Sept. SW Reading Gr. 5 Launching Unit

Content Area: **English**
Course(s):
Time Period: **September**
Length: **6-8 Weeks**
Status: **Published**

Unit Overview

Launching Grade 5
DESCRIPTION

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.

Enduring Understandings

Students will: ■ 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; and ■ Learn how to determine the meaning of challenging vocabulary words and phrases in a text.

The aforementioned outcomes reflect the College and Career Readiness grade-specific standards in reading, speaking, and listening. They define the skills and understandings that students must demonstrate at the end of each grade level.

Essential Questions

How do good readers read and interpret

Instructional Strategies & Learning Activities

Interactive Read-Aloud Lessons

Lesson 1: What Is a Reading Workshop? uses The Hard-Times Jar by Ethel Footman Smothers. Rationale: Reading workshop is the time of day to nurture and support readers while learning the power of reading. Students will learn about the structure, expectations, and routines of a reading workshop. Common Core State Standards: RL.5.2, SL.5.1 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 2: Considering Our Reading Identities uses Old Henry by Joan W. Blos. Rationale: Readers develop an understanding of their unique identities. Students will reflect on their interests and histories as readers. Common Core State Standards: RL.5.1, RL.5.2, SL.5.1 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 3: Crafting a Reading Life uses When Jessie Came Across the Sea by Amy Hest. Rationale: Readers are individuals with different strengths, challenges, and interests. Students will use their own identities to self-select texts across genres and grow their thinking in different ways. Common Core State Standards: RL.5.1, RL.5.2, RL.5.10, SL.5.1, SL.5.4 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 4: Understanding Means Thinking uses My Life in Dog Years by Gary Paulsen. Rationale: Readers pay attention to their thinking to know that they understand what they read and to clear up confusion. Students will learn that when meaning breaks down, they have to do reading work to clear up confusion, including rereading and slowing down. Common Core State Standards: RL.5.1, RL.5.6, SL.5.1, SL.5.4, L.5.4 Skills and Strategies: Questioning, Making Inferences, Monitoring and Repairing Comprehension, Finding Word Meaning (Vocabulary), Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Activating Schema uses For the Love of the Game: Michael Jordan and Me by Eloise Greenfield. Rationale: Readers use a variety of strategies to understand their reading, find meaning in texts, and build stamina as readers. Students will activate schema, or prior knowledge, before reading to help them make connections and build understanding. Common Core State Standards: RL.5.1, RL.5.2, RL.5.4, RL.5.10, SL.5.1, L.5.4, W.5.10 Skills and Strategies: Text and Genre Features/Structure, Using Schema, Visualizing, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 6: The Power of Conversation uses My Life in Dog Years by Gary Paulsen. Rationale: Readers come together to have conversations in order to both share thinking and grow ideas together. Students will learn how

to follow a clear protocol during conversations. Common Core State Standards: RL.5.1, RL.5.2, SL.5.1, SL.5.4, SL.5.6 Skills and Strategies: Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 7: Getting Ready to Begin uses My Life in Dog Years by Gary Paulsen. Rationale: When readers know they will be discussing a text, they prepare for conversation by collecting their thinking and questions. Students will learn how to use a repertoire of strategies to begin conversations. Common Core State Standards: RL.5.1, RL.5.2, SL.5.1 Skills and Strategies: Using Schema, Questioning, Making Inferences, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 8: Growing Ideas Through Conversation uses A Day's Work by Eve Bunting. Rationale: Readers grow ideas about their reading by talking to other readers. Students will use different conversational moves, like asking questions and using textual evidence, to develop, support, and defend an idea about a text. Common Core State Standards: RL.5.1, RL.5.2, RL.5.3, SL.5.1, SL.5.4 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating Launching Grade 5 Overview © 2013 Schoolwide, Inc. •

Mini-Lessons

Lesson 1: Studying Ourselves as Readers uses My Life in Dog Years by Gary Paulsen. Rationale: Readers need to have an understanding of their pace and stamina when reading in order to develop a clearer sense of themselves as readers. Students will track the time and amount they read to gather data for their own reflection. Common Core State Standard: RL.5.10 Skills and Strategies: Text and Genre Features/Structure, Monitoring and Repairing Comprehension

Lesson 2: Making a Plan for Ourselves as Readers uses The Hard-Times Jar by Ethel Footman Smothers. Rationale: Readers have both short-term and long-term plans for their reading lives. Students will keep a running list of books to read in order to develop their reading identities and build independence as readers. Common Core State Standards: RL.5.10, SL.5.1 Skills and Strategies: Determining Importance, Synthesizing, Using Schema

Lesson 3: Book Talks uses A Day's Work by Eve Bunting. Rationale: Readers share books with each other and get recommendations from other readers. Students will understand the importance of book recommendations, begin a procedure for keeping track of interesting titles, and identify a book that would warrant a "book talk." Common Core State Standards: RL.5.1, RL.5.9, RL.5.10, SL.5.1, SL.5.4, SL.5.6, W.5.10 Skills and Strategies: Determining Importance, Synthesizing, Speaking to Communicate, Listening and Responding

