 L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 14

W.5.2, W.5.9.b RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.6, RI.5.7, RI. 5.8, RI. 5.9 SL.5.1 L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 15

W.5.2, W.5.7, W.5.8, W.5.9.b RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10 SL.5.1, SL.5.3 L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 16

W.5.2, W.5.5, W.5.9.b W.5.10 RI.5.1, RI.5.2, RI.5.3, RI.5.8 SL.5.1, SL.5.2 L.5.1, L.5.2, L.5.3, L.5.5, L.5.6, **VPA 1.4**

Session 17

W.5.2, W.5.9.b RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.8, RI.5.9 SL.5.1, SL.5.2L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6, **VPA 1.4**

Session 18

W.5.2, W.5.9.b RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, RI.5.9 SL.5.1, SL.5.3 L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 19

W.5.2, W.5.9.b RI.5.1, RI.5.2, RI.5.3, SL.5.1, SL.5.4, SL.5.5, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

**Interdisciplinary Connections:**

Math

Science

Social Studies

Health

**Visual and Performing Arts**

**21st Century Themes:**

Global Awareness

**21st Century Skills**

Learning and Innovation Skills

Critical Thinking and Problem Solving

Communication and Collaboration

Life and Career Skills

Social and Cross-Cultural Skills

<b>Overview of Activities</b>	<b>Teacher's Guide/ Resources</b>	<b>Core Instructional Materials</b>	<b>Technology Infusion</b>
<b>Bend 1:</b> Working with Text Complexity	Tackling Complexity- Moving Up Levels of Nonfiction Pg. 2	Pre-Unit Assessment Session 1	<ul style="list-style-type: none"><li>● Smart Board Applications</li><li>● Google</li></ul>

<p>Session 1: The More You Know, The More You See</p>	<p>Online Resources</p>	<p>Students Each select a nonfiction book to bring to the meeting area. <b>Nonfiction books may be on any topic including theatre/arts.</b></p>	<p>Applications</p> <ul style="list-style-type: none"> <li>● Use Chromebooks and internet to conduct research</li> <li>● Use Google Docs to record research info and to then create final research paper</li> </ul>
<p>Session 2: Orienting to More Complex Texts</p>	<p>Session 1 Tackling Complexity- Moving Up Levels of Nonfiction Session 1 pgs. 4-13 Online Resources</p>	<p>Chart- “Nonfiction Know it Pays Off to Think About...” A Fiction book to use as a reference Copies of the level 5 “Lessons from the Deep” article Flag notes for each group Copy of the Informational Reading Learning Progression New Reading Logs</p>	
<p>Session 3: Uncovering What Makes a Main Idea Complex Session 4: Strategies for Determining Implicit Main Ideas</p>	<p>Session 2 Tackling Complexity- Moving Up Levels of Nonfiction Session 2 pgs. 14-23 Online Resources</p>	<p>Session 2 Nonfiction text- When Lunch Fights Back: Wickedly Clever Animal Defenses by Rebecca L. Johnson New high-interest</p>	
<p>Session 5: Using Context to Determine the Meaning of Vocabulary in Complex Texts</p>	<p>Session 3 Tackling Complexity- Moving Up Levels of Nonfiction Session 3 pgs. 25-33 Online Resources</p>		
<p>Session 6: Inquiry into Using Morphology of Words to Tackle Tricky Vocabulary</p>	<p>Session 4 Tackling Complexity- Moving Up Levels of Nonfiction</p>		
<p>Session 7: Complex Thinking about Structure: From Sentence Level to Text Level</p>	<p>Session 4 pgs. 34-42 Online Resources</p>		
<p>Session 8: Rising to the Challenges of Nonfiction</p>	<p>Session 5 Tackling Complexity- Moving Up Levels of Nonfiction</p>		
<p>Session 9: Summarizing as Texts Get Harder</p>			

<p><b>Bend II:</b> Applying Knowledge about Nonfiction Reading to Inquiry Projects</p> <p>Session 10: Learning From Sources</p> <p>Session 11: Learning From Primary Research</p> <p>Session 12: Coming to Texts as Experts</p> <p>Session 13: Writing about Reading in Nonfiction</p> <p>Session 14: Lifting the Level of Questions to Drive Research Forward</p> <p>Session 15: Synthesizing Across Subtopics</p> <p>Session 16: Writing about Reading: From Big Ideas to Specifics</p> <p>Session 17: Comparing and Contrasting What Authors Say (and How They Say It)</p> <p>Session 18: Critically Reading Our Texts, Our Topics, and Our Lives</p>	<p>Session 5 pgs. 43-53</p> <p>Session 6 Tackling Complexity- Moving Up Levels of Nonfiction Session 6 pgs. 54-62 Online Resources</p> <p>Session 7 Tackling Complexity- Moving Up Levels of Nonfiction Session 7 pgs. 63-72 Online Resources</p> <p>Session 8 Tackling Complexity- Moving Up Levels of Nonfiction Session 8 pgs. 73-82 Online Resources</p> <p>Session 9 Tackling Complexity- Moving Up Levels of Nonfiction Session 9 pgs. 83-93 Online Resources</p> <p>Session 10</p>	<p>nonfiction texts for each student</p> <p>Examples of a speech- President Obama’s “You Make Your Own Future”</p> <p>Copies of the “Fluency” strand of the Informational Reading Learning Progression for Grades 4 and 5</p> <p>Session 3 Read Aloud- pg. 8 When Lunch Fights Back</p> <p>Inquiry question- In what ways does main idea become more complex?</p> <p>Chart- “Ways Complex Nonfiction Gets Hard”</p> <p>Post-its</p> <p>Level 3 version of “The Amazing Octopus”</p> <p>Students copies of level 5 “Lessons from the Deep”</p>	
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<p>Session 19: Living Differently Because of Research</p>	<p>Tackling Complexity- Moving Up Levels of Nonfiction Session 10 pgs. 94-102 Online Resources</p> <p>Session 11 Tackling Complexity- Moving Up Levels of Nonfiction Session 11 pgs. 103-105 Online Resources</p> <p>Session 12 Tackling Complexity- Moving Up Levels of Nonfiction Session 12 pgs. 108-118 Online Resources</p> <p>Session 13 Tackling Complexity- Moving Up Levels of Nonfiction Session 13 pgs. 119-130 Online Resources</p> <p>Session 14 Tackling Complexity- Moving Up Levels of Nonfiction Session 14 pgs. 131-143 Online Resources</p>	<p>Session 4 Video- “Ready New York: NYC in an Emergency” Reading Notebooks Chart paper and markers Nonfiction text for each student Chart- “To Teach Well...”</p> <p>Session 5 Levels of the article- “The Amazing Octopus” Chart- “Ways Complex Nonfiction Gets Hard” Display- Fourth paragraph of “The Amazing Octopus” Chart- “Figuring Out the Meaning of Unknown Words” from Grade 4 Unit 2</p> <p>Session 6 Quote from “Vocabulary: Five</p>	
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	<p>Session 15 Tackling Complexity- Moving Up Levels of Nonfiction Session 15 pgs. 144-153 Online Resources</p> <p>Session 16 Tackling Complexity- Moving Up Levels of Nonfiction Session 16 pgs. 155-164 Online Resources</p> <p>Session 17 Tackling Complexity- Moving Up Levels of Nonfiction Session 17 pgs. 165-175 Online Resources</p> <p>Session 18 Tackling Complexity- Moving Up Levels of Nonfiction Session 18 pgs. 176-183 Online Resources</p> <p>Session 19 Tackling Complexity- Moving Up Levels of Nonfiction Session 19 pgs. 184-193 Online Resources</p>	<p>Common Misconceptions” Fourth paragraph from the level 5 text, “Lessons from the Deep” Chart- “Figuring Out the Meaning of Unknown Words” Copies of Grade 4 and 5 “Word Solving” thread of the Learning Progression</p> <p>Session 7 Article- “Earthquake Alert” from Super Science Magazine Chart- “Ways Complex Nonfiction Gets Hard” Copy of pgs. 42 and 43 of When Lunch Fights Back Chart- “Common Nonfiction Text Structures” from Grade 4 Unit 2 Chart Paper and markers</p>	
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		<p>Copies of level 5 text “Lessons from the Deep” Chart- “Lenses to Carry When Reading History”</p> <p>Session 8 Complexity Cards- Challenges on one side, strategies on the other Copy of “Lessons from the Deep”</p> <p>Session 9 Pgs. 18-19 When Lunch Fights Back Chart paper and markers Chart- “Predictable Challenges with Summarizing” Copies of chart- “To Acknowledge the Author in Our Summaries, We Might Write...” Copies of the “Main idea(s) and supporting</p>	
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		<p>details/ Summary” strand of the Informational Reading Learning Progression for Grades 4 and 5</p> <p>Session 10 Reading notebooks Chart paper and markers Chart- two parts “Ways Our Primary Research Resembles Reading” and “Ways Our Primary Research is Unlike Reading”</p> <p>Session 11 Reading notebooks File folders or book bins Chart paper and markers</p> <p>Session 12 Excerpt from How People Learn: Brain, Mind, Experience and School</p>	
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		<p>Chart- Main Ideas about Scientists Text complexity cards Chart from session 7- “Lenses to Carry When Reading History” Copies of the 4<sup>th</sup> and 5<sup>th</sup> Grade “Cross Text(s) Synthesis” strand of the learning progression</p> <p>Session 13 Nonfiction texts for each student on their inquiry topic Copy of “Six Reading Habits to Develop in Your First Year at Harvard” When Lunch Fights Back pgs. 38-39 Chart- Main Ideas About Scientists Reading Notebook (teacher) White board and markers Copies for students of the four strands of the</p>	
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		<p>learning progression from Session 3: “Main Idea(s) and Supporting Details / Summary, “Analyzing Author’s Craft,” “Comparing and Contrasting,” and “Inferring Within Text/ Cohesion”</p> <p>Session 14 Chart- “Webb’s Depth of Knowledge Questions” Reading notebooks and pens When Lunch Fights Back pg. 25 Reading Notebook (teacher) Align Deep pgs. 9-10 Chart- “To Pursue Deep Research Questions...”</p> <p>Session 15 Multiple texts on inquiry topics for each student</p>	
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		<p>Article to display- “Hagfish Slime Could be Eco-Friendly Fabric”</p> <p>Alien Deep pgs. 7-8 Chart- “Webb’s Depth of Knowledge Questions” Chart- “Readers Synthesize within a Text By...” Text Complexity cards from Session 8 Copies of the “Comparing and Contrasting” strand from the Informational Learning Reading Progression for Grades 4 and 5</p> <p>Session 16 Two Student Samples of Writing about Reading Chart paper and markers Chart (to create)- Ladder of Abstraction</p>	
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		<p>Chart- “Ways to Push Our Thinking” Quiet music</p> <p>Session 17 When Lunch Fights Back pg. 38 Alien Deep pg. 10 and 12. Copies of “Analyzing Author’s Craft’ strand of the Informational Reading Learning Progression for Grades 4 and 5 Copies of “Main Idea(s) and Supporting Details/ Summary” “Inferring Within Text/ Cohesion” and “Comparing and Contrasting” strands of the Informational Reading Learning Progression for Grades 4 and 5</p> <p>Session 18</p>	
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		<p>When Lunch Fights Back pgs. 30-31 Text on inquiry topic for each student Chart- "To Check if a Source is Trustworthy..." Chart- "To Determine Your Perspective, Ask..."</p> <p>Session 19 Audiences for the student presentations Reading Notebooks Chart listing the students who will present Chart- "To Teach Well..." from Session 4</p>	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i>	<i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i>

