

Fifth Grade  
Unit 1/Genre Study for ELA MEAP  
First Marking Period  
Duration: 3 Weeks  
Test Knowledge, Test Strategies, Test Setting

*The First Ten Days (Revised: Seven Lessons for Test Preparation)* for instructional sequence.  
Caution: TEST PREPARATION **MUST END** 10 DAYS PRIOR TO THE MEAP TEST. To access online see:  
<http://www.oakland.k12.mi.us/Departments/LearningServices/MEAPWriting/tabid/855/Default.aspx>

Utilize the first three weeks to establish protocols (See The Daily Five Tab in the curriculum guide)  
During the first three weeks collect data to understand your students and readers and writers.

**Stage 1: Identify Desired Results**

Established goals:

**Goals for Week 1, 2, and 3:**

A Genre Study for ELA MEAP:

Test Knowledge, Test Strategies, Test Setting

**R.CM.05.01** connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

**R.CM.05.02** retell through concise summarization grade-level narrative and informational text.

**R.CM.05.03** analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

**R.CM.05.04** apply significant knowledge from grade-level science, social studies, and mathematics texts.

**R.MT.05.01** self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

*What understandings are desired?*

Students will understand that:

1. Comprehension strategies enable a deeper understanding of text.
2. Self monitoring reading through inner conversation and holding thinking, allow for the reader to expand understanding in reading and talking.
3. Structural, Syntactic, and Semantic cues can be used to determine the meaning of unknown words.
4. Characteristics are unique to different genres of text.
5. All text has supports and challenges.
6. Multiple choice test questions are sometimes written in very formal English
7. Rereading on a test helps clear up confusions and notice details.
8. Using background knowledge and text information helps understand reading questions.

*What essential questions will be considered?*

1. How can I prepare for the challenges I face?
2. How do I monitor my comprehension to show that I understand what I am reading?
3. How can I use the structure of a word to help me understand an unknown word?

4. How do the words in a sentence help me understand an unknown word?
5. How does the meaning of the sentence(s) help me understand unknown words?

**Essential Questions (Skill/Strategy Based)**

**Monitoring Comprehension:** How can we monitor our comprehension to know when what we are reading makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to the overall understanding of the text?

**Scaffolding Questions (Skill/Strategy Based)**

**Monitoring Comprehension:**

1. How do I know when I understand the text by listening to my inner voice?
2. How do I monitor my inner voice and use “fix up” strategies to help my comprehension?
3. How do I monitor my comprehension to help when I don’t understand a word, sentence, or whole text?
4. How do I solve problems and change my thinking when meaning breaks down?
5. How do I know my purpose for reading text?

***What key knowledge and skills will students acquire as a result of this unit?***

Students will know:

**R.CM.05.01**

- Personal knowledge
- Personal experiences
- Personal understating of the world
- Themes in text
- Perspectives in text
- Oral responses
- Written responses

**R.CM.05.02**

- Summarization
- Narrative text
- Informational text

**R.CM.05.03**

- Global themes
- Universal truths
- Principles
- Understanding
- Conclusions
- Inferences

**R.CM.05.04**

- Knowledge
- Texts (science, social studies, mathematics)

**R.MT.05.01**

- Comprehension
- Text
- Strategies
- Meaning
- Interpretive discussions

Students will be able to:

**R.CM.05.01**

- (4) connect (personal knowledge, experiences, and understanding of world themes and perspectives)

**R.CM.05.02**

- (1) Retell (narrative and informational text)
- (2) Summarize (narrative and informational text)

**R.CM.05.03**

- (4)Analyze (global themes, universal truths, principles)
- (5)Draw conclusions
- (3)Make inferences
- (6)Synthesize

**R.CM.05.04**

- (3) Apply (knowledge from texts)

**R.MT.05.01**

- (2) Self-monitor (comprehension)
- (3) Use (strategies)
- (2) Discuss (strategies and meaning)
- (2) Predict
- (3) Construct (mental images)
- (5) Question
- (2) Reread
- (2) Listen (again for meaning)
- (4) Infer
- (2) Summarize
- (5) Engage (in discussion)

## Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand?*

Performance Indicators: (Formative Assessment)

- Student Post-its shows how the reader left tracks of their thinking by making a connection, asking/answering a question, using background knowledge and merging it with new ideas
- Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text.
- Also, assess students through conferring.

(Summative Assessment)

Monitoring Comprehension: Use the rubric to record the student's scores on each set of questions using text. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	Little or no conscious awareness of reading process.
2	Identifies difficulties—problems are often at word level; little or not sense of the need to solve the problem; does not articulate strengths; identifies need to concentrate, talks about word-level solutions (i.e. sounding it out) for text-level comprehension problems.
3	Identifies problems at word, sentence, or schema level; can articulate use a strategy to solve problems, usually at the word or sentence level.
4	Articulates and uses more than one strategy for solving problems; focuses on problems at the whole-text level.
5	Identifies problems at all levels; uses a variety of word level and comprehension strategies flexibly and appropriately given the context and the problem.

### Monitoring Comprehension: Oral Assessment

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

- A. What problems did you have while you (or I) were reading this text? Did you have more difficulty reading the words or understanding the ideas? When you are reading at other times, what kinds of problems do you usually have?
- B. What did you do to solve any problems you had? How do you usually solve the problems you have when you read?
- C. How do you know when you understand a text? What would you tell another student to try if he or she has trouble understanding?
- D. Choose one of the questions below to ask the student:
  - We have just talked about the problems you have while reading and the ways in which you solve them. What is important to know when you have a problem while you are reading and (restate student's response)?
  - What are the different choices you can make to try to solve that problem?
  - What would you tell another reader who might not realize when a text doesn't make sense?

### **Monitoring Comprehension: Written Assessment**

**Directions:** Answer some questions about what you think about while you read. Use the space below each question to write your answer.

1. What problems did you have while you were reading this text? Did you have more difficulty reading the words or understanding ideas? When you are reading at other times, what kinds of problems do you usually have?
2. What did you do to solve any problems you had? How do you usually solve the problems you have when you read?
3. How do you know that you completely understand a text? What would you tell another student to try if he or she is having trouble understanding?
4. Choose one of the questions below to answer:
  - What is important to know when you are reading and have a problem?
  - You have just written about problems you have during reading and the ways in which you solve them. What are the different choices you can make to try to solve those problems?

\*complete a Performance Task Blueprint for each task

### ***Diagnostic Assessments:***

Benchmark Assessment System 2

### ***Student Self-Assessment and Reflection: Teach and Reinforce***

1. I can identify when I am comprehending the text by listening to my inner voice.
2. I can I monitor my inner voice to focus my thinking and “fix up” comprehension when meaning breaks down.
3. I can monitor comprehension to clarify confusion at the word, sentence, and whole-text levels.
4. I can solve problems and change my thinking when meaning breaks down.
5. I can know what my purpose is for reading the text.

## Stage 3: Learning Experiences Instructional Sequence

### *Gradual Release of Responsibility*

#### **Week 1, 2, 3: Genre Study MEAP**

See Unit entitled *The First Ten Days (Revised: Seven Lessons for Test Preparation)* for instructional sequence. Caution: TEST PREPARATION **MUST END** 10 DAYS PRIOR TO THE MEAP TEST. To access online see:

<http://www.oakland.k12.mi.us/Departments/LearningServices/MEAPWriting/tabid/855/Default.aspx>

A hard copy is found in your appendix.

LESSON	READING GENRE STUDY 45-60 minutes
1	<b>Test Knowledge</b> <ul style="list-style-type: none"> <li>• Genre Exploration</li> <li>• Test Exploration</li> <li>• Dense Text-Managing Long Text</li> </ul>
2	<b>Test Knowledge</b> <ul style="list-style-type: none"> <li>• MEAPish-The language of the Test Questions</li> </ul>
3	<b>Test Strategies</b> <ul style="list-style-type: none"> <li>• Anchor Selection in My Head</li> <li>• Purpose for Reading on a Test-Getting Answers Right</li> </ul>
4	<b>Test Strategies</b> <ul style="list-style-type: none"> <li>• Multiple Choice Question Answering Strategies</li> <li>• Scranton Sheets</li> </ul>
5	<b>Test Knowledge and Strategies</b> <ul style="list-style-type: none"> <li>• Reading for the 5 W's</li> <li>• Applying Question Management Strategies</li> <li>• Cross Text Questions</li> </ul>
6	<b>Test Knowledge</b> <ul style="list-style-type: none"> <li>• Constructed Response Questions</li> </ul>
7 (Optional)	<b>Test Setting</b> <ul style="list-style-type: none"> <li>• Building Independent Test Takers</li> <li>• Applying Questions Management Strategies</li> </ul>

## **Experience 1 and 2: Follow Your Inner Conversation**

**Focus Question:** What is inner conversation? How can your inner conversation help you understand what you read? How did you develop and awareness of the inner conversation readers have as they read? How do you leave tracks of your thinking to hold thinking?

