

# Unit 1: Reading Launch

Content Area: **English Language Arts**  
Course(s): **Language Arts 5**  
Time Period: **September**  
Length: **September 1 to 2 weeks**  
Status: **Published**

## Summary

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Beginning the school year is filled with many new procedures, goals and expectations. Students have been working in the reading and writing workshop for at least a year, and they bring many skills to 5th grade that will be further refined and expanded like lengthening and strengthening reading stamina and engagement, reading fluency, monitoring for sense, and retelling. Teachers will read aloud to students and begin laying the groundwork of studying character development in the following unit.

At this time, reading and writing workshop are not new, so we only touch on some of the basic procedures like where and how to sit, how to use a notebook, and how to meet in conferences with peers and teachers. Students expand on procedures like reading logs and using post its. Students will select just-right books with confidence and will set up routines at home for reading and writing.

## Standards

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LA.RL.5.1	Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.5.3.A	Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.SL.5.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.CS2	Select and use applications effectively and productively.

## Student Learning Objectives

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By the end of this unit, Readers will learn to:

- understand how their experiences as a reader in the past will help them set goals for the future.
- expand reading stamina and fluency.
- work cooperatively in a group or partnership to read and discuss books.
- practice and use 'fix-it' strategies when encountering a word they do not know.
- envision scenes from a book.
- retell a scene, chapter, or book with confidence.
- use and interpret Post-it note note-taking strategy.

## Essential Questions

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- Why do readers determine their best and worst experiences as a reader?
- How do readers act in a reading community?
- What do good readers do when they encounter a confusing part or question?
- How can good readers increase their reading stamina?
- What reasons do good readers use to abandon a book?
- How do good readers envision their books successfully?
- What does an effective book conversation look like between good readers?
- How do good readers use retelling?
- What strategies do good readers use to understand new words?
- What systems do readers use to finding books they love?

## Enduring Understandings

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Students understand that:

- strong readers create a buzz about the books we love, and that we do this by summarizing and selecting excerpts from those books.
- strong readers use retelling main events of the story to showcase their understanding.

## Application

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Students will be able to independently use their learning to:

- sustain their independent reading (stamina).
- make accurate predictions in their books.
- make connections to what they are reading.
- visualize what they are reading.

## **Skills**

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Students will be skilled at:

- summarizing what they have just read.
- retelling what they have just read.
- visualizing what is happening while they are reading.
- monitoring for meaning while they are reading.
- forming basic inferences about the characters in their books.