<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>Pre-Unit Assessment</li> <li>Performance Assessment</li> <li>Teacher Conferences</li> <li>Reading Logs</li> <li>Reading Notebooks</li> <li>Think-Pair-Share</li> <li>Thumbs up / Thumbs down</li> <li>Peer Evaluation</li> <li>Writing About Reading</li> <li>Annotated Writing</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmark Running Record</li> <li>MAP testing</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li><i>Citing Evidence From Nonfiction Text to Conduct Research</i></li> <li><i>Composing Written Research</i></li> <li><i>Nonfiction Text Features</i></li> <li><i>Reading Comprehension</i></li> <li><i>Oral fluency</i></li> </ul>
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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● <b>Modify and accommodate as listed in student’s IEP or 504 plan</b></li> <li>● <b>Utilize effective amount of wait time</b></li> <li>● <b>Hold high expectations</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Speech/Language Therapy</b></li> <li>● <b>Rosetta Stone</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Provide English/Spanish Dictionary for use</b></li> <li>● <b>Place with Spanish</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Provide after school tutoring services</b></li> <li>● <b>Basic Skills Instruction</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Hold parent conferences fall and</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through compacting.</b></li> <li>● <b>Allow for the</b></li> </ul>

<ul style="list-style-type: none"> <li>● Communicate directions clearly and concisely and repeat, reword, modify as necessary.</li> <li>● Utilize open-ended questioning techniques</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions</li> <li>● Model and use visuals as often as possible</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative</li> </ul>	<p>speaking teacher/paraprofessional as available</p> <ul style="list-style-type: none"> <li>● Learn/Utilize/Display some words in the students' native language</li> <li>● Invite student to after school tutoring sessions</li> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native language</li> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> </ul>	<p>spring</p> <ul style="list-style-type: none"> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul>	<p>development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal</li> </ul>
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<p>assessments to drive next point of instruction/differentiated instructional practices.</p> <ul style="list-style-type: none"><li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li><li>● Create modified assessments.</li><li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li><li>● Provide individualized assistance as necessary.</li><li>● Allow for group work (strategically selected) and collaboration as necessary.</li><li>● Utilize homework recorder within SIS.</li><li>● Allow for copies of</li></ul>	<ul style="list-style-type: none"><li>● Establish a consistent and daily routine</li></ul>		<p>institutions, nature and culture.</p>
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<p><b>notes to be shared out.</b></p> <ul style="list-style-type: none"> <li>● <b>Utilize assistive technology as appropriate.</b></li> <li>● <b>Provide meaningful feedback and utilize teachable moments.</b></li> <li>● <b>Utilize graphic organizers</b></li> <li>● <b>Introduce/review study skills</b></li> <li>● <b>Provide reading material at or slightly above students' reading levels.</b></li> <li>● <b>Utilize manipulatives as necessary.</b></li> <li>● <b>Establish a consistent and daily routine</b></li> </ul>			
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**Quinton Township School District  
English Language Arts Literacy-Reading  
Grade 5**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	3	<b>Unit Title:</b>	Argument and Advocacy: Researching Debatable Issues	<b>Pacing:</b>	February - April
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**Unit Summary:**

Readers research a provocative issue that can be considered from multiple perspectives and then consider counterargument and rebuttal essential to making a strong argument.

**Objectives:**

Bend I

SWBAT recognize that a good argument is supported by reasons backed up by evidence.

SWBAT grasp both sides of an argument by focusing initially on texts that lay out the argument clearly, and then reading for both sides, when researching an argument.

SWBAT clarify their thinking and know what further research they need to do by allowing their research to spur quick flash-debates.

SWBAT research an issue by reading deeply about it, including background information, to become authorities on that issue.

SWBAT raise the level of their talk and their work in clubs.

SWBAT shift from taking in information to reflecting on that information to grow new ideas.

SWBAT summarize arguments by using their own words to express the most essential parts of the writer's argument, while being careful to not distort or change what the writer meant.\*

SWBAT debate the issues they have been studying.\*

Bend II

SWBAT develop new ideas about their issue and push themselves to ask new questions, then narrow their focus before conducting

further research.

SWBAT annotate a text in a purposeful and deliberate way as they read and use the annotations to facilitate evidence-based conversation about the text.

SWBAT recognize difficult texts and draw on their portfolio of strategies to help them manage the difficulty.

SWBAT figure out an author's perspective in order to understand how his or her ideas fit into the issue, by seeing how that perspective fits into a progression of perspectives.

SWBAT think about texts in more than one way, considering not only content, but also the choices authors make that shape the content.

SWBAT approach an author's arguments skeptically, carefully evaluating evidence to determine whether it supports or weakens a claim.

SWBAT debate each other in their research groups by making a claim and then supporting it with evidence from their research. \*

### Bend III

SWBAT recognize that when researchers embark on a new research project they make a plan for that study, drawing on all that they have learned from previous research studies.

SWBAT identify how conversation with others can inform, or change their thinking. \*

SWBAT analyze texts by reading across more than one text, paying attention to craft, and comparing and contrasting the choices made by the authors of each text.

SWBAT identify that experienced non-fiction readers bring all their critical lenses to reading nonfiction, in order to talk back to texts and become alert to moments when they are stirred to a strong emotional response.

SWBAT transfer and apply the work they have done in this unit to take a stand for their beliefs and to become powerful advocates for change in the world.

SWBAT understand that the work of looking for evidence, weighing, and evaluating arguments, and forming thoughtful judgments on important issues is not just work for school, but work for a lifetime.

**Essential Questions:**

- How can readers use complex nonfiction reading in order to research and make arguments about debatable issues?
- How does the text support or challenge a reader’s argument or idea?
- How can you set goals to have a more thoughtful and mature reading life?
- Why is it important to think and write analytically while gaining insights from reading texts?
- How do we use our voices to express ourselves?
- How do we use body language to communicate?
- How does one piece of literature communicate different messages to different people?