**Learning Target:** I can leave tracks of my thinking by questioning, connecting, and synthesizing what I read by jotting it down on post-its.

**Performance Indicator:** Student Post-its shows how the reader left tracks of their thinking by making a connection, asking/answering a question, using background knowledge and merging it with new ideas

### **Learning Activities:**

#### **Teach Lesson 1: Follow Your Inner Conversation (Comprehension Toolkit)**

##### **Connect and Engage**

- Engage the kids and build background knowledge.
- Define reading comprehension and explain inner conversation.
- Explain why and how readers leave tracks of their thinking.

##### **Model**

- Model your inner conversation as you read aloud and leave tracks of your own thinking on post-its.
- Review your Post-its and label what you're thinking and doing as you read.

##### **Guide**

- Invite students to listen and talk about their own inner-conversation and jot down their thinking on post-its.
- Continue to read slowly while jotting down thinking, and then encourage students to write down their thoughts and talk to each other.
- Invite a few kids to share out after they have shared with a partner.

##### **Collaborate**

- Give directions for small group discussions.
- Confer with small groups to support them as they discuss the story.

##### **Share the Learning**

- Record student thinking on a class anchor chart to make their thinking visible to stimulate further discussion and study.
- Wrap up the lesson and synthesize the purpose.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, monitoring comprehension

Fifth Grade  
Unit 2/Genres: Mystery, Short Story, Science Fiction  
First Marking Period  
Duration: 3 Weeks

**Science Connection** - force and motion

**Social Studies Connection** - exploration

**Comprehension Strategies** - Monitor Comprehension

Suggested Stories: *Harcourt Stories*:

*Case of Flying Saucer People* (Student Edition p.348) Theme 3 TE p. 348A-365P

*The Fun They Had* (Student Edition p.582) Theme 5 TE p. 582A

*Hattie's Birthday Box* (Student Edition p.368) Theme 4 TE 368A

**Stage 1: Identify Desired Results**

Established goals:

**R.NT.05.02** - analyze the structure, elements, style and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery. What to model in the Interactive Read-Aloud for 5<sup>th</sup> grade:

- Follow complex plots, tracking multiple events and gathering information about many characters and their traits and relationships.
- Identify and discuss the problem, the events of the story, and the problem resolution.
- Make connections between the lives and motivations of characters and their own lives, even if the setting is a fantasy world or in the past
- Derive and interpret the writer's underlying messages (themes).
- Recognize that a fiction text is told from the perspective of one or more characters and hypothesize the writer's rationale for choosing this perspective.
- Recognize the writer's choice of first, second, or third person and discuss and hypothesize the reasons for this decision.
- Recognize the genre of the text and use it to form expectations of the text.
- Notice the writer's use of language (or the illustrator's use of art) to evoke sensory images, feeling, and mood.
- Notice how the writer reveals the underlying messages or the theme of a text (through a character, through plot, and events.)

**R.NT.05.03** - analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are solved. What to model in the Interactive Read-Aloud for 5<sup>th</sup> grade:

- Infer character's feelings and motivations from description, what they do or say, and what other's think about them.
- Make predictions based on information in the text as to what will happen, what characters are likely to do, and how it will end.
- Recognize, understand, and discuss symbolism.
- Hypothesize the influence of setting and events on characters' decisions (fiction, biography, autobiography).
- Hypothesize the significance of events in a story.
- Recognize and discuss aspects of narrative structure (beginning, series of events, high points of the story, endings)

**R.MT.05.01 self-monitor comprehension** when reading or listening to text by automatically

applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, **inferring**, summarizing, and engaging in interpretive discussions.

- Self-monitor understanding and ask questions when meaning is lost.
- Infer character's feelings and motivations from description, what they do or say, and what others think about them.
- Make predictions based on information in text as to what will happen, what characters are likely to do and how it will end.

**R.MT.05.02** plan, **monitor**, **regulate**, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); **select an appropriate text type from known genre for particular writing purposes**; and use theory/evidence, cause/effect, and persuasive organizational patterns.

- Self-monitor understanding and ask questions when meaning is lost.
- Recognize and actively work to learn the meaning of new vocabulary words; including complex, specialized, and technical words.
- Understand the meaning of new words from context.

**Monitor Comprehension:** Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning.

*What understandings are desired?*

Students will understand that:

1. A story's structure and elements help the reader comprehend narrative text.
2. Characters' traits and the setting help to define plot, climax, the role of dialogue, and how problems are solved.
3. Infer character's feelings and motivations from description, what they do or say, and what others think about them.

*What essential questions will be considered?*

1. What makes reading (narrative text) enjoyable?
2. What makes a great story?
3. What story elements are shared across narrative texts?
4. How do character actions reflect character motivation?

Essential Questions (Skill/Strategy Based)

**Monitoring Comprehension:** How can we monitor our comprehension to know when what we are reading makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to the overall understanding of the text?

**Word Study/Vocabulary:**

How can we use the parts of words (prefixes,

Scaffolding Questions (Skill/Strategy Based)

**Monitoring Comprehension:**

1. How can I identify when I understand the text by listening to my inner conversation?
2. How can I monitor my inner conversation to focus my thinking when meaning breaks down? Can I monitor my comprehension when encountering difficult words, sentences, and whole text?
3. How can I change my thinking and solve different types of comprehension problems? Do I know how to solve problems and change my thinking when text becomes difficult?
4. How do I know my purpose for reading text?

**Word Study/Vocabulary: (Rewards)**

1. What are prefixes, suffixes, and root words? (The Case of the Flying Saucer People, The Fun They Had, Hattie's Birthday Box)

suffixes, and roots) to help us understand new vocabulary we encounter when reading?  
How do we use syllabication rules to analyze unknown words?

**Self-regulated Reader:** How can I be in charge of my reading and the processes I use when reading?

2. Can I recognize and use common prefixes (re-, un-, im-, in- il-, dis-, non-, mis-) as well as prefixes that refer to number (uni- bi-, tri-, cent-, dec-, mon-, multi-, cot-, pent-, poly-, quad-, semi-)? (The Case of the Flying Saucer People, The Fun They Had, Hattie's Birthday Box)
3. Can I recognize and use suffixes that change?
4. How do prefixes, suffixes, and roots help me to decode a word and understand its meaning? (Hattie's Birthday Box)
5. How does the context of what I am reading help me know the meaning of a word with a prefix or suffix? (The Case of the Flying Saucer People)
6. How do I recognize and use syllables in words with the V-C-V pattern? (The Fun They Had)

**Self-regulated Reader:**

1. What are my reading goals?
2. What will I do first?
3. Who will I work with?
4. What will I accomplish and how will I accomplish it?
5. What was I working on yesterday that I want to continue today?
6. What are the three ways to read a book?

