

# Fundamentals - Launching Reading

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **6 weeks**  
Length: **6-8 Weeks**  
Status: **Published**

## Unit Overview

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The beginning of the school year is an exciting time! Students enter their classrooms with a heightened sense of curiosity and wonder. First impressions go a long way for young learners, and it is important for them to experience a comfortable and engaging invitation into their literacy-rich environment. Brightly decorated bulletin boards, shiny desks and tables, and beautifully organized books await your students. The start of each new school year provides opportunities for you and your students to create a community of learners who respect, listen to, share, and respond to the thoughts and ideas of others. This is especially important when considering your community of readers.

The Reading Fundamentals Launching Unit of Study provides models for many reading behaviors, rituals, and routines. Active listening, thinking, engagement, and participation are fundamental expectations for reading workshop. Establishing a community that fosters these behaviors is vital and will help your readers develop and grow. Through the targeted lessons in this unit, your students' focused thinking and accountable talk will begin to evolve and develop. As students gain more experience, they begin to participate in meaningful conversations connected to the books they are sharing.

## Transfer

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Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

- Develop an understanding of themselves as readers
- Learn to self-select appropriate texts
- Set goals for themselves as readers
- Learn the expectations and routines for actively participating in a reading community
- Learn how to participate in a range of collaborative conversations about texts
- Learn how to follow agreed-upon rules and protocol for conversations
- Learn how to prepare for conversations
- Learn to compare and contrast characters in a story
- Learn to identify the theme of a text from details in the text
- Learn to quote accurately from a text when explaining what the text says
- Learn to determine the main idea and how it is conveyed
- Recognize the differences among books that entertain, inform, and persuade, drawing on a wide reading of a range of text types, including fiction, poetry, and nonfiction
- Develop habits of mind for engaging with a variety of texts
- Learn how to apply self-monitoring skills
- Learn how to determine the meaning of challenging vocabulary words and phrases in a text.

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For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

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## **Meaning**

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### **Understandings**

Students will understand that...

- What specifically do you want students to understand?
- What inferences should they make/grasp/realize?

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### **Essential Questions**

Students will keep considering...

- What thought provoking questions will foster inquiry, meaning making and transfer?
- What do I learn about being a reader from these texts?
- How do I approach each text differently based on genre?
- What are the central ideas or messages of the texts? How do I connect to them?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

What facts and basic concepts should students know and be able to recall?

The structures, expectations and routines of a reading workshop

Students will be able to recall strategies for comprehension, inferencing and questioning

Students will know how to discuss a text by using conversation skills and questioning strategies

Students will know how to use story elements for comprehension and visualization

### **Students will be skilled at...**

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Students will be skilled at...

\*the routine structure and expectations of the reading workshop

\*the reflection of their interests as readers

\*self-selecting texts across genres

\*using comprehension strategies, such as rereading, when meaning breaks down in a text

\*building schema before reading to make connections to text for understanding

\*understand and use proper protocol for class discussions

\*students will learn to ask questions, use text evidence to develop and support and defend ideas about a text

\*jot down ideas

## **Academic Vocabulary**

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**Instructional Vocabulary:** The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

- activating schema
- analysis
- author's purpose
- character
- connection
- conversation
- determining
- element
- examine
- expectation
- focus
- genre
- growing ideas
- identity
- importance
- independent
- infer
- inference
- main idea
- message
- monitor
- pace
- partnership
- protocol
- recommendation
- routine
- stamina
- strategy
- structure
- synthesize
- text feature
- text structure
- textual evidence