**Common Core State Standards/Learning Targets:**

Session 1

W.5.1, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.8, RI.5.10, SL.5.1, SL.5.3, SL.5.6, L.5.1, L.5.3, L.5.6, VPA 1.4

Session 2

W.5.1, W5.7, W.5.8, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.8, RI.5.10, SL.5.1, SL.5.3, SL.5.6, VPA 1.4

Session 3

W.5.1, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.8, RI.5.9, RI.5.10, SL.5.1, SL.5.3, S.L.5.4, SL.5.6, L.5.1, L.5.3, L.5.6, VPA 1.4

Session 4

W.5.1, W5.7, W.5.8, W.5.9.b, RI. 5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.8, RI.5.9, RI.5.10 SL.5.1, SL.5.3 S.L.5.4, SL.5.6, L.5.1, L.5.3, L.5.6, VPA 1.4

Session 5

W.5.1, W5.7, W.5.8, W.5.9.b, RI. 5.1, RI 5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.3, L.5.4, L.5.6, **VPA 1.4**

Session 6

W.5.1, W5.7, W.5.8, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, RI.5.9 SL.5.1, S.L.5.3, SL.5.4, SL.5.6, L.5.1, L.5.3, L.5.4, L.5.6, **VPA 1.4**

Session 7

W.5.1, W.5.8, W.5.9.b, RI. 5.1, RI.5.2, RI.5.3, RI.5.8, RI.5.9 RI.5.10, SL.5.1, SL.5.3, S.L.5.4, SL.5.6  
L.5.1, L.5.3, L.5.6, **VPA 1.4**

Session 8

W.5.1, W5.7, W.5.8, W.5.9.b, RI. 5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.8, RI.5.9, RI.5.10 SL.5.1, SL.5.4, SL.5.6, L.5.1, L.5.3, L.5.6, **VPA 1.4**

Bend II

Session 9

W.5.1, W.5.7, W.5.8, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, RI.5.9, RI.5.10, SL.5.1, SL.5.3, S.L.5.4, S.L.5.6, L.5.1, L.5.3, L.5.6, **VPA 1.4**

Session 10

W.5.1, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.8, RI.5.9, RI.5.10, SL.5.1, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6, **VPA 1.4**

Session 11

W.5.1, W5.7 W.5.8, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.8, RI.5.9, RI.5.10, SL.5.1, SL.5.3, S.L.5.6, L.5.1, L.5.3, L.5.6, **VPA 1.4**

Session 12

W.5.1, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.8, RI.5.10, RL.5.6, SL.5.1, SL.5.2, SL.5.3, SL.5.6  
L.5.1, L.5.3, L.5.6, **VPA 1.4**

Session 13

W.5.1, W.5.7, W.5.8, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.8, RI.5.9, RI.5.10, RF.5.4, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.3, L.5.6, **VPA 1.4**

Session 14

W.5.1, W.5.9.b, RI.5.8, RI.5.9, RI.5.10, SL.5.1, SL.5.3, SL.5.4, S.L.5.6, L.5.1, L.5.3, L.5.6, **VPA 1.4**

Session 15

W.5.1, W.5.7, W.5.8, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, RI.5.9, RI.5.10, SL.5.1, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Bend III

Session 16

W.5.1, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.8, RI.5.9, RI.5.10 SL.5.1, SL.5.2, S.L.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 17

W.5.1, W.5.7 W.5.8, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.8, RI.5.9, RI.5.10, SL.5.1, SL.5.3, S.L.5.6, L.5.1, L.5.3 L.5.4, L.5.5, **VPA 1.4**

Session 18

W.5.1, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, RI.5.9, RI.5.10, RL.5.4, RL.5.6., SL.5.1, S.L.5.3, SL.5.6, L.5.1, L.5.3, L.5.6, **VPA 1.4**

Session 19

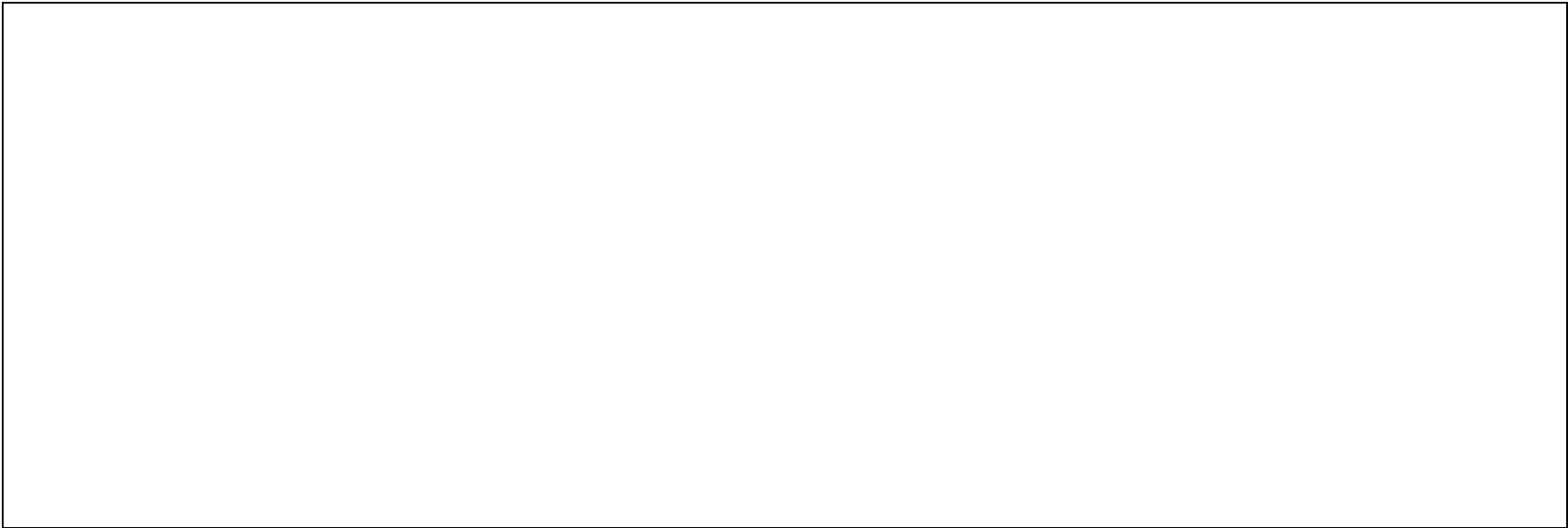
W.5.1, W.5.4, W.5.6, W.5.7, W.5.8, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.8, RI.5.9, RI.5.10, SL.5.1, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 20

W.5.1, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.8, RI.5.9, RI.5.10, SL.5.1, SL.5.3, S.L.5.4, S.L.5.6, L.5.1, L.5.3, L.5.6, **VPA 1.4**

Session 21

W.5.1, W.5.9.b, RI.5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.8, RI.5.9, RI.5.10, SL.5.1, SL.5.3, S.L.5.4, S.L.5.6, L.5.1, L.5.3, L.5.6, **VPA 1.4**



**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

**Interdisciplinary Connections:**

Math

Science

Social Studies

Health

Visual and Performing Arts

**21st Century Themes:**

Global Awareness

**21st Century Skills**

Learning and Innovation Skills  
 Critical Thinking and Problem Solving  
 Communication and Collaboration  
 Life and Career Skills  
 Social and Cross-Cultural Skills

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p><b>Bend I:</b> Investigating Issues</p> <p>Session 1: Argument Intensive</p> <p>Session 2: Organizing an Ethical Research Life to Investigate an Issue</p> <p>Session 3: Letting Nonfiction Reading on an Issue Spur Flash-Debates.  <b>Students will record and present debate topics.</b></p> <p>Session 4: Mining Texts for Relevant Information</p> <p>Session 5: Strengthening Club Work</p> <p>Session 6: Readers Think and Wonder as They Read</p>	<p>Pre-Unit Assessment            Online Resources Tool</p> <p>Session 1            Argument and Advocacy: Researching Debatable Issues Session 1 pgs. 4- 13            Online Resources Tool</p> <p>Session 2            Argument and Advocacy: Researching Debatable Issues Session 2 pgs. 14-24            Copy of the “Orienting” strand of the Informational Reading Learning Progression  <i>Tasty Nutrition-video</i>  <i>Schools May Ban Chocolate Milk-video</i></p>	<p>Session 1            Pocket folders for each student with:            A pen            Post-its            Paper</p> <p>Reading Notebook</p> <p>Book Bins for each student</p> <p>Chart-“Some Questions Readers Can Ask”</p> <p>Chart- “Difficulties Students May</p>	<ul style="list-style-type: none"> <li>● Smart Board Applications</li> <li>● Google Applications</li> <li>● Use Google Docs for writing</li> </ul>