*What key knowledge and skills will students acquire as a result of this unit?*

Students will know:

**R.NT.05.02**

- Structure
- Elements
- Style
- Purpose
- Narrative genre (historical fiction, tall tales, science fiction, fantasy, mystery)

**R.NT.05.03**

- Character traits
- Setting
- Plot
- Climax
- Dialogue
- Problems
- Resolution

**R.MT.05.01**

- Comprehension
- Text
- Strategies
- Meaning
- Interpretive discussions

Students will be able to:

**R.NT.05.02**

- (4) Analyze (structure, elements, style, purpose)

**R.NT.05.03**

- (4) Analyze (character traits and setting)
- (1) Define (plot, climax, dialogue, and how problems are resolved)

**R.MT.05.01**

- (2) Self-monitor (comprehension)
- (3) Use (strategies)
- (2) Discuss (strategies and meaning)
- (2) Predict
- (3) Construct (mental images)
- (5) Question
- (2) Reread
- (2) Listen (again for meaning)
- (4) Infer

**R.MT.05.02**

- Skills
- Strategies
- Processes
- Meaning
- Text type
- Genre
- Writing purpose
- Theory/evidence
- Cause/effect
- Organizational patterns

- (2) Summarize
- (5) Engage (in discussion)

**R.MT.05.02**

- (6) plan (skills, strategies, processes)
- (5) monitor (skills, strategies, processes)
- (5) regulate (skills, strategies, processes)
- (5) evaluate (skills, strategies, processes)
- (6) construct (meaning)
- (2) convey (meaning)
- (5) select (text type)
- (3) use (theory/evidence, cause/effect, organizational patterns)

## Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand?*

Evidences of **Monitoring Comprehension** (3=Strong Evidence, 2=Some Evidence, 1=Little Evidence)

- Listens to inner conversation and leaves tracks to hold thinking, i.e., text coding
- Stops and goes back to refocus thinking when the mind wanders
- Rereads and reads on to clarify meaning and clear up confusion
- Stops and uses fix-up strategies when meaning breaks down, i.e., ask a question
- Remembers to stop, think, and react to learn information and expand thinking

Monitoring Comprehension: Use the rubric to record the student's scores on each set of questions using text. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

### Performance Tasks:

- Students read and analyze a piece of literature in order to identify key components
- Students can effectively retell about main characters, setting, problem, major events, resolution, important ideas, relevant details or procedures
- Students monitor comprehension and ask questions to automatically apply strategies to deepen understanding of the text

1	Little or no conscious awareness of reading process.
2	Identifies difficulties—problems are often at word level; little or not sense of the need to solve the problem; does not articulate strengths; identifies need to concentrate, talks about word-level solutions (i.e. sounding it out) for text-level comprehension problems.
3	Identifies problems at word, sentence, or schema level; can articulate use a strategy to solve problems, usually at the word or sentence level.
4	Articulates and uses more than one strategy for solving problems; focuses on problems at the whole-text level.
5	Identifies problems at all levels; uses a variety of word level and comprehension strategies flexibly and appropriately given the context and the problem.

Monitoring Comprehension: Use the rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

### Monitoring Comprehension: Written Assessment

**Directions:** Answer some questions about what you think about while you read. Use the space below each question to write your answer.

- A. What problems did you have while you were reading this text? Did you have more difficulty reading the words or understanding ideas? When you are reading at other times, what kinds of problems do you usually have?
- B. What did you do to solve any problems you had? How do you usually solve the problems you have when you read?
- C. How do you know that you completely understand a text? What would you tell another student to try if he or she is having trouble understanding?
- D. Choose one of the questions below to answer:

- What is important to know when you are reading and have a problem?
- You have just written about problems you have during reading and the ways in which you solve them. What are the different choices you can make to try to solve those problems?

**Monitoring Comprehension: Oral Assessment \*(Use with students who may struggle with the Written Assessment)**

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

- A. What problems did you have while you (or I) were reading this text? Did you have more difficulty reading the words or understanding the ideas? When you are reading at other times, what kinds of problems do you usually have?
- B. What did you do to solve any problems you had? How do you usually solve the problems you have when you read?
- C. How do you know when you understand a text? What would you tell another student to try if he or she has trouble understanding?
- D. Choose one of the questions below to ask the student:
- E. We have just talked about the problems you have while reading and the ways in which you solve them. What is important to know when you have a problem while you are reading and (restate student's response)?
- F. What are the different choices you can make to try to solve that problem?
- G. What would you tell another reader who might not realize when a text doesn't make sense?

\*complete a Performance Task Blueprint for each task

***Diagnostic Assessments:***

Benchmark Assessment System 2

***Student Self-Assessment and Reflection: Teach and Reinforce***

## Stage 3: Plan learning experiences and instruction Instructional Sequence

### *Gradual Release of Responsibility*

*Harcourt Stories: Case of Flying Saucer People(p.348), The Fun They Had(p.582), Hattie's Birthday Box (p.368)*

### Week 1

#### **The Case of the Flying Saucer People: Genre-Mystery**

##### **Essential Question:**

1. How can analyzing the genre of text (including science fiction, mystery, and short stories) aid comprehension?

**Skill Essential Question:** How can we monitor our comprehension to know when what we are reading makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to the overall understanding of the text?

**Learning Target:** I can identify when I comprehend the text by listening to my inner voice.

**Performance Indicator:** Students monitor comprehension by keeping track of their thinking while reading.

**\*\*Note to teacher:** Over the course of the week, you may continue to read "The Case of the Flying Saucer People" to model other GLCEs such as:

- Identify and discuss the problem, the events of the story, and the problem resolution.
- Recognize the genre of the text and use it to form expectations of the text.
- Infer character's feelings and motivations from descriptions, what they do or say, and what other's think about them. TE p. 354 & 358
- Make prediction based on information in the text as to what will happen, what characters are likely to do, and how it will end. TE p. 350 & 358

**Experience 1- Interactive Read-Aloud:** *A Giant Leap for Mankind* (T.E. page 348G)

##### **Connect and Engage**

"This is story about A Giant Leap for Mankind. I'm not sure (I wonder) what that might mean but if I look at the subtitle, which tells me where the story is from, I that it comes from *The History of News In Space*. So this might be about something that happened in space."

"Nothing is more important than your thinking when you read. When readers think about the words and the ideas as they read, they carry on an inner conversation with the text. I have a voice that speaks to me as I read. It's a quiet voice, not a speaking out loud voice. Have you ever noticed a voice inside your head? Turn and talk about that. (\*\*\*\*Important routine for students to have been taught how to talk with partners - Think-Pair-Share). The voice in my head says different things to me as I read depending on what's going on. When I am confused, I might say, 'Huh, I don't get this part'. When I meet new information my inner voice might say, 'Wow! I never knew that before'. Active readers often jot down notes or their thinking on post it notes. We call this 'leaving tracks' of your thinking."

##### **Model:**

"Let me read a little and as I read I want you to notice the thinking that I am doing. I'm going to think out loud, showing you my inner conversation."

\*Possible places to read and record your inner conversation Read aloud to students, up to "That's one small step for man, one giant leap for mankind" Then stop, think out loud and model to students 'inner conversation'. "Hmm, I wonder what that means. How can one small step for man be a giant leap for mankind?" Model writing on sticky notes (leaving tracks) using Leaving Tracks Graphic Organizer (see Appendix). Continue reading until the end of the third paragraph, up to the word *Columbia*. Stop and model, "I wonder why there are two space shuttles? That doesn't make sense to me. Well, I'm going to read ahead and see if there is more information that will help my understanding." Continue to read ahead thru the next two paragraphs and think aloud to clarify your thinking.

**Guide:**

Now read the last paragraph aloud to students. Ask students, "To turn to a partner and share what we have read so far. What do you wonder? How would you feel if you were Neil Armstrong, Michael Collins? Then I do the reading and you do the thinking and writing it is called an Interactive Read Aloud - talking to each other really helps us understand better."

Build background knowledge - The instructional activity in Harcourt addresses Science Fiction. As this is a mystery, you may want to teach the elements of a mystery.

**Teacher Information to teach the genre of: Mystery (State of Michigan GLCE)****DEFINITION:**

A narrative that involves a crime or intriguing problem around which the plot is built. The main character (sleuth) embarks on a search to reveal the hidden secrets to explain clue-based events, find the truth, and solve the problem. The focus is on the character and actions of the person solving the crime rather than on the criminal or victims of the crime.