## Tier 2 and 3 Vocabulary - Mentor Texts

Mentor Text	A Day's Work	For the Love of the Game	The HardTimes Jar	My Life in Dog Years	Old Henry	When Josie Came Across the Sea
Tier 2	<ul style="list-style-type: none"><li>coarse</li><li>cruised</li><li>grumbled</li><li>huddled</li><li>hurried</li><li>nodded</li><li>railing</li><li>spiky</li></ul>	<ul style="list-style-type: none"><li>clutching</li><li>fervent</li><li>obey</li><li>shoot</li><li>stance</li></ul>	<ul style="list-style-type: none"><li>assured</li><li>bulged</li><li>cautioned</li><li>crook</li><li>dabbed</li><li>fastened</li><li>grocery</li><li>owning up</li><li>pukeygreen</li><li>thud</li><li>wriggle</li><li>yonder</li></ul>	<ul style="list-style-type: none"><li>absolve</li><li>bulging</li><li>cellophane</li><li>cocked</li><li>commotion</li><li>companion</li><li>crude</li><li>decoy</li><li>devastated</li><li>distinct</li><li>droppings</li><li>element</li><li>excruciatingly</li><li>faintest</li><li>grouse</li><li>insane</li><li>isolation</li><li>pitted</li><li>pointedly</li><li>puny</li><li>scarred</li><li>slithered</li><li>sober</li><li>solitude</li><li>sponsor</li><li>surplus</li></ul>	<ul style="list-style-type: none"><li>disgrace</li><li>drafty</li><li>fined</li><li>fuss</li><li>grumbled</li><li>mended</li><li>remarked</li><li>suited</li><li>threatened</li><li>unkempt</li><li>vacant</li><li>wilted</li></ul>	<ul style="list-style-type: none"><li>alas</li><li>auburn</li><li>boast</li><li>browsing</li><li>channel</li><li>delicate</li><li>earn</li><li>frail</li><li>huddling</li><li>lace</li><li>lining</li><li>logic</li><li>paused</li><li>pelted</li><li>sash</li><li>scoffed</li><li>seasick</li><li>slanting</li><li>supper</li><li>tattered</li><li>water</li></ul>

					<ul style="list-style-type: none"> <li>• trigger</li> <li>• violently</li> </ul>
					<ul style="list-style-type: none"> <li>• Anchorage</li> <li>• Cocker</li> <li>• spaniel</li> <li>• cockfight</li> <li>• Filipino</li> <li>• gobbets</li> <li>• granary</li> <li>• Iditarod</li> <li>• impasse</li> <li>• Labrador</li> <li>• Mallard</li> <li>• migratory</li> <li>• monosyllabic</li> <li>• munk</li> <li>• palpable</li> <li>• pesos</li> <li>• roundhouse</li> <li>• yard</li> <li>• sergeant</li> <li>• unabashedly</li> <li>• village</li> <li>• headman</li> <li>• visceral</li> </ul>
					<ul style="list-style-type: none"> <li>• bodice</li> <li>• Ellis Island</li> <li>• Lower East Side</li> <li>• parlor</li> <li>• potbellied stove</li> <li>• rabbi</li> <li>• synagogue</li> <li>• villager</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• Abuelo</li> <li>• bueno</li> <li>• carpenter</li> <li>• chickweed</li> <li>• chorizo</li> <li>• gracias</li> <li>• hace frío</li> <li>• holy Toledo</li> <li>• omen</li> <li>• Señora</li> </ul>	<ul style="list-style-type: none"> <li>• doomsayers</li> <li>• naysayer</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• coatroom</li> <li>• hard-times jar</li> <li>• migrant workers</li> <li>• stick pony</li> <li>• store bought</li> </ul>		

### Tier 2 and 3 Vocabulary - Shared Texts

Shared Text “Ars Poetica”	“Cat Clues”	“Waiting for Miss Liberty”
	<ul style="list-style-type: none"> <li>• backward</li> <li>• beneath</li> <li>• busy</li> <li>• clue</li> <li>• complained</li> <li>• dashed</li> <li>• discovered</li> <li>• empty</li> <li>• flopped</li> </ul>	<ul style="list-style-type: none"> <li>• aid</li> <li>• charming</li> <li>• colossal</li> <li>• contributed</li> <li>• dedication</li> <li>• designing</li> <li>• donated</li> <li>• elegant</li> <li>• frustrated</li> </ul>
Tier 2	<ul style="list-style-type: none"> <li>• appear</li> <li>• beating</li> <li>• delicate</li> <li>• difficult</li> <li>• flapping</li> <li>• flutter</li> <li>• loose</li> </ul>	

- quivering
- raised
- silken
- spied
- still

- gaze/gazed
- grinned
- hoisted
- jerked
- message
- motor
- paces
- rebound
- removed
- rim
- rumbled
- sagged
- scent
- scrawled
- spotted
- squinted
- stretched
- swee