<p>Session 7: Summarizing to Hold Onto What Is Most Essential</p> <p>Session 8: “Arguing to Learn”</p> <p><b>Bend II: Raising the Level of Research</b></p> <p>Session 9: Moving Beyond Considering One Debatable Question</p> <p>Session 10: Raising the Level of Annotating Texts</p> <p>Session 11: Reaching to Tackle More Difficult Texts</p> <p>Session 12: Who Said What? Studying Perspective *</p> <p>Session 13: Considering Craft</p> <p>Session 14: Evaluating Arguments</p> <p>Session 15: Day of Shared Learning *  <b>Students will dramatize and present debates.</b></p>	<p>Online Resources</p> <p>Session 3  Argument and Advocacy: Researching Debatable Issues Session 3 pgs. 26-34  <i>“A School Fight Over Chocolate Milk”</i>, by Kim Severson</p> <p>Session 4  Argument and Advocacy: Researching Debatable Issues Session 4 pgs. 35-43  Online Resources Tool</p> <p>Session 5  Argument and Advocacy: Researching Debatable Issues Session 5 pgs. 44-47  Online Resources</p> <p>Session 6  Argument and Advocacy: Researching Debatable Issues Session 6 pgs. 48-57  <i>A School Fight Over Chocolate Milk</i>, by Kim Severson</p> <p>Session 7  Argument and Advocacy: Researching Debatable Issues Session 7 pgs. 58-68</p>	<p>Encounter Studying Arguments”</p> <p>A food product with marketing claims on the packaging for students to evaluate</p> <p>Session 2  Pocket folders for each student with:  A pen  Post-it  Paper</p> <p>Reading Notebooks</p> <p>Chart-names of members of each research group</p> <p>Chart-“How to Organize a Research Life”</p>	
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<p><b>Bend III: Researching a New Issue with More Agency</b></p> <p>Session 16: Diving Into New Research with More Agency and Independence</p> <p>Session 17: Letting Conversations Spark New Ideas</p> <p>Session 18: Talking and Writing Analytically Across Sources</p> <p>Session 19: Reading Nonfiction with the Lens of Power</p> <p>Session 20: Advocacy</p> <p>Session 21: Readers Take Their Researcher-Debating Selves into the World</p>	<p>Online Resources</p> <p>Session 8 Argument and Advocacy: Researching Debatable Issues Session 8 pgs. 69-77 Online Resources</p> <p>Session 9 Argument and Advocacy: Researching Debatable Issues Session 9 pgs. 78-86 Online Resources</p> <p>Session 10 Argument and Advocacy: Researching Debatable Issues Session 10 pgs.87-96 Online Resources</p> <p>Session 11 Argument and Advocacy: Researching Debatable Issues Session 11 pgs. 97-105 Online Resources Tool</p> <p>Session 12 Argument and Advocacy: Researching Debatable Issues Session 12 pgs. 106-115 Online Resources Tool</p>	<p>Chart-“How to Research an Issue Deeply”</p> <p>Basket of resources for each group</p> <p>Session 3 Pocket folders for each student with: A pen Post-it Paper</p> <p>Reading Notebook Book Bins for each student</p> <p>Chart- “Chocolate in School”</p> <p>Chart- “How to Research an Issue Deeply”</p>	
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	<p>Session 13  Argument and Advocacy: Researching  Debatable Issues Session 13 pgs.  116-126  Online Resources Tool</p> <p>Session 14  Argument and Advocacy: Researching  Debatable Issues Session 14 pgs.  127-137  Online Resources Tool</p> <p>Session 15  Argument and Advocacy: Researching  Debatable Issues    Session 15 pgs. 138-145  Online Resources Tool</p> <p>Session 16  Argument and Advocacy: Researching  Debatable Issues Session 16 pgs.  146-155  Online Resources Tool</p> <p>Session 17</p>	<p>Cell phone camera to  record quick  flash-debates</p> <p>Session 4  Pocket folders for each  student with:  A pen  Post-it  Paper</p> <p>Reading Notebook</p> <p>Book Bins for each  student</p> <p>Article-”Vitamins and  Minerals” on  SmartBoard</p> <p>Chart- “How to  Research an Issue  Deeply”</p> <p>Text Complexity  Card-Tackling</p>	
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	<p>Argument and Advocacy: Researching Debatable Issues Session 17 pgs. 156-162 Online Resources Tool</p> <p>Session 18 Argument and Advocacy: Researching Debatable Issues Session 18 pgs. 163-171 <i>“Top of the World”</i>, by Tenzing Norgay <i>“The Top of the World: Climbing Mt. Everest”</i>, by Steve Jenkins Online Resources Tool</p> <p>Session 19 Argument and Advocacy: Researching Debatable Issues Session 19 pgs. 172-181 Online Resources Tool</p> <p>Session 20 Argument and Advocacy: Researching Debatable Issues Session 20 pgs. 182-187</p>	<p>Complexity (from Unit 2)</p> <p>Session 5 Pocket folders for each student with: A pen Post-it Paper</p> <p>Reading Notebook</p> <p>Book Bins for each student</p> <p>Chart-“Conversation Moves That Can Help Conversation to Grow Richer and Deeper”</p> <p>Session 6 Pocket folders for each student with: A pen Post-it</p>	
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	<p>Online Resources Tool</p> <p>Session 21</p> <p>Argument and Advocacy: Researching Debatable Issues Session 21</p> <p>pgs.188-192</p> <p>Online Resources Tool</p>	<p>Paper</p> <p>Reading Notebook</p> <p>Book Bins for each student</p> <p>Chart- “Thinking and Wondering in Response to Reading”</p> <p>Chart- “Asking Questions of Your Nonfiction Text”</p> <p>Copy of the “Critical Reading: Growing Ideas” progression thread for each student</p> <p>Session 7</p> <p>Pocket folders for each student with:</p> <p>A pen</p> <p>Post-it</p>	
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		<p>Paper</p> <p>Reading Notebook</p> <p>Book Bins for each student</p> <p>Copy of “Should Schools Offer Chocolate Milk?” for each student</p> <p>Copy of “Main Idea(s) and Supporting Details/Summary” student checklist for each student</p> <p>Chart-“How to Research an Issue Deeply”</p> <p>Session 8 Pocket folders for each student with:</p>	
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		<p>A pen Post-it Paper</p> <p>Reading Notebook</p> <p>Book Bins for each student</p> <p>Chart-“How to Research an Issue Deeply</p> <p>Chart-“To Prepare to Make an Argument”</p> <p>Session 9 Pocket folders for each student with: A pen Post-it Paper</p> <p>Reading Notebook</p>	
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		<p>Book Bins for each student</p> <p>Chart- “How Can We Push Ourselves to Find Different Questions and Ideas Around an Issue”</p> <p>Samples of note-taking systems</p> <p>Session 10 Pocket folders for each student with: A pen Post-it Paper</p> <p>Book Bins for each student</p> <p>Copies of the first four paragraphs of “<i>A School Fight Over</i>”</p>	
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		<p><i>Chocolate Milk</i>” for each student</p> <p>Pink Post-its (to call teacher’s attention”</p> <p>Texts from research group bins for annotation</p> <p>Session 11 Pocket folders for each student with: A pen Post-it Paper</p> <p>Reading Notebook</p> <p>Book Bins for each student</p> <p>Chart- “When Encountering a Slightly</p>	
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		<p>-Too-Difficult-Text, Readers Can...”</p> <p><i>Schools Ban Chocolate Milk: Kids Just Stop Drinking Milk</i> <i>Altogether</i>-article on SmartBoard</p> <p>Mini versions of “Figuring Out the Meaning of Unknown Words” chart (from Unit 2)</p> <p>Session 12 Pocket folders for each student with: A pen Post-it Paper</p> <p>Reading Notebook</p> <p>Book Bins for each student</p>	
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		<p>Chart- “When Studying Perspective Ask...”</p> <p>Copy of “Devoted to Dairy: An American Farmer’s Blog” and “The Hard Facts about Flavored Milk” for each student- online resources</p> <p>Session 13 Pocket folders for each student with: A pen Post-it Paper Reading Notebook</p> <p>Book Bins for each student</p> <p><i>“It’s a Plastic World”</i> informational video</p>	
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		<p>Copies of two charts: “Writers of Informational Texts Aim Toward Goals Such As...” and “Writers of Informational Texts Use Techniques Such As...” printed on different-colored paper and cut apart into craft cards</p> <p>Copies of “Analyzing Author’s Craft” and “Inferring within Text/Cohesions” strands of the Informational Reading Learning Progression for each student</p>	
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		<p>Session 14</p> <p>Pocket folders for each student with:</p> <p>A pen</p> <p>Post-it</p> <p>Paper</p> <p>Reading Notebook</p> <p>Book Bins for each student</p> <p>Chart- “Some Questions Readers Ask to Analyze Arguments”</p> <p>Copies of sample text that students can use to practice evaluating argument for each student</p> <p>Copies of the “Analyzing Parts of Text in Relation to the Whole” strand of the</p>	
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		<p>Informational Reading Learning Progression</p> <p>Session 15 Pocket folders for each student with: A pen Post-it Paper</p> <p>Reading Notebook</p> <p>Book Bins for each student</p> <p>Chart-“ Tips for Strengthening Arguments”</p> <p>Chart- “Preparing for a Debate”</p> <p>Session 16 Pocket folders for each student with: A pen</p>	
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		<p>Post-it Paper</p> <p>Reading Notebook</p> <p>Book Bins for each student</p> <p>Chart- names of members of new research groups</p> <p>Chart- “How to research an Issue Deeply”</p> <p>Photo of a famous scientist’s or researcher’s office, showing notes and ideas prominently displayed</p>	
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		<p>Space in the classroom designated for research groups to post maps, photos, notes, and other visuals to create a learning environment</p> <p>Session 17 Pocket folders for each student with: A pen Post-it Paper</p> <p>Reading Notebook</p> <p>Book Bins for each student Chart-“Conversation Prompts”</p> <p>Session 18 Pocket folders for each student with: A pen</p>	
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		<p>Post-it Paper</p> <p>Reading Notebook</p> <p>Book Bins for each student</p> <p>Copy of excerpt from <i>“Top of the World”</i> for each student</p> <p>Copy of excerpt from <i>“Top of the World: Climbing Mt. Everest”</i> for each student</p> <p>Chart- “Prompts to Use Help You Compare and Contrast”</p> <p>Session 19 Pocket folders for each student with: A pen Post-it</p>	
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		<p>Paper</p> <p>Reading Notebook</p> <p>Book Bins for each student</p> <p>Enlarged copy of “Kids Nationwide Reject the Blackfish Agenda” for annotation on SmartBoard</p> <p>Chart- “Some Questions to Ask to Analyze Power in a Text”</p> <p>Video Clip- “California Bill Would Ban Orca Shows at SeaWorld”</p> <p>Copies of the “Critical Reading” strand of the Informational Reading Learning Progression for each student</p>	
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		<p>Session 20</p> <p>Pocket folders for each student with:</p> <p>A pen</p> <p>Post-it</p> <p>Paper</p> <p>Reading Notebook</p> <p>Book Bins for each student</p> <p>Examples of student writing from the online resources (Priya, Lexie, Hannah, Carter, Drew)</p> <p>Session 21</p> <p>Pocket folders for each student with:</p> <p>A pen</p> <p>Post-it</p> <p>Paper</p>	
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		<p>Reading Notebook</p> <p>Book Bins for each student</p> <p>Chart- A Protocol for Arguing to an Audience</p>	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p>