**PURPOSES:**

- To involve the reader in the characters' quest (speculations and predictions) to solve an intriguing problem
- To engage the reader in the excitement of suspense leading to the thrill of solution
- To engage the reader in gathering clues, analyzing clues, and prediction
- To intrigue/entertain the reader with questions about who did it, what happened and why, and if and when the crime r problem will be solved

**CHARACTERISTICS:**

- Follows narrative structure and contains narrative elements: characters in settings with problems, creating conflict or tension through events leading to a climax, then a final resolution
- Sometimes classified as historical fiction, adventure, or realistic fiction
- Suspense is the chief element

**Themes:**

- Progressively revealed as characters discover clues and react to events

**Characters:**

- Main characters are fully developed and realistic
- Supporting characters are flat, or underdeveloped
- The protagonist is the detective, sleuth, or main character, and is fully developed through descriptions of appearance, actions, speech, opinions and what others say and think about him/her
- The antagonist is the villain; suspects are also presented as possible villains
- The victim is the target of an evil deed
- Character reactions to clue-based events provide hints/motives

**Themes:**

- Provocative/philosophical such as the meaning of life
- Reflection on past and/or present decisions to create future social structures
- Universal truths
- Futuristic society: themes around ideology, bias, distortion as related to views of the time period
- Explicit themes dealing with time travel, future technologies, parallel worlds, etc.

**Characters:**

- Must be believable/credible to the last detail leading to a suspension of disbelief
- Created through dialogue and action
- May be based on scientific speculation (prediction)
- Character types: protagonist/antagonist, hero/anti-hero (villain), dynamic (changing)/static (consistent) ,
- creator/destroyer

**Setting:**

- Visionary future scenarios
- Introduction/preface providing background and sets the scene (characters, setting, past and/or present conflicts, and goals)
- Faraway place in the distant past or future
- Important to the story and believable/ credible to the last detail
- Interrelated with the plot's development
- Based on descriptions related to future and scientific speculation
- Certain unknowns are accepted as proven fact

**Plot:**

- Conflict of the main character (man vs. man, man vs. nature, man vs. self, man vs. society, man vs. machine)
- Possible sequence of events given scientific advances in fact or theory
- Plot: rising action, falling action, climax, sequence, etc.
- Variations including flashback and foreshadowing
- Resolution may have an implicit message with moral implications
- Plot may revolve around future possibilities deriving from scientific speculation

**Author's craft:**

- Developing elements of story
- Symbolism
- Creating tension (actions, events, narrator's or main character's reflections)
- Text patterns (cause/effect, problem/solution, compare/contrast, chronological order)
- Effective use of dialogue
- Revealing the character
- Developing conflict and building to the climax
- Finding and effectively providing relevant information for comparing life to text related issues of current society distortion related to views of the time period e.g., gender, tolerance, fairness, age, and equity, related to individual differences)
- Thought-provoking, suspenseful mood/tone
- Alternate forms (e.g., "comics", graphic novels)
- Researching and developing visionary, realistic future scenarios
- Developing theme, ideas, details, reflection or insight

**Web Resources**

<http://www.2scholastic.com/browse/lessonplan.jsp?=660>

**Mystery Bookmark**

Name: \_\_\_\_\_

Title: \_\_\_\_\_

List the page number and a brief reminder of the genre characteristics you find as you read.

Strangeness or Something Unknown

p.

p.

p.

Solving a Puzzling Situation, Event, or Crime

p.

p.

p.

Centers on Someone Investigating Something or Searching for Secret Information

p.

p.

p.

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Mystery Selections for 5<sup>th</sup> grade:

Book Title	Author	Lexile Level	Guided Reading Level
Bernie Magruder and the Bats in the Belfry	Phyllis Reynolds Naylor	1040	V
Bunnica	James Howe	700	Q
Chasing Vermeer	Blue Balliett	770	S
Coffin on a Case	Eve Bunting	610	S
Field Guide: Spiderwick Chronicles	Holly Black	600	Q
Ghost Belonged to Me	Richard Peck	900	V
Ghost in Room 11	Betty Ren Wright	660	P
House on Hackman Hill	Joan Nixon	780	T
Kidnap at the Catfish Café	Patricia Reilly Giff	440	
Last Treasure	Janet Anderson	660	S
Locked In Time	Lois Duncan	990	NR
Moonlight Man, The	Betty Ren Wright	660	S
No More Magic	Avi	500	
Running Out of Time	Margaret Peterson Haddix	730	NR
Scream Museum, The	Paul Zindel	840	NR
Secret Hideout, The	Paul Hutchens	1130	NR
Shadow Spinner	Susan Fletcher	710	NR
Skellig	David Almond	490	
Snow Spider	Jenny Nimmo	810	R
Trouble at Betts Pets	Kelly Easton	720	R
The Westing Game	Ellen Raskin	750	V
Two-Minute Mysteries	Donald Sobol	820	S
Sammy Keyes and the Hotel Thief	Wendelin Van Draanen	840	T
The Dollhouse Murders	Bety Ren Wright	670	S
Trial by Journal	Kate Klise	850	V
The Dead Man in Indian Creek	Mary Downing Hahn	820	X
The Falcons Malteser: A Diamond Brothers Mystery	Anthony Horowitz	640	P
Under the Cat's Eye: A Tale of Morph and Mystery	Gillian Rubenstein, Victor Lee	620	NR
Utterly Me, Clarice Bean	Lauren Child	900	U
View from the Cherry Tree	Willo Davis Roberts	770	NR
Wind Catcher	Avi	540	

**Word Study/Vocabulary- Harcourt p. 348L, 348-349**

**Experience 2- Interactive Read Aloud -“The Case of the Flying Saucer People”**

**Connect and Engage:**

“Remember yesterday we talked about how nothing is more important during reading than the reader’s thinking. And while we are reading, we can leave tracks by writing down our inner conversation. This helps us to understand what we’re reading. Now we are going to model an interactive read aloud again using “The Case of the Flying Saucer People”.

**Model:**

Let me read a little. I’m going to think out loud showing you my inner conversation. The title of this is “The Case of the Flying Saucer People”. I know that the phrase “the case” often signals a mystery and that a mystery’s key element is suspense. Read aloud pages 352-353.

Possible places to read and record your inner conversation:

Read to the sentence, ‘I’d like you to be around for the interview.’ (352) Record your inner conversation at this point. “I wonder why Einstein’s mother wanted him to be at the interview. I think that is strange that a mother would ask their child to be at an adult interview.”

Read to the first paragraph on page 353. Stop at, ‘or at least that he claims happened to him.’ When I read the word ‘claims’ this makes me think that Einstein’s mother might not trust Mr. Janus. I wonder why not?

Read to end of the 7<sup>th</sup> paragraph ending with, ‘I’d like you to listen to what he has to say and then tell me in private if he’s made any scientific mistakes.’ Wow, Einstein must know a lot about science and that must be why his mother wants him at this interview.”

**Guide:**

Okay, now turn to a partner and talk about what we have read about so far? What do you wonder? How would you feel in this situation if you were one of the characters? Does this remind you of anything? Allow students to share with a partner. After a few minutes ask students if anyone would like to share their thinking.

I’m going to continue reading “The Case of the Flying Saucer People” and stopping to leave written tracks of my thinking. You can do the same, jotting down your inner conversation as you listen to me read. I will read slowly and make sure to stop at the end of each page so you have enough time to write down your thinking on a post it. You don’t need to write much just some notes to hold thinking. Why am I asking you to write down your thinking? (have students respond - example answer: so we can remember what we learned when we read a certain part) Now, continue reading and as you read students will be jotting down thoughts. You will be doing the same but not sharing with them what you are writing at this time.

If you feel you need to stop in the middle of a page (or sooner) to allow students to jot down their thinking than do so. Use your own professional judgment. Read out loud to page 358 and then stop.

**Collaborate:**

Now that we’ve finished reading the section, take a look at your post-its. Read them over and think about any lingering questions or big ideas that you may have. We are going to get into small groups of three or four and talk about the story. You might want to star the ideas on your post-it notes that most interest you so you don’t forget to talk about what is important to you. Sometimes when we have a question talking to each other is the best way to come up with some answers. While you are meeting in your groups, I will come around to confer with you.

**Share:**

Jot down some of the big ideas and/or lingering questions that came up in your discussions. And we will record them on the class anchor chart. Begin anchor chart: (shown below)

"Big Ideas and lingering questions"

The Case of the Flying Saucer People

When we share our inner conversation with each other we all learn and understand more.