- grand
- haggling
- iron
- noble
- plea
- poured
- progress
- radiance
- scheming
- scouted
- scribbled
- sympathy
- torch
- wooden

- Atlantic Ocean
- auction
- barge
- beams
- crate
- embodies
- engineer
- exhibition
- headlines
- immigrant
- liberty
- Madison Square Garden
- makeshift
- New York Harbor
- pedestal
- President Grover
- Cleveland
- Rouen, France
- sculptor
- sewing girl
- Statue of Liberty
- steel skeleton
- suction
- symbols

Tier 3

- blossom
- burrs
- container
- dogwood tree
- sphere

## Learning Goal 1

Students will learn about the structure, expectations and routines for a reading workshop.

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.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
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.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.8	(Not applicable to literature)
LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
	Fluency
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.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

## **IRA 1 Target: What Is a Reading Workshop?**

Reading workshop is the time of day to nurture and support readers while learning the power of reading.

- Learn about the structure, expectations, and routines of a reading workshop.

- The Hard-Times Jar by Ethel Footman Smothers

LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
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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.
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## Formative Assessment Opportunities

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### IRA 2 Target: Considering Our Own Reading Identities

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Readers develop an understanding of their unique identities.

- Reflect on their interests and histories as readers.

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.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

### IRA 3 Target: Crafting a Reading Life

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Readers are individuals with different strengths, challenges, and interests.

- Use your own identities to self-select texts across genres and grow your thinking in different ways.

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.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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.5.4

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

### **IRA 4 Target: Understanding Means Thinking**

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Readers pay attention to their thinking to know that they understand what they read and to clear up confusion.

- Learn that when meaning breaks down, you have to do reading work to clear up confusion, including rereading and slowing down.

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.5.6

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

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.5.4

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

### **IRA 5 Target: Activating Schema**

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Readers use a variety of strategies to understand their reading, find meaning in texts, and build stamina as readers.

- Activate schema, or prior knowledge, before reading to help you make connections and build understanding.

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.5.2

Determine the key details in a story, drama or poem to identify the theme and to summarize 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.RL.5.10

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

LA.W.5.10

Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a

day or two) for a range of discipline-specific tasks, purposes, and audiences.

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.L.5.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
LA.L.5.4.A	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
LA.L.5.4.B	Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).
LA.L.5.4.C	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

## **IRA 6 Target: The Power of Conversation**

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Readers come together to have conversations in order to both share thinking and grow ideas together.

- Learn how to follow a clear protocol during conversations.

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.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
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.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## **IRA 7 Target: Getting Ready to Begin**

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When readers know they will be discussing a text, they prepare for conversation by collecting their thinking and questions.

- Learn how to use a repertoire of strategies to begin conversations.

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.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
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.

## **Learning Goal 2**

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Students will independently recognize the differences among books that entertain, inform, and persuade, drawing on a wide reading of a range of text types, including fiction, poetry and nonfiction while incorporating self-monitoring skills.

	Key Ideas and Details
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.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
	Craft and Structure
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.RL.5.5	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
LA.RL.5.6	Describe how a narrator's or speaker's point of view influences how events are described.
LA.RL.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
LA.RL.5.8	(Not applicable to literature)

LA.RL.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
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.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
LA.L.5.5.A	Interpret figurative language, including similes and metaphors, in context.
LA.L.5.5.B	Recognize and explain the meaning of common idioms, adages, and proverbs.
LA.L.5.5.C	Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

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### **Mini-Lesson 1 Target: Studying Ourselves as Readers**

Readers need to have an understanding of their pace and stamina when reading in order to develop a clearer sense of themselves as readers.

- Track the time and amount you read to gather data for your own reflection.

LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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### **Mini-Lesson 2 Target: Making a Plan for Ourselves as Readers**

Readers have both short-term and long-term plans for their reading lives.

- Keep a running list of books to read in order to develop your reading identities and build independence as readers.

LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
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### **Mini-Lesson 3 Target: Book Talks**

Readers share books with each other and get recommendations from other readers.