<p><b>Suggested activities to assess student progress:</b></p> <ul style="list-style-type: none"> <li>Pre-Unit Assessment</li> <li>Performance Assessment</li> <li>Teacher Conferences</li> <li>Reading Logs</li> <li>Reading Notebooks</li> <li>Think-Pair-Share</li> <li>Thumbs up / Thumbs down</li> <li>Peer Evaluation</li> <li>Writing About Reading</li> <li>Annotated Writing</li> </ul>	<p><b>Final Assessment/Benchmark/Project:</b></p> <ul style="list-style-type: none"> <li>Fountas and Pinnell Benchmark Running Record</li> <li>MAP testing</li> </ul> <p><b>Suggested skills to be assessed:</b></p> <ul style="list-style-type: none"> <li><i>Nonfiction Text Features</i></li> <li><i>Making an Argument Using Evidence</i></li> <li><i>Reading Comprehension</i></li> </ul>
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**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● <b>Modify and accommodate as listed in student’s IEP or 504 plan</b></li> <li>● <b>Utilize effective amount of wait time</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Communicate</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Speech/Language Therapy</b></li> <li>● <b>Rosetta Stone</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Provide English/Spanish Dictionary for use</b></li> <li>● <b>Place with Spanish speaking</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Provide after school tutoring services</b></li> <li>● <b>Basic Skills Instruction</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Fountas and Pinnell Phonics</b></li> <li>● <b>Hold parent</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</b></li> <li>● <b>Allow for the</b></li> </ul>

<p>directions clearly and concisely and repeat, reword, modify as necessary.</p> <ul style="list-style-type: none"> <li>● Utilize open-ended questioning techniques</li> <li>● Utilize scaffolding to support instruction.</li> <li>● Chunk tasks into smaller components</li> <li>● Provide step by step instructions</li> <li>● Model and use visuals as often as possible</li> <li>● Utilize extended time and/or reduce amount of items given for homework, quizzes, and tests.</li> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive</li> </ul>	<p>teacher/paraprofessional as available</p> <ul style="list-style-type: none"> <li>● Learn/Utilize/Display some words in the students' native language</li> <li>● Invite student to after school tutoring sessions</li> <li>● Basic Skills Instruction</li> <li>● Utilize formative assessments to drive instruction</li> <li>● Translate printed communications for parents in native language</li> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent</li> </ul>	<p>conferences fall and spring</p> <ul style="list-style-type: none"> <li>● Make modifications to instructional plans based on I and RS Plan.</li> <li>● Develop a record system to encourage good behavior and completion of work.</li> <li>● Establish a consistent and daily routine.</li> </ul>	<p>development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</p> <ul style="list-style-type: none"> <li>● Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</li> <li>● Encourage exposure to, selection and use of appropriate and specialized resources.</li> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal</li> </ul>
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<p><b>next point of instruction/differentiated instructional practices.</b></p> <ul style="list-style-type: none"><li>● <b>Create rubrics/allow students to assist with task, so that all are aware of expectations.</b></li><li>● <b>Create modified assessments.</b></li><li>● <b>Allow students to utilize online books, when available, to listen to oral recorded reading.</b></li><li>● <b>Provide individualized assistance as necessary.</b></li><li>● <b>Allow for group work (strategically selected) and collaboration as necessary.</b></li><li>● <b>Utilize homework recorder within SIS.</b></li><li>● <b>Allow for copies of notes to be shared</b></li></ul>	<p><b>and daily routine</b></p>		<p><b>institutions, nature and culture.</b></p>
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<p><b>out.</b></p> <ul style="list-style-type: none"><li>● <b>Utilize assistive technology as appropriate.</b></li><li>● <b>Provide meaningful feedback and utilize teachable moments.</b></li><li>● <b>Utilize graphic organizers</b></li><li>● <b>Introduce/review study skills</b></li><li>● <b>Provide reading material at or slightly above students' reading levels.</b></li><li>● <b>Utilize manipulatives as necessary.</b></li><li>● <b>Establish a consistent and daily routine</b></li></ul>			
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**Quinton Township School District  
English Language Arts Literacy-Reading  
Grade 5**

**Pacing Chart/Curriculum MAP**

<b>Marking Period:</b>	4	<b>Unit Title:</b>	Fantasy Book Clubs: The Magic of Themes and Symbols	<b>Pacing:</b>	April - June
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**Unit Summary:**

Readers launch into fantasy book clubs and examine the quests that characters in fantasy novels are on, both internally and externally. Readers research nonfiction references that are part of fantasy books.

**Objectives:**

**Bend I**

SWBAT research the setting of a story by investigating clues about the time period and important magical elements, using covers, blurbs, and details from the beginning of the story.

SWBAT understand that fantasy readers expect to learn alongside the main character, and are alert to clues that the characters are in the midst of important learning experiences.

SWBAT use charts, timelines, and other graphic organizers to help track and analyze multiple problems and plotlines, as they tackle more complicated books.

SWBAT explore what they can learn about characters if they study them over time, delving deeply into their formation, motivations, and actions. \*

SWBAT explore what reading and thinking work each book club is doing particularly well.

## Bend II

SWBAT differentiate between literal and metaphorical (symbolizing conflicts between characters) dragons in fantasy stories and look to how these conflicts develop into themes.

SWBAT search fantasy stories to discover themes and lessons that might apply to their own lives.

SWBAT identify the quest structure that most fantasy stories follow and investigate both the internal and external quests of major characters.

SWBAT identify some themes as being so universal that they appear in more than one book and across history as well.

SWBAT evaluate their work by comparing it with a mental model of strong work and figuring out ways to improve it.

## Bend III

SWBAT refer to nonfiction texts and references to more fully understand the world they are reading about.

SWBAT use a toolkit of strategies to figure out meanings of unfamiliar words in fantasy novels.

SWBAT identify characters in fantasy books as not all good or all bad, but rather complex, just as in life.

SWBAT figure out if repeated or highlighted images, objects, characters, or settings are a symbol of something else, and how the symbol might connect to a theme.