**Practice Independently:**

"Today as we practice "read to self" or "read to a partner" use post-its to mark places where you notice yourself straying from your inner conversation" (Literacy Workstations-authentic practice during small group differentiated instruction)

**Teacher Reflection & Assessment:**

Questions to ask yourself -

- Did your students develop an awareness of the inner conversation readers have as they read?
- Did your students monitor their comprehension by listening to their inner conversation and paying attention to their thinking as they read?
- Did your students leave tracks of their thinking by jotting down notes to hold thinking and expand understanding as they read and talk?
- Finish the story the next day following the same interactive read aloud strategies and practicing with your students.

**Week 2**

**The Fun They Had : Genre Science Fiction** (page 582A in T.E.)

**Essential Question:**

1. How can analyzing the genre of text (including science fiction, mystery, and short stories) aid comprehension?
2. How can understanding character motivation lead to the understanding of universal themes?

**Skill Essential Question:** How can we monitor our comprehension to know when what we are reading makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to the overall understanding of the text?

**Learning Target:**

1. I can identify when I comprehend the text by listening to my inner voice.
2. I can identify character motivations.

**Performance Indicator :** Students monitor comprehension by keeping track of their thinking while reading

**\*\*Note to teacher:** Over the course of the week, you may continue to read "The Case of the Flying Saucer People" to model other GLCEs such as:

1. Identify and discuss the problem, the events of the story, and the problem resolution.
2. Recognize the genre of the text and use it to form expectations of the text. TE p. 584
3. Infer character's feelings and motivations from descriptions, what they do or say, and what other's think about them. TE p. 586, 588, & 592
4. Summarizing TE p. 587, 591, & 592

**Experience3-Interactive Read Aloud:** *Frontier Schools* (page 582G of T.E.)

**Connect and Engage:**

This is a story about frontier schools. I don't know (I wonder) what a frontier school is. I know that is a type of school, but what does the word 'frontier' mean? Let's read together to see if we can find the answer to my question. Remember with our last story, we were listening to our 'inner conversation' as we read together and we know that nothing is more important than your thinking when you read. When readers think about the words and the ideas as they read, they carry on an inner conversation with the text. I have a voice that speaks to me as I read. It's a quiet voice, not a speaking out loud voice. Right now, I want you to turn and talk with a partner about how your inner conversation helped you answer questions and understand what you were reading with the story "The Case of the Flying Saucer People". (\*\*\*\*This is an important routine for students to practice.) The voice in my head says different things to me as I read depending on what's going on. When I am confused, I might say, 'Huh, I don't get this part'. When I meet new information my inner voice might say, 'Wow! I never knew that before'. Active readers often jot down notes or their thinking on post it notes. We call this 'leaving tracks' of your thinking."

**Model:**

"Let me read a little and as I read I want you to notice the thinking that I am doing. I'm going to think out loud, showing you my inner conversation."

\*Possible places to read and record your inner conversation

Read aloud to students to the end of the first paragraph, ending with, "which often served as a church on Sundays." Model your inner conversation by thinking out loud, "Hmm, I wonder why families had to wait until there were enough children in the area before they built a school? And it's interesting that the school also served as a church! I didn't know that ever happened before! Now model 'leaving tracks' by writing your thinking on sticky notes. **Use the Leaving Tracks Graphic Organizer** (see Appendix).

Continue reading to the end of the fifth paragraph ending with, "Other families might have had only a family Bible or an old almanac for their reading lessons."

**Guide:**

Continue to think aloud and model 'leaving tracks' to clarify your thinking. Allow students to write their thoughts on post it notes as well. Discuss in your think aloud that these schools must have been a type of school in the past and that frontier must be a time or place in our history because of the information given

**Collaborate:**

Now read the last two paragraphs aloud to students. Ask students, "To turn to a partner and share what we have read so far. What do you wonder? How would you feel if you were a child attending a frontier school or living at this time?"

**Share:**

Students share as a whole class.

**Independent Practice:**

When I do the reading and you do the thinking and writing it is called an Interactive Read Aloud - talking to each other really helps us understand better." "Today as we practice "read to self" or "read to a partner" use post-its to mark places where you notice yourself straying from your inner conversation" (Literacy Workstations-authentic practice during small group differentiated instruction)

**Experience 4-Introducing Profundity****Connect and Engage:**

Share with students that the theme of a story is the big idea of the story, the author's attitude about a significant human concern or a life lesson that can be learned. (Why) Understanding the theme of a story helps the reader transform or grow from what they have learned in the story, it allows the reader to learn

from the actions of others. The reader can think about “What would I do in this situation?” Use several examples from literature your students would be familiar with to respond to the question “What would I do in this situation?”

**Model:** One part of understanding the theme of a story is to understand character motivation, **why** did the character behave the way he/she did? You will be able to complete a story map of a story and then take that information one step further to understand what motivated the character to act in the way that he/she did or what the character was feeling. Begin a chart of students’ favorite stories and ask them to identify an action taken by the character and why the character might have acted that way. Model for students.

Title	Character	Action	Why?
Little Red Riding Hood	Red Riding Hood	Screamed	The wolf was going to eat her and she needed help.

**Guide:** Students add several different stories, name a character, an action and why the character might have acted that way.

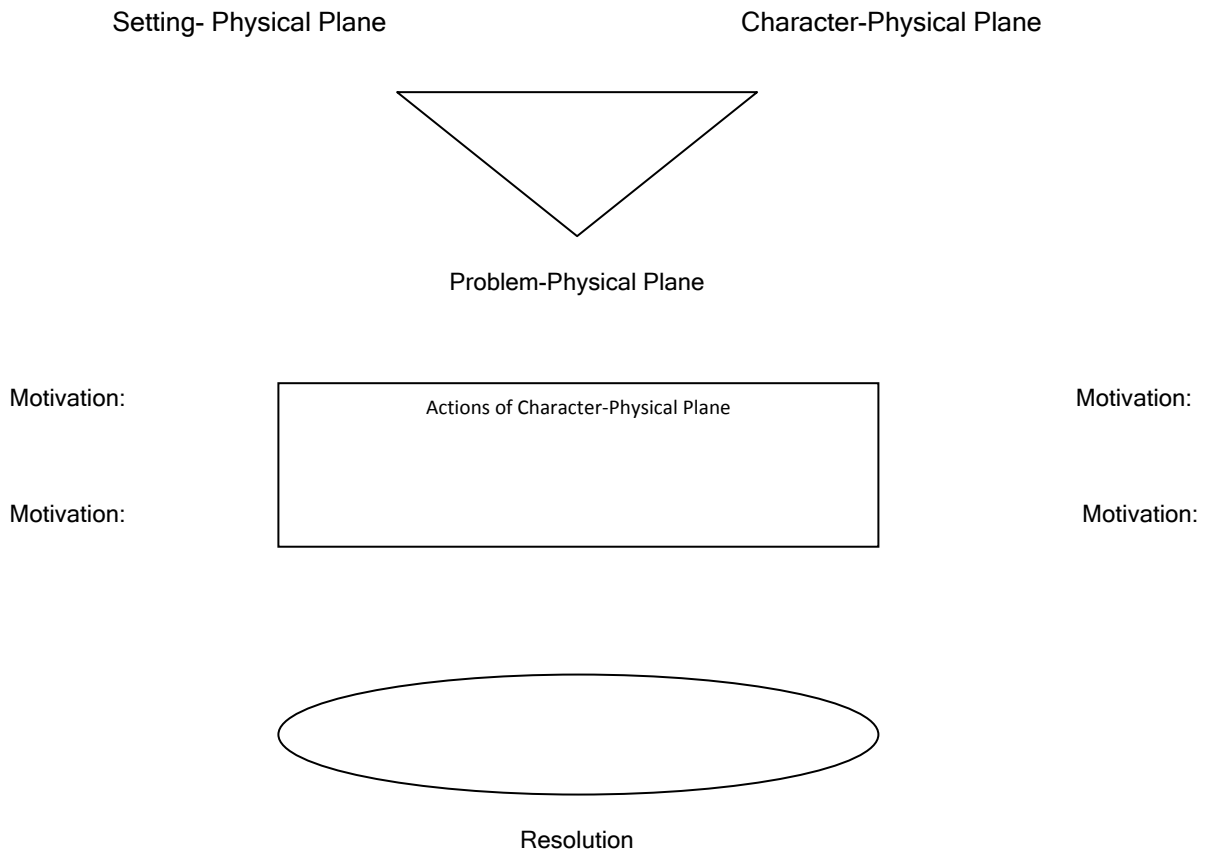
**Collaborate:** In groups of two or three, students will write titles and additional information on student copies of the chart. Let students know that if they are not positive of the “why”, to put down what they think the “why” might be.