Lesson 4: Partner Talk uses Old Henry by Joan W. Blos. Rationale: Readers talk with partners about their thinking regarding their reading in order to support comprehension. Students will jot down ideas and share

with a partner using conversation protocol. Common Core State Standards: RL.5.1, SL.5.1, SL.5.6 Skills and Strategies: Questioning, Making Inferences, Determining Importance, Speaking to Communicate, Listening and Responding, Engaging in Discussion/Collaborating

Lesson 5: Elements of a Story uses A Day's Work by Eve Bunting and "Cat Clues" by Jacqueline Adams from Highlights from the Launching Shared Texts. Rationale: Readers of fiction pay attention to story elements to monitor understanding and help build the world of the story. Students will identify the elements of a story as a strategy for supporting comprehension. Common Core State Standards: RL.5.2, RL.5.3, L.5.6, SL.5.1 Skills and Strategies: Text and Genre Features/Structure, Making Inferences, Monitoring and Repairing Comprehension

Lesson 6: Examining Characters uses When Jessie Came Across the Sea by Amy Hest. Rationale: Readers of fiction examine and analyze characters. Students will compare and contrast characters to develop a deeper understanding of the text. Common Core State Standards: RL.5.2, RL.5.3, RL.5.1, SL.5.1 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing

Lesson 7: Reviewing Reading Data uses students' reading logs and reflections. Rationale: Readers reflect on their notes and reading logs to gain insight into their habits and behaviors as readers. Students will reflect on their reading logs to better understand their own stamina and pacing and the circumstances that best support their reading. Common Core State Standard: RL.5.10 Skills and Strategies: Making Inferences, Synthesizing

Lesson 8: Uncovering the Meaning of a Poem uses For the Love of the Game: Michael Jordon and Me by Eloise Greenfield and "Ars Poetica" by Georgia Heard from the Launching Shared Texts. Rationale: Readers of poetry build their understanding by using a variety of strategies for inferring. Students will do a close reading of a poem to determine what the poet is really saying. Common Core State Standards: RL.5.2, RL.5.4, RL.5.5, RL.5.10, L.5.5, SL.5.1, W.5.10 Skills and Strategies: Making Inferences, Synthesizing, Monitoring and Repairing Comprehension

Lesson 9: Finding the Main Idea in Nonfiction uses "Waiting for Miss Liberty" by Barbara D. Krasner from Highlights from the Launching Shared Texts. Rationale: Readers of nonfiction have an understanding of the features and structures of nonfiction texts. Students will determine the main idea of a text by using their knowledge of features and structures. Common Core State Standards: RI.5.1, RI.5.2, RI.5.3, RI.5.10, SL.5.1 Skills and Strategies: Making Inferences, Determining Importance, Synthesizing

Lesson 10: Setting Goals and Making Plans uses all of the mentor texts from the unit and students' reflection sheets. Rationale: Readers consistently set goals and make plans. Students will reflect on themselves as readers and set goals for their future reading work. Common Core State Standard: RL.5.10 Skills and Strategies: Making Inferences, Synthesizing

Integration of Career Readiness, Life Literacies and Key Skills

Students will work on conversation skills.

Students will share ideas with partners and class.

Different career options will be presented in the mentor text reading.

9.4.5.CI	Creativity and Innovation
9.2.5.CAP	Career Awareness and Planning
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.
9.4.5.CT	Critical Thinking and Problem-solving
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
	Digital identities must be managed in order to create a positive digital footprint.

Technology and Design Integration

Students will interact with the lesson through the Smartboard. Students will generate digital projects to document understanding.

8.1.5.CS.3	Identify potential solutions for simple hardware and software problems using common troubleshooting strategies.

Interdisciplinary Connections

Various disciplines will be explored through group texts and individual leveled, choice texts.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.

- **Definitions of Differentiation Components**:

    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students will have access to leveled libraries of a variety of texts and be able to choose based on interest.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

Benchmark Assessments are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

DRA

Aimsweb

Linkit testing 3 times a year.

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

t:

Discussion

Teacher observation

worksheets

projects

teacher made tests

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit assessments

Instructional Materials

Instructional material with the Schoolwide, Inc. unit,

Mentor texts

A Day's Work by Eve Bunting For the Love of the Game: Michael Jordan and Me by Eloise Greenfield The Hard-Times Jar by Ethel Footman Smothers My Life in Dog Years by Gary Paulsen Old Henry by Joan W. Blos When Jessie Came Across the Sea by Amy Hest Launching Shared Texts "Ars Poetica" by Georgia Heard "Cat Clues" by Jacqueline Adams from Highlights (Lexile Level: 470L) "Waiting for Miss Liberty" by Barbara D. Krasner from Highlights (Lexile Level:

Standards

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.5.5	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.5.9	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.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.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.5.4	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.
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.5.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
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).