SWBAT interpret and understand the metaphors and allegories that exist in fantasy, gaining new insights into the real world.

## Bend IV

SWBAT identify how cultures are portrayed in stories. \*

SWBAT use what they know about archetypes to help make predictions, inferences, and interpretations about stories. \*

SWBAT analyze a story using critical lenses, such as being alert to stereotypes and gender norms.

SWBAT apply their fantasy reading skills, such as interpretations and cross-text study, to help improve their skills in reading other genres.

SWBAT celebrate and reflect on all that they have learned and then find ways to carry those skills forward on their learning journeys.

**Essential Questions:**

- How can readers turn to nonfiction sources to explain some of the references in fantasy fiction?
- What strategies can readers rely on when investigating fantasy as a literary tradition?
- How can readers apply knowledge from a variety of sources to discover as much as they can about a fictional story?
- How will the thought processes developed through reading fantasy novels pay off in other genres as well?
- What makes a story good?
- How do we use our imagination in everyday life?

**Common Core State Standards/Learning Targets:**

Bend I

Session 1

W.5.3, W.5.9.a, RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.7, RL.5.10, SL.5.1, SL.5.2, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.6, VPA 1.4

Session 2

W.5.3, W.5.9.a, RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.7, RL.5.9, RL.5.10, SL.5.1, SL.5.2, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6, VPA 1.4

Session 3

W.5.3, W.5.9.a, RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.6, RL.5.9, RL.5.10, SL.5.1, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6

Session 4, VPA 1.4

W.5.3, W.5.9.a, RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.6, RL.5.9, RL.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 5

W.5.3, W.5.9.a, RL.5.1, RL.5.3, RL.5.9, RL.5.10, SL.5.1, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Bend II

Session 6

W.5.3, W.5.9.a, RL.5.1, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, L.5.6, **VPA 1.4**

Session 7

W.5.3, W.5.9.a, RL.5.1, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.9, RL.5.10, SL.5.1, SL.5.2, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, **VPA 1.4**

Session 8

W.5.3, W.5.9.a, RL.5.1, RL.5.3, RL.5.9, RL.5.10, SL.5.1, SL.5.2, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 9

W.5.3, W.5.6, W.5.9.a, RL.5.1, RL.5.3, RL.5.9, RL.5.10, SL.5.1, SL.5.2, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 10

W.5.3, W.5.6, W.5.9.a, RL.5.1, RL.5.3, RL.5.9, RL.5.10, SL.5.1, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Bend III

Session 11

W.5.3, W.5.5, W.5.7, W.5.8, RL.5.4, RL.5.5, RL.5.6, RL.5.9, RL.5.10, SL.5.1, SL.5.2, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 12

W.5.3, W.5.9.a, RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.10, RL.5.3, SL.5.1, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6, **VPA 1.4**

Session 13

W.5.3, W.5.9.a, RL.5.1, RL.5.2, RL.5.3, RL.5.6, RL.5.9, RL.5.10, RF.5.4, SL.5.1, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 14

W.5.3, W.5.9.a, RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10, SL.5.1, SL.5.2, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6, **VPA 1.4**

Session 15

W.5.3, W.5.9.a, RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.9, RL.5.10, SL.5.1, SL.5.3, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.5, L.5.6, **VPA 1.4**

Bend IV

Session 16

W.5.3, W.5.9.a, RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10, SL.5.1, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 17

W.5.3, W.5.9.a, RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.6, RL.5.9, RL.5.10, SL.5.1, SL.5.2, SL.5.3, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 18

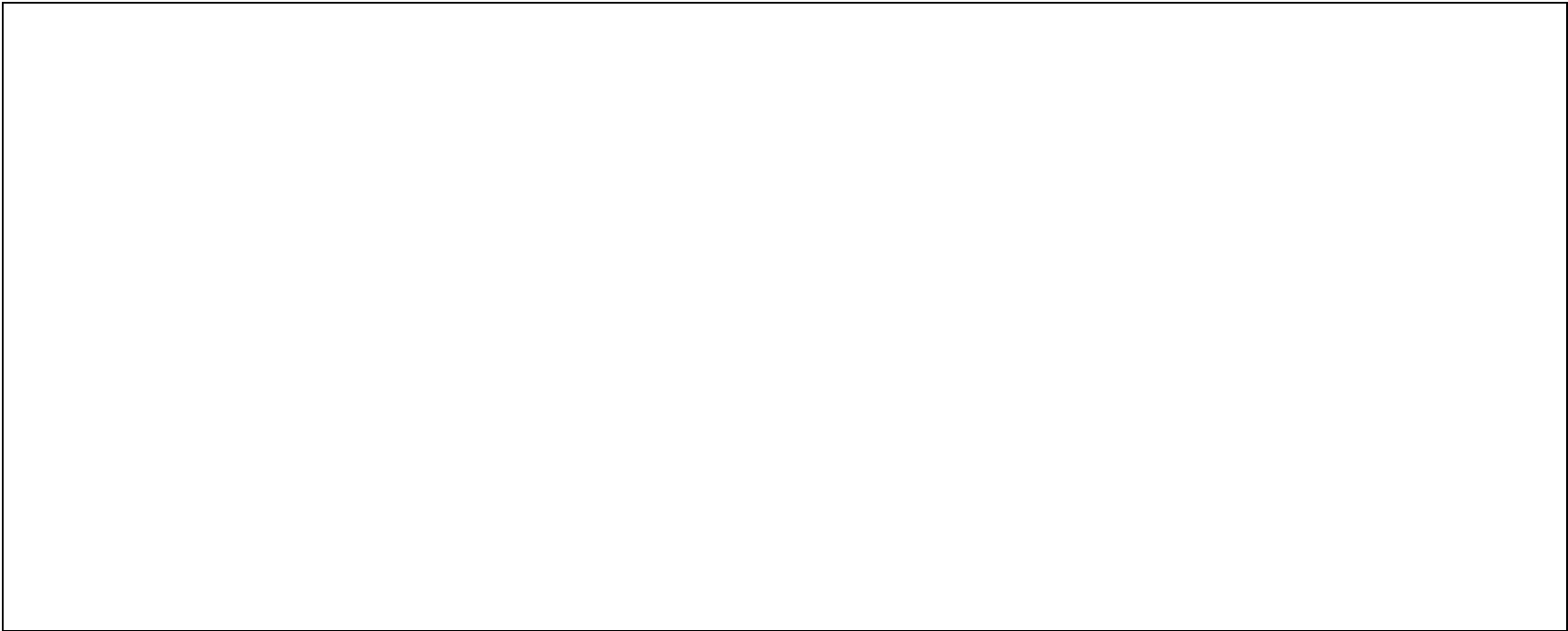
W.5.3, W.5.9.a, RL.5.1, RL.5.2, RL.5.3, RL.5.6, RL.5.9, RL.5.10, SL.5.1, SL.5.2, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 19

W.5.3, W.5.9.a, RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10, SL.5.1, SL.5.4, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**

Session 20

W.5.3, W.5.9.a, RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10, SL.5.1, SL.5.4, SL.5.5, SL.5.6, L.5.1, L.5.2, L.5.3, L.5.6, **VPA 1.4**



**Interdisciplinary Connections/Including 21st Century Themes and Skills:**

**Interdisciplinary Connections:**

Math

Science

Social Studies

Health

Visual and Performing Arts

**21st Century Themes:**

Global Awareness

**21st Century Skills**

Learning and Innovation Skills

Critical Thinking and Problem Solving

Communication and Collaboration

Life and Career Skills

Social and Cross-Cultural Skills

Overview of Activities	Teacher's Guide/ Resources	Core Instructional Materials	Technology Infusion
<p>Bend I: Constructing and Navigating Other Worlds</p> <p>Session 1: Researching the Setting</p> <p>Session 2: Learning Alongside the Main Character</p> <p>Session 3: Keeping Track of Problems That Multiply</p> <p>Session 4: Suspending Judgment: Characters and Places Are Not Always What They Seem</p> <p>Session 5: Reflecting on Learning and Raising the Level of Book Clubs</p>	<p>Pre-Unit Assessment</p> <p>Research Clubs: Pg. 2</p> <p>Online Resources</p> <p>Session 1</p> <p>Fantasy Book Clubs: The Magic of Themes and Symbol Session 1 pgs. 3-12</p> <p><i>The Thief of Always</i>, by Clive Barker (Chapter One)</p> <p><i>The Paper Bag Princess</i>, by Robert Munsch (Short Excerpts)</p> <p>Session 2</p>	<p>Pre-Unit Assessment</p> <p>Session 1</p> <p>Reading Notebooks</p> <p>Book Bins</p> <p>Copy of "Analyzing Parts of a Story in Relation to the Whole" strand of the Narrative Reading Learning Progression</p>	<ul style="list-style-type: none"><li>● Smart Board Applications</li><li>● Google Applications</li></ul>