**Share:** Students share additions to their charts with another group of two or three students. They can add the responses of the other group to their chart or change parts of their responses (students should not erase entire response but can add a “why” they like that another student wrote about the same story). Allow students to write their favorite example on 4 post it notes (title, character, action, why) and add to class chart.

**Practice Independently:** “Today as we practice “read to self” or “read to a partner” use post-its to mark places where you find a character’s action and why you think the character acted that way. (Literacy Workstations-authentic practice during small group differentiated instruction)

**\*\*Alternative suggestion-**give each group of students one chart to allow for a recorder or allow a few students who have difficulty with written expression to act as a team with a more skilled student. Monitor student discussion while circulating among the groups. Using a transparency, write down excellent student examples and use for whole group discussion.

Graphic Organizer for introducing character motivation



Example Rubric for Profundity (Physical Plane & Mental Plane)

Physical Plane	Identifies one text feature Setting Character Problem Actions (4) Resolution	Identifies 2-3 text features Setting Character Problem Actions (4) Resolution	Identifies 4-6 text features Setting Character Problem Actions (4) Resolution	Identifies 7-8 text features Setting Character Problem Actions (4) Resolution
Mental Plane	Provides one acceptable motivation	Provides two acceptable motivations	Provides three acceptable motivations	Provides four acceptable motivations

Building background page TE 582K

Building Background page TE 348K (from “The Case of the Flying Saucer People”)

Build background knowledge about the elements of a science-fiction story

**GENRE: Science Fiction**

**DEFINITION:**

A subgenre of realistic fiction and literary fantasy, science fiction is imaginary text based on current or projected scientific/technological knowledge, developments, and conjecture.

**PURPOSES:**

- To suggest future transformations that could take place regarding human existence
- To suggest hypotheses about conditions of a future world using current scientific knowledge and conjecture
- To predict what scientists believe *could* happen
- To develop reflection regarding human qualities, ethics, and responsibilities
- To encourage reflection from a hypothetical (what if) mode of thinking
- To encourage imagination, and thought about vivid alternatives and exciting possibilities/insights
- To engage the reader in adventures of exploring the unknown
- To encourage thought about political organizations, technical resources, or social and moral codes or structures which may be strikingly different than our own

**CHARACTERISTICS:**

- Hypothetical (what if) ideas based on predictions from scientific developments
- Defined by content rather than pattern. Some examples include:
- Adventure/ space exploration
- High tech, artificial intelligence, virtual reality
- Life threatening cataclysmic disasters
- Bioengineering (using principles of engineering to solve medical problems) and immortality
- Space flight or epic journeys
- Earth's children or building/creating other worlds
- Journeys through space and time, aliens, parallel worlds and alternate histories
- Different types of societies and structure
- Provided in a variety of forms (short stories, novels, plays, comics)

Science Fiction Selections for 5<sup>th</sup> grade:

Book Title	Author	Lexile Level	Guided Reading Level
Allen Secrets	Anette Klause	680	NR
Book of Names: Diadem-Worlds of Magic	John Peel	670	NR
Computer Nut	Betsy Byars	620	R
Dark side of Nowhere	Neal Shusterman	850	NR
Forgotten Door, The	Alexander Kay	720	T
Hork-Bajir Chronicles	Katherine A. Applegate	530	T
Many Waters	Madeline D 'Engle	700	V
Pendragon; The Merchant of Death	DJ McHale	660	NR
Stinker from Space	Pamela Service	820	NR
Virtually Perfect	Dan Gutman	570	NR
When the Tripods Came	John Christopher	760	V

Word Study/Vocabulary- Harcourt p. 582L, 582-583

Experience 5 Interactive Read Aloud - "The Fun They Had"

**Connect and Engage:**

"Remember that we have been talking about how nothing is more important during reading than the reader's thinking. And while we are reading, we can leave tracks by writing down our inner conversation. This helps us to understand what we're reading. Now we are going to model an interactive read aloud again using "The Fun They Had".

**Model:**

Let me read a little. I'm going to think out loud showing you my inner conversation. The title of this is "The Fun They Had". Read aloud page 586. As you begin, read to the end of the first paragraph on page 586. Record your inner conversation at this point. Writing, Wow! This story takes place in the year 2157. That is in the future. This might be a science fiction story. There is also a robot on the title page. I know that

science fiction is set in the future and also could include robots or some type of technology. Continue reading to the end of the second paragraph on page 586. As I read these first two paragraphs, it sounds like the kids in this story don't have books anymore! I wonder why? What do they read now? Now read to end of the 4<sup>th</sup> paragraph ending with, 'I wouldn't throw it away.' Write your inner conversation on sticky notes recording, "Oh! It sounds like all their books are on a screen. I wonder if it is like a computer screen." Read to the end of page 586. Again record your inner conversation, "I wonder what is meant by a mechanical teacher? Is that the robot that is on the title page?"

**Guide:**

Okay, now turn to a partner and talk about what we have read about so far? What do you wonder? How would you feel in this situation if you were one of the characters? Does this remind you of anything? Allow students to share with a partner. After a few minutes ask students if anyone would like to share their thinking. I'm going to continue reading "The Fun They Had" and stopping to leave written tracks of my thinking. You can do the same, jotting down your inner conversation as you listen to me read. I will read slowly and make sure to stop at the end of each page so you have enough time to write down your thinking on a post it. You don't need to write much just some notes to hold thinking. Why am I asking you to write down your thinking? (have students respond - example answer: so we can remember what we learned when we read a certain part) Now, continue reading and as you read, students will be jotting down thoughts. You will be doing the same but not sharing with them what you are writing at this time. \*\*\*If you feel you need to stop in the middle of a page (or sooner) to allow students to jot down their thinking than do so. Use your own professional judgment.

Read aloud to page 392 and then stop.

**Collaborate:**

Now that we've finished reading the section, take a look at your post-its. Read them over and think about any lingering questions or big ideas that you may have. We are going to get into small groups of three or four and talk about the story. You might want to star the ideas on your post-it notes that most interest you so you don't forget to talk about what is important to you. Sometimes when we have a question talking to each other is the best way to come up with some answers. While you are meeting in your groups, I will come around to confer with you.

**Share:**

Jot down some of the big ideas and/or lingering questions that came up in your discussions. And we will record them on the class anchor chart. Begin anchor chart: (shown below)

<p>"Big Ideas and lingering questions"</p> <p><u><b>The Fun They Had</b></u></p>
--

When we share our inner conversation with each other we all learn and understand more.

**Practice Independently:**

"Today as we practice "read to self" or "read to a partner" use post-its to mark places where you notice yourself straying from you inner conversation" (Literacy Workstations-authentic practice during small group differentiated instruction)

Experience 6- Profundity- Understanding Character Motivation- can continue teaching this concept with "The Fun They Had" or other text.

### Teacher Reflection & Assessment:

Questions to ask yourself -

- Did your students develop an awareness of the inner conversation readers have as they read?
- Did your students monitor their comprehension by listening to their inner conversation and paying attention to their thinking as they read?
- Did your students leave tracks of their thinking by jotting down notes to hold thinking and expand understanding as they read and talk?

### Week 3

#### Hattie's Birthday Box Genre: Short Story

**Essential Question:** How can analyzing the structure, elements, style, and purpose of narrative genre (including science fiction, mystery, and short stories) aid comprehension?

**Skill Essential Question:** How can we monitor our comprehension to know when what we are reading makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to the overall understanding of the text?

**Learning Target:** I can monitor my inner voice to focus my thinking.

**Performance Indicator:** Students monitor comprehension by noticing when they lose their way and using fix-up strategies to refocus their thinking.

Note to teacher: Over the course of the week, you may continue to read "Hattie's Birthday Box" to model other GLCEs such as:

1. Identify and discuss the problem, the events of the story, and the problem resolution. TE p. 370, 372, 376, 381
2. Make prediction based on information in the text as to what will happen, what characters are likely to do, and how it will end. TE p. 372
3. Infer character's feelings and motivations from descriptions, what they do or say, and what other's think about them. TE p. 374, 376, 378,
4. Summarize TE p. 374, 375, 380 & 381
5. Recognize the genre of the text and use it to form expectations of the text.