- Understand the importance of book recommendations
- Begin a procedure for keeping track of interesting titles
- Identify a book that would warrant a "book talk."

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.5.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
LA.RL.5.10	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
LA.W.5.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

### **Mini-Lesson 4 Target: Partner Talk**

Readers talk with partners about their thinking regarding their reading in order to support comprehension.

- Jot down ideas and share with a partner using conversation protocol.

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

## Mini-Lesson 5 Target: Elements of a Story

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Readers of fiction pay attention to story elements to monitor understanding and help build the world of the story.

- Identify the elements of a story as a strategy for supporting comprehension.

LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
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.L.5.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Mini-Lesson 6 Target: Examining Characters

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Readers of fiction examine and analyze characters.

Compare and contrast characters to develop a deeper understanding of the text.

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.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
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.

## Mini-Lesson 9 Target: Finding the Main Idea in Nonfiction

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Readers of nonfiction have an understanding of the features and structures of nonfiction texts.

- Determine the main idea of a text by using their knowledge of features and structures.

LA.RI.5	Reading Informational Text
LA.RI.5.1	Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
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.

## Mini-Lesson 10 Target: Setting Goals and Making Plans

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Readers consistently set goals and make plans.

- Reflect on themselves as readers and set goals for their future reading work.

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

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Digital [My Reading Life, Reflection and Goals](#)

Digital [My Reading Notebook Check](#)

Where are my students in the reading process?

[https://drive.google.com/drive/folders/1F8FQWrgs33YnlJYhO-p8VTqzcF9\\_O5Wr](https://drive.google.com/drive/folders/1F8FQWrgs33YnlJYhO-p8VTqzcF9_O5Wr)

Running Record

[https://drive.google.com/drive/folders/1F8FQWrgs33YnlJYhO-p8VTqzcF9\\_O5Wr](https://drive.google.com/drive/folders/1F8FQWrgs33YnlJYhO-p8VTqzcF9_O5Wr)

Launching Student Checklist

[https://drive.google.com/drive/folders/1F8FQWrgs33YnlJYhO-p8VTqzcF9\\_O5Wr](https://drive.google.com/drive/folders/1F8FQWrgs33YnlJYhO-p8VTqzcF9_O5Wr)

Assessment of Key Comprehension

[https://drive.google.com/drive/folders/1F8FQWrgs33YnlJYhO-p8VTqzcF9\\_O5Wr](https://drive.google.com/drive/folders/1F8FQWrgs33YnlJYhO-p8VTqzcF9_O5Wr)

## Summative Assessment

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Near the end of the Launching unit, teachers should review [My Reading Log and Reflection 3-5](#).

## 21st Century Life and Careers

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Select all applicable standards from the applicable standards

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP5.1	Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand



	how to bring innovation to an organization.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

## **Formative Assessment and Performance Opportunities**

*Please see lesson specific formative assessments and performance opportunities within each target above.*

## **Accommodations/Modifications**

*Please see lesson-specific accommodations listed within each target above.*

For independent reading students should use their Learning Ally accounts for more challenging text

## **Unit Resources**

## [Launching and HWW Digital Texts Links](#)

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Schoolwide Graphic Organizers(GOs) and Asessments(click below)

<https://drive.google.com/drive/folders/1ug822U44nggxvoEF3PrPQ4vGCCMTI4Ae>

Read Alouds:

The Hard Times Jar ( <https://www.youtube.com/watch?v=pbyoh8X4hOw> )

Old Henry ( <https://www.youtube.com/watch?v=K7ocTmXrwDA> )

When Jessie Came Across the Sea ( <https://www.youtube.com/watch?v=G9OW6XRobxc&t=10s> )

An introduction to the author Gary Paulsen

( <https://www.youtube.com/watch?v=Q7ADtOjxmRs&list=PLDEzAo6ugUiDbdeiK6OhCINKcUsyWaynD> )

A Day's Work ( <https://www.youtube.com/watch?v=4pTfptCgQec> )

## **Interdisciplinary Connections**

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SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols,

monuments, and holidays and how they affect the American identity.

SOC.6.3.5.EconET.1

Investigate an economic issue that impacts children and propose a solution.