<p>Bend II: More Than Dwarves: Metaphors, Life Lessons, Quests, and Thematic Patterns</p> <p>Session 6: Here Be Dragons: Thinking Metaphorically</p> <p>Session 7: Readers Learn Real-Life Lessons From Fantastical Characters *</p> <p>Session 8: Quests Can Be Internal as Well External</p> <p>Session 9: Comparing Themes in Fantasy and History</p> <p>Session 10: Self-Assessing Using Reading Progressions</p> <p>Bend III: When Fact and Fantasy Collide</p> <p>Session 11: Using Information to Better Understand Fantasy Stories</p> <p>Session 12: Using Vocabulary Strategies to Figure Out Unfamiliar Words</p>	<p>Fantasy Book Clubs: The Magic of Themes and Symbols Session 2 pgs. 13-20 <i>The Thief of Always</i>, by Clive Barker (Chapters Two and Three, Chapter Four pgs. 32-36) Online Resources Tool</p> <p>Session 3 Fantasy Book Clubs: The Magic of Themes and Symbols Session 3 pgs. 23-29 <i>The Thief of Always</i>, by Clive Barker (through end of Chapter Seven) Online Resources Tool</p> <p>Session 4 Fantasy Book Clubs: The Magic of Themes and Symbols Session 4 pgs. 30-36 <i>The Thief of Always</i>, by Clive Barker (through end of Chapter Ten) Online Resources Tool</p> <p>Session 5</p>	<p>Chart- “Sophisticated Readers of Fantasy...”</p> <p>Movie Clips from well-known fantasy films (“Lord of the Rings”, “Harry Potter”, “The Hunger Games”)</p> <p>Session 2 Reading Notebooks</p> <p>Book Bins</p> <p>Chart- “Signposts of Learning Moments for Characters”</p> <p>Chart- “Clubs Take Charge of Themselves by Asking...”</p> <p>Video Clip from “Narnia”</p>	
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<p>Session 13: Fantasy Characters are Complex *</p>	<p>Fantasy Book Clubs: The Magic of Themes and Symbols Session 5 pgs. 37-39</p>	<p>Tools to accompany read aloud of <i>The Thief of Always</i> (visual timeline, character list, etc.)</p>	
<p>Session 14: Investigating Symbols *</p>	<p>Online Resources Tool</p>		
<p>Session 15: Interpreting Allegories in Fantasy Stories</p>	<p>Session 6 Fantasy Book Clubs: The Magic of Themes and Symbols Session 6 pgs. 40-47</p>	<p>Session 3 Reading Notebooks</p>	
<p>Bend IV: Literary Traditions: Connecting Fantasy to Other Genres *</p>	<p><i>The Paper Bag Princess</i>, by Robert Munsch</p>	<p>Book Bins</p>	
<p>Session 16: Paying Attention to How Cultures are Portrayed in Stories</p>	<p>Online Resources Tool</p>	<p>Transcript of a Club Conversation</p>	
<p>Session 17: Identifying Archetypes</p>	<p>Session 7 Fantasy Book Clubs: The Magic of Themes and Symbols Session 7 pgs. 48-57</p>	<p>Figure 3-1 as a Mentor Text</p>	
<p>Session 18: Reading Across Texts with Critical Lenses</p>	<p><i>The Thief of Always</i>, by Clive Barker (through end of Chapter Seventeen)</p>	<p>Chart- “Tracking Problems and Solutions/Changes”</p>	
<p>Session 19: The Lessons We Learn From Reading Fantasy Can Lift Our Reading of Everything</p>	<p>Online Resources Tool</p>	<p>Chart- “Sophisticated Readers of Fantasy...”</p>	
<p>Session 20: Happily Ever After: Celebrating Fantasy and Our Quest to Be Even Stronger Readers * <b>Students will present oral interpretations of stories</b></p>	<p>Session 8 Fantasy Book Clubs: The Magic of Themes and Symbols Session 8 pgs. 58-67</p>	<p>Session 4</p>	