#### Experience 7 Interactive Read-Aloud: The Perils of the Plains TE p. 368G

**Connect & Engage** "Remember we have been talking about how nothing is more important during reading than the reader's thinking. But sometimes when I am reading my attention strays from my inner conversation. I stop thinking about the words and ideas even though my eyes keep moving across the text. I find myself thinking about something else. Other times I just don't understand what I am reading even though I can read most of the words. That's when I hear the voice in my head say something like, "Huh?? I don't get this part."

Have any of you been reading and then realize that you are actually thinking of something else? Let me describe a time that has happened to me.....

When this happens we need to take action to fix it because there is no reason to read without thinking or without making sense. Turn and talk to a partner about a time when you lost track of the text as you read.

We record our thinking and learning on Anchor Charts so we can refer back to them. Anchor charts connect past teaching and learning to future teaching and learning. I've entitled this Anchor Chart *Monitoring Comprehension*. This Anchor Chart has two columns: *Why Meaning Breaks Down* and *Fix-up Strategies*. We are going to list reasons why we stray from our inner conversation and the strategies that help us fix our comprehension problems.

**\*\*Note-** this Anchor Chart will start out with first three lines; fill in as each aspect is discussed/modeled.

Notice When You Lose Your Way	
Monitoring Comprehension	
Why meaning breaks down	Fix-up strategies
Not enough connections	Stop reading and refocus on text
Distracting connection	Mark the place where I stray from meaning and mark it with a Post-it note
Fatigue	
Disinterest	Reread
Stress	Read on
Too Hard	Ask a question
Can't pronounce a word	Use background knowledge
Thinking strayed	Skip over unfamiliar names a place and find out their pronunciation after reading.
Confused	Reread and read on

**Model:** I'm going to read this article and when I come to a part that confuses me or causes me to space out, I am going to show you how I notice that, and what I do to fix the problem.

\*Possible places to read and record your inner conversation and noticing when you lose your way.

Read *The Perils of the Plain* TE p. 368G to the end of the first paragraph, "and people, too".  
 "Wow, I just realized that I was not paying any attention to the meaning of the words after I stopped reading about the grassy plains. At that point, I starting thinking about how I would know what a sodbuster was and how I might explain what a sodbuster was to you. I kept looking at the words in the text to the end of the paragraph but I didn't think about what I was reading. Let's put what happened on the Anchor Chart. What might I do to fix-up my comprehension when my thinking has strayed from the text? I will go back and reread starting from the point where my thinking strayed. (Add that to the Anchor Chart)

Read second paragraph to "Europeans". Europeans? Why am I reading about Europeans, I thought I was reading about the plains in the United States? Add "confused" to the Anchor Chart.  
 How might I fix this up? I think I will "reread and then read on" (add to anchor chart). Reread and read on.  
 "Oh, the Europeans built windmills and the sodbusters used this idea".

Read to "high storms blackened the sky". Then you could say, "I read about the dust bowl in several books. In one book the girl in the story wrote about the effect the dust bowl had on her family and she told her story through poetry and her mother died and her father.... Well, I have made a connection to the text that is actually taking me away from the text. Add "distracting connection" to the Anchor Chart. "Has this ever happened to you? Turn and talk to your partner about a time that you had a distracting connection."  
 Allow students to share with the whole group. "It is important to make connections when we read. One

way to fix-up understanding when connections are distracting is to stop reading and go back to the spot in the text where you were distracted and refocus and reread. Our connections keep us interested and if we don't have any connections, it can be very difficult to understand what we are reading. I am going to add "not enough connections" to the chart." If you are not making enough connections for understanding, stop and reread.

**Guide:** Turn to a partner and share where you might have lost your way while I was reading this selection? Share any fix-up strategies you might have used. Listen to students' discussion. Share with the class a couple of examples you noticed.

Building Background TE p. 368K

Word Study/vocabulary TE p. 368L, 368 & 369

### **Experience 8 Interactive Read Aloud - Hattie's Birthday Box.**

#### **Connect & Engage:**

"Remember we have been talking about how nothing is more important during reading than the reader's thinking but that sometimes when I am reading my attention strays from my inner conversation. I stop thinking about the words and ideas even though my eyes keep moving across the text. I find myself thinking about something else. Other times I just don't understand what I am reading even though I can read most of the words. That's when I hear the voice in my head say something like, "Huh?? I don't get this part." We are going to continue to learn how to notice when you lose your way and fix-up strategies.

#### **Model:**

I am going to read "Hattie's Birthday Box" with you and share the strategies I use when I have lost my way. We will record why meaning breaks down and fix-up strategies using our Anchor Chart. Hattie's Birthday Box is a short story. It is a fictional narrative that is not part of a novel. Knowing the genre will help me because I am not starting to read a part of a novel where I might need to know what has already happened. Because this is a short story, I know that the plot will have a beginning, middle and an end and there will be one problem or main event.

As I read, I will keep tracks of my inner conversation and make notes if I lose my way.

\*Possible places to read and record your inner conversation and noticing when you lose your way.

Read the title, and then begin reading to "Spencer McClintoc". Right away I am confused (add confused to the Anchor Chart). The title says Hattie's Birthday box and the sign Spencer McClintoc, not Hattie. There isn't much to reread so I guess I will read on.

Continue reading to page 372, the end of the second paragraph. "So that is who Hattie is, Granddaddy's sister" add read on to fix-up strategy.

Read to 2, and jot down your inner conversation "I wonder what Granddaddy did that was so terrible".

Read to 1873. "1873- but it isn't 1873 in this story- oh Granddaddy is telling the story from his past" (add confused to the Anchor Chart). "It helped me to understand when I just stopped and thought for a minute about how that might make sense" (add stop and think to the Anchor chart).

Continue reading to the bottom of page 373. Jot down your inner conversation "those are different kinds of presents than we might give to someone today".

**Guide**

"I am going to continue to read, stopping to leave written tracks of my thinking and also notice when I lose my way. You can do the same, jotting down your inner conversation as you listen to me read and noticing when you lose your way. I will read slowly and make sure to stop at the end of each page so you have enough time to write down your thinking on a post-it. You don't need to write much just some notes to hold thinking. Also notice when you lose your way.

Read aloud each page giving students time to make notes regarding their inner conversation and to share times when they lost their way. Add any new "why meaning breaks down" to the Anchor Chart and discuss fix-up strategies.

Continue this process with "Hattie's Birthday Box" until the end of the story or at another appropriate stopping place.

**Share**

Before ending the interactive read aloud, ask students to jot down on a post-it note why following your inner conversation is important and on another post-it note why it is important to recognize when you lose your way.

**Practice Independently:**

"Today as we practice "read to self" or "read to a partner" use post-its to mark places where you notice yourself straying from your inner conversation" (Literacy Workstations-authentic practice during small group differentiated instruction)

Then think about a fix-up

Experience 9- Profundity Understanding Character Motivation- "Hattie's Birthday Box " provides many examples of character action and motivation.

## Narrative Text

### **GENRE: Mystery**

### **DEFINITION:**

A narrative that involves a crime or intriguing problem around which the plot is built. The main character (sleuth) embarks on a search to reveal the hidden secrets to explain clue-based events, find the truth, and solve the problem. The focus is on the character and actions of the person solving the crime rather than on the criminal or victims of the crime.