	<p><i>The Thief of Always</i>, by Clive Barker (through end of Chapter Eighteen) Online Resources Tool</p> <p>Session 9 Fantasy Book Clubs: The Magic of Themes and Symbols Session 9 pgs. 68-76 <i>The Thief of Always</i>, by Clive Barker (through end of Chapter Nineteen) Online Resources Tool</p> <p>Session 10 Fantasy Book Clubs: The Magic of Themes and Symbols Session 10 pgs. 77-83 Online Resources Tool</p> <p>Session 11 Fantasy Book Clubs: The Magic of Themes and Symbols Session 11 pgs. 84-90 <i>The Thief of Always</i>, by Clive Barker (through end of Chapter Twenty One) Online Resources Tool</p>	<p>Reading Notebooks</p> <p>Book Bins</p> <p>“Inferring About Characters” strand of fifth-grade Narrative Reading Learning Progression</p> <p>Video Clip of “Harry Potter and the Deathly Hallows, Part 2, Snape’s Memories”</p> <p>Chart- “sophisticated Readers of Fantasy...”</p> <p>Chart- “Weighing, Evaluating, and Ranking Evidence”</p> <p>Session 5 Reading Notebooks</p>	
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	<p>Session 12  Fantasy Book Clubs: The Magic of Themes and Symbols Session 12 pgs. 91-98  <i>The Thief of Always</i>, by Clive Barker (through end of Chapter Twenty Three)  Online Resources Tool</p> <p>Session 13  Fantasy Book Clubs: The Magic of Themes and Symbols Session 13 pgs. 99-102  Online Resources Tool</p> <p>Session 14  Fantasy Book Clubs: The Magic of Themes and Symbols Session 14 pgs. 103-111  <i>The Thief of Always</i>, by Clive Barker (through end of Chapter Twenty Five)  Online Resources Tool</p> <p>Session 15</p>	<p>Book Bins</p> <p>Chart- “sophisticated Readers of Fantasy...”</p> <p>Chart- “Weighing, Evaluating, and Ranking Evidence”</p> <p>Session 6  Reading Notebooks</p> <p>Book Bins</p> <p>Image of the Carta Marina on SmartBoard</p> <p>Chart- “Sophisticated Readers of Fantasy...”</p> <p>Class List- We Have So Much to Think/Talk/Write About! Clubs Might ...”</p>	
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	<p>Fantasy Book Clubs: The Magic of Themes and Symbols Session 15 pgs. 112-121  <i>The Thief of Always</i>, by Clive Barker (through end of the book)  Online Resources Tool</p> <p>Session 16  Fantasy Book Clubs: The Magic of Themes and Symbols Session 16 pgs. 122-127  Online Resources Tool</p> <p>Session 17  Fantasy Book Clubs: The Magic of Themes and Symbols Session 17 pgs. 129-135  Online Resources Tool</p> <p>Session 18  Fantasy Book Clubs: The Magic of Themes and Symbols Session 18 pgs. 136-143  Online Resources Tool</p>	<p>Session 7  Reading Notebooks</p> <p>Book Bins</p> <p>Chart- “Sophisticated Readers of Fantasy...”</p> <p>Visual Checklist- “Narrative Writers Use Techniques Such As...”</p> <p>Example of a Textual Lineage</p> <p>Paper and Markers (for students to create a textual lineage)</p> <p>Session 8  Reading Notebooks</p> <p>Book Bins</p>	
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	<p>Session 19  Fantasy Book Clubs: The Magic of Themes and Symbols Session 19 pgs. 144-151  Online Resources Tool</p> <p>Session 20  Fantasy Book Clubs: The Magic of Themes and Symbols Session 20 pgs. 152-157  Online Resources Tool</p>	<p>Chart- “Sophisticated Readers of Fantasy...”</p> <p>Chart- “Thinking About Internal and External Quests”</p> <p>Character Timeline- internal and external obstacles faced by Harvey in <i>The Thief of Always</i></p> <p>Session 9  Reading Notebooks</p> <p>Book Bins</p> <p>Chart- “Sophisticated Readers of Fantasy...”</p> <p>Copies of the Student Assessment Tool for Unit four for each student</p>	
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		<p>Historical Narratives <i>(Ruby Bridges, I Am Rosa Parks)</i></p> <p>Half-slips of paper with universal themes written on them for each club</p> <p>Class List- Some common Universal Themes</p> <p>“Comparing and Contrasting Story Elements and Themes” strand in the fifth-grade Narrative Reading Learning Progression</p> <p>Session 10 Reading Notebooks</p> <p>Book Bins</p>	
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		<p>Student notebook entry representing their best thinking about character, structure, or theme</p> <p>Session 11 Reading Notebooks</p> <p>Book Bins</p> <p>Baskets of nonfiction materials (reference books, trade books, articles)</p> <p><i>Mufaro's Beautiful Daughters</i>, by John Steptoe</p> <p>Image and an excerpt of information about Great Zimbabwe</p>	
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		<p>Chart- “How Fantasy Readers Use Elements From the Real World to Understand Fantasy (and sometimes vice versa)”</p> <p>Session 12 Reading Notebooks</p> <p>Book Bins</p> <p>“Word Work” strand in the Narrative Reading Progression</p> <p>Copy of the poem “Jabberwocky” for each student and displayed on SmartBoard</p> <p>Chart- “As Fantasy Readers, Use Your Toolkit of Strategies to</p>	
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		<p>Tackle an Unfamiliar Word”</p> <p>Chart- “How Fantasy Readers Use Elements From the Real World to Understand Fantasy (and sometimes vice versa)”</p> <p>Copy of the Narrative Reading Learning Progression for each student</p> <p>Session 13 Reading Notebooks</p> <p>Book Bins</p> <p>Emotional Timeline of Harvey’s development as a character across the book, <i>The Thief of Always</i></p>	
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		<p>Session 14 Reading Notebooks</p> <p>Book Bins</p> <p>Enlarged version of artwork filled with symbolism-<i>St. George Slays the Dragon</i> by Altichiero and <i>The Maiden and the Unicorn</i> by Domenichino</p> <p>Chart- “Fantasy Readers Can Use Symbols as a Way to Interpret Themes”</p> <p>Chart- “How Fantasy Readers Use Elements From the Real World to Understand Fantasy (and sometimes vice versa)”</p>	
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		<p>Session 15 Reading Notebooks</p> <p>Book Bins</p> <p>“Analyzing Parts of a Story in Relation to the Whole” and “Determining Themes/Cohesion” strands of the Narrative Reading Learning Progression</p> <p>Class List- definitions of the words <i>metaphor</i> and <i>allegory</i></p> <p>Copy of <i>Mufaro’s Beautiful Daughters</i> Excerpt from <i>The Thief of Always</i> that shows metaphor or allegory</p>	
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		<p>Chart- "How Fantasy Readers Use Elements From the Real World to Understand Fantasy (and sometimes vice versa)</p> <p>Copies of the Narrative Reading Learning Progression for each student</p> <p>Session 16 Reading Notebooks</p> <p>Book Bins</p> <p>Copy of <i>The Thief of Always</i></p> <p>Student copies of books that their club is reading or recently finished</p>	
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		<p>Chart- “How Fantasy Readers Use Elements</p> <p>From the Real World to Understand Fantasy (and sometimes vice versa)</p> <p>Chart- “How Expert Fantasy Readers Connect Fantasy and the Wider Literary Canon”</p> <p>Session 17 Reading Notebooks</p> <p>Book Bins</p> <p>Chart- “How Expert Fantasy Readers Connect Fantasy and</p>	
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		<p>the Wider Literary Canon”</p> <p>Chart- “Some Archetypes You Encounter in Fantasy Books”</p> <p>Video Clip-short commercial from United Airlines</p> <p>Learning progressions, club books, sticky notes</p> <p>Video Clip-short commercial from United Airlines</p> <p>Learning progressions, club books, sticky notes</p> <p>Session 18 Reading Notebooks</p>	
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		<p>Book Bins</p> <p>Chart- “How Expert Fantasy Readers Connect Fantasy and the Wider Literary Canon”</p> <p>Copies of “Critical Reading” strand from the Narrative Reading Progression</p> <p>Excerpts from <i>The Thief of Always</i>, <i>The Paper Bag Princess</i>, <i>Mufaro’s Beautiful Daughters</i></p> <p>Session 19 Reading Notebooks</p> <p>Book Bins</p>	
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		<p>All of the charts used during this unit</p> <p>Baskets of books or other texts from a variety of genres for students to explore</p> <p>Session 20 Audiences for the student presentations</p> <p>Costumes for students to dress up in, to portray their favorite characters and have book talks/give book recommendations</p> <p>A display of the most popular books students read in their club books</p>	
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<b>Formative Assessment Plan</b>	<b>Summative Assessment Plan</b>
<p><i>Formative assessment informs instruction and is on going through a unit to determine how students are progressing with the high expectations of standards.</i></p> <p><b>Suggested activities to assess student progress:</b>            Pre-Unit Assessment            Performance Assessment            Teacher Conferences            Reading Logs            Reading Notebooks            Think-Pair-Share            Thumbs up / Thumbs down            Peer Evaluation            Writing About Reading            Annotated Writing</p>	<p><i>Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.</i></p> <p><b>Final Assessment/Benchmark/Project:</b>            Fountas and Pinnell Benchmark Running Record            MAP testing</p> <p><b>Suggested skills to be assessed:</b>  <i>Identifying Theme</i>  <i>Identifying Symbolism</i>  <i>Supporting Thinking with Text Evidence</i>  <i>Reading Comprehension</i>  <i>Oral fluency</i></p>

**Differentiation**

Special Education	ELL	At Risk	Gifted and Talented
<ul style="list-style-type: none"> <li>● <b>Modify and accommodate as listed in student's IEP or 504 plan</b></li> <li>● <b>Utilize effective amount of wait time</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Communicate directions clearly and concisely and repeat, reword, modify as necessary.</b></li> <li>● <b>Utilize open-ended questioning techniques</b></li> <li>● <b>Utilize scaffolding to support instruction.</b></li> <li>● <b>Chunk tasks into smaller components</b></li> <li>● <b>Provide step by step instructions</b></li> <li>● <b>Model and use visuals as often as possible</b></li> <li>● <b>Utilize extended time and/or reduce</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Speech/Language Therapy</b></li> <li>● <b>Rosetta Stone</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Provide English/Spanish Dictionary for use</b></li> <li>● <b>Place with Spanish speaking teacher/paraprofessional as available</b></li> <li>● <b>Learn/Utilize/Display some words in the students' native language</b></li> <li>● <b>Invite student to after school tutoring sessions</b></li> <li>● <b>Basic Skills Instruction</b></li> <li>● <b>Utilize formative assessments to drive instruction</b></li> <li>● <b>Translate printed communications for parents in native language</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Provide after school tutoring services</b></li> <li>● <b>Basic Skills Instruction</b></li> <li>● <b>Hold high expectations</b></li> <li>● <b>Fountas and Pinnell Phonics</b></li> <li>● <b>Hold parent conferences fall and spring</b></li> <li>● <b>Make modifications to instructional plans based on I and RS Plan.</b></li> <li>● <b>Develop a record system to encourage good behavior and completion of work.</b></li> <li>● <b>Establish a consistent and daily routine.</b></li> </ul>	<ul style="list-style-type: none"> <li>● <b>Organize the curriculum to include more elaborate, complex, and in-depth study of major ideas and problems through Compacting.</b></li> <li>● <b>Allow for the development and application of productive thinking skills to enable students to re-conceptualize existing knowledge and/or generate new knowledge.</b></li> <li>● <b>Enable students to explore continually changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.</b></li> <li>● <b>Encourage exposure to, selection and use of</b></li> </ul>

<p>amount of items given for homework, quizzes, and tests.</p> <ul style="list-style-type: none"> <li>● Teach Tiers 1,2, and 3 words to assist students' understanding of instructional texts.</li> <li>● Utilize a variety of formative assessments to drive next point of instruction/differentiated instructional practices.</li> <li>● Create rubrics/allow students to assist with task, so that all are aware of expectations.</li> <li>● Create modified assessments.</li> <li>● Allow students to utilize online books, when available, to listen to oral recorded reading.</li> <li>● Provide individualized</li> </ul>	<ul style="list-style-type: none"> <li>● Hold conferences with translator present</li> <li>● Utilize additional NJDOE resources/recommendations</li> <li>● Review Special Education listing for additional recommendations</li> <li>● Establish a consistent and daily routine</li> </ul>		<p>appropriate and specialized resources.</p> <ul style="list-style-type: none"> <li>● Promote self-initiated and self-directed learning and growth.</li> <li>● Provide for the development of self-understanding of one's relationships with people, societal institutions, nature and culture</li> </ul>
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<p>assistance as necessary.</p> <ul style="list-style-type: none"><li>● <b>Allow for group work (strategically selected) and collaboration as necessary.</b></li><li>● <b>Utilize homework recorder within SIS.</b></li><li>● <b>Allow for copies of notes to be shared out.</b></li><li>● <b>Utilize assistive technology as appropriate.</b></li><li>● <b>Provide meaningful feedback and utilize teachable moments.</b></li><li>● <b>Utilize graphic organizers</b></li><li>● <b>Introduce/review study skills</b></li><li>● <b>Provide reading material at or slightly above students' reading levels.</b></li><li>● <b>Utilize manipulatives as necessary.</b></li><li>● <b>Establish a consistent</b></li></ul>			
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<b>and daily routine</b>			
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