### **PURPOSES:**

- To involve the reader in the characters' quest (speculations and predictions) to solve an intriguing problem
- To engage the reader in the excitement of suspense leading to the thrill of solution
- To engage the reader in gathering clues, analyzing clues, and prediction
- To intrigue/entertain the reader with questions about who did it, what happened and why, and if and when the crime or problem will be solved

### **CHARACTERISTICS:**

- Follows narrative structure and contains narrative elements: characters in settings with problems, creating conflict or tension through events leading to a climax, then a final resolution
- Sometimes classified as historical fiction, adventure, or realistic fiction
- Suspense is the chief element

### **Themes:**

- Progressively revealed as characters discover clues and react to events

### **Characters:**

- Main characters are fully developed and realistic
- Supporting characters are flat, or underdeveloped
- The protagonist is the detective, sleuth, or main character, and is fully developed through descriptions of appearance, actions, speech, opinions and what others say and think about him/her
- The antagonist is the villain; suspects are also presented as possible villains
- The victim is the target of an evil deed
- Character reactions to clue-based events provide hints/motives

### **Setting:**

- Mood (typically dark, dreary, mysterious, scary)
- Importance based on the type of crime or mystery

### **Plot:**

- Focused on a crime, puzzle or unusual problem to solve
- Progressive, complex plot development leads to a successful resolution which includes a:
  1. Series of interrelated events
  2. Strategically placed clues (e.g. fingerprints, letters, notes, secret codes) are revealed by observing characters' actions and motives
  3. Progression of "discoveries"
  4. Development:
    - a. Conflict = Crime
    - b. Strategically placed clues and character reaction to clues
    - c. Climax involving interactions between sleuth and villain
    - d. Conclusion revealing motive and resolution of crime

**Author's craft:**

- Development of interrelated, suspenseful events
- Use of foreshadowing (inclusion of clues to solve the mystery)
- Suspenseful cliffhanger chapter endings compel the reader to continue
- Red herring (clues) throw the reader off track
- Infusing clues for the reader
  1. Hints provided through dialogues
  2. Hints provided by characters' actions, and observing characters and their interactions

**Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Mysteries**

<b>Grade 5</b>	<b>Grade 7</b>
<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"><li>• Setting (backdrop, importance, time period, mood)</li><li>• Characters (developed, undeveloped, roles and functions)</li><li>• Plot (events, crime, actions, clues)</li><li>• Resolution of crime, motive, ending</li><li>• Comprehension skills/strategies (predict, question, reread, infer, summarize, interpret, visualize)</li><li>• Personal response</li></ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"><li>• Setting (backdrop, importance, time period, mood)</li><li>• Characters (developed, undeveloped, roles and functions)</li><li>• Plot (events, crime, actions, clues)</li><li>• Resolution of crime, motive, ending</li><li>• Craft in developing suspense</li><li>• Climax, resolution of crime, motive, ending</li><li>• Variations within the genre: historical, detective, humorous, fantasy, and problem/puzzle mysteries</li><li>• Comprehension skills/strategies (predict, question, reread, infer, summarize, interpret, visualize)</li><li>• Personal response</li></ul>

**MYSTERY selections for fifth grade:**

<b>Book Title</b>	<b>Author</b>	<b>Lexile Level</b>	<b>Guided Reading Level</b>
Bunnica	James Howe	700	Q
chasing Vermeer	Blue Balliett	770	S
coffin on A Case	Eve Bunting	610	S
Field Guide, Spiderwick Chronicles	Holly Black	600	Q
Ghost Belonged to Me	Richard Peck	900	V
Ghost in Room 11	Betty Ren Wright	660	P
House on Hackman's Hill, The	Joan Nixon	780	T
Kidnap at the Catfish Café	Patricia Reilly Giff	440	
Last Treasure	Janet Anderson	660	S
Locked in Time	Lois Duncan	990	NR
Moonlight Manm, The	Betty Ren Wright	660	S
No More Magic	Avi	500	
Running Out of Time	Margaret Peterson Haddix	730	NR
Scream Museum, The	Paul Zindel	840	NR
Secret Hideout, The	Paul Hutchens	1130	NR
Shadow Spinner	Susan Fletcher	710	NR
Skellig	David Almond	490	
Snow Spider	Jenny Nimmo	810	R
Trouble at Betts Pets	Kelly Easton	720	R
Under the Cat's Eye; A Tale of Morph and Mystery	Gillian Rubenstein, Victor Lee	620	NR
View from the Cherry Tree	Willo Davis Roberts	770	NR
Windcatcher	Avi	540	
Bernie Magruder and the Bats in the Belfry	Phyllis Reynolds Naylor	1040	V
The Westing Game	Ellen Raskin	750	V
Two-Minute Mysteries	Donald Sobol	820	S
Sammy Keyes and the Hotel Thief	Wendelin Van Draanen	840	T
The Dollhouse Murders	Betty Ren Wright	670	S
Chasing Vermeer	Blue Balliett	770	S
Uttely Me, Clarice bean	Lauren Child	900	U
Trial by Journal	Kate Klise	850	V
The Dead Man in Indian Creek	Mary Downing Hahn	820	X
The Falcons Malteser: A Diamond Brothers Mystery	Anthony Horowitz	640	P

# Narrative Text

**GENRE:** Science Fiction

**DEFINITION:**

A subgenre of realistic fiction and literary fantasy, science fiction is imaginary text based on current or projected scientific/technological knowledge, developments, and conjecture.

**PURPOSES:**

- To suggest future transformations that could take place regarding human existence
- To suggest hypotheses about conditions of a future world using current scientific knowledge and conjecture
- To predict what scientists believe *could* happen
- To develop reflection regarding human qualities, ethics, and responsibilities
- To encourage reflection from a hypothetical (what if) mode of thinking
- To encourage imagination, and thought about vivid alternatives and exciting possibilities/insights
- To engage the reader in adventures of exploring the unknown
- To encourage thought about political organizations, technical resources, or social and moral codes or structures which may be strikingly different than our own

**CHARACTERISTICS:**

- Hypothetical (what if) ideas based on predictions from scientific developments
- Defined by content rather than pattern. Some examples include:
  - o Adventure/ space exploration
  - o High tech, artificial intelligence, virtual reality
  - o Life threatening cataclysmic disasters
  - o Bioengineering (using principles of engineering to solve medical problems) and immortality
  - o Space flight or epic journeys
  - o Earth's children or building/creating other worlds
  - o Journeys through space and time, aliens, parallel worlds and alternate histories
  - o Different types of societies and structure
- Provided in a variety of forms (short stories, novels, plays, comics)

**Themes:**

- Provocative/philosophical such as the meaning of life
- Reflection on past and/or present decisions to create future social structures
- Universal truths
- Futuristic society: themes around ideology, bias, distortion as related to views of the time period
- Explicit themes dealing with time travel, future technologies, parallel worlds, etc.

**Characters:**

- Must be believable/credible to the last detail leading to a suspension of disbelief
- Created through dialogue and action
- May be based on scientific speculation (prediction)
- Character types: protagonist/antagonist, hero/anti-hero (villain), dynamic (changing)/static (consistent) , creator/destroyer

**Setting:**

- Visionary future scenarios
- Introduction/preface providing background and sets the scene (characters, setting, past and/or present conflicts, and goals)
- Faraway place in the distant past or future
- Important to the story and believable/ credible to the last detail
- Interrelated with the plot's development
- Based on descriptions related to future and scientific speculation
- Certain unknowns are accepted as proven fact

**Plot:**

- Conflict of the main character (man vs. man, man vs. nature, man vs. self, man vs. society, man vs. machine)
- Possible sequence of events given scientific advances in fact or theory
- Plot: rising action, falling action, climax, sequence, etc.
- Variations including flashback and foreshadowing
- Resolution may have an implicit message with moral implications
- Plot may revolve around future possibilities deriving from scientific speculation

**Author's craft:**

- Developing elements of story
- Symbolism
- Creating tension (actions, events, narrator's or main character's reflections)
- Text patterns (cause/effect, problem/solution, compare/contrast, chronological order)
- Effective use of dialogue
- Revealing the character
- Developing conflict and building to the climax
- Finding and effectively providing relevant information for comparing life to text related issues of current society (distortion related to views of the time period e.g., gender, tolerance, fairness, age, and equity, related to individual differences)
- Thought-provoking, suspenseful mood/tone
- Alternate forms (e.g., "comics", graphic novels)
- Researching and developing visionary, realistic future scenarios
- Developing theme, ideas, details, reflection or insight

**SCIENCE FICTION selections for fifth grade:**

<b>Book Title</b>	<b>Author</b>	<b>Lexile Level</b>	<b>Guided Reading Level</b>
Alien Secrets	Annette Klause	680	NR
Book of Names; Diadem - Worlds of Magic	John Peel	670	NR
Computer Nut	Betsy Byars	620	R
Dark Side of Nowhere	Neal Shusterman	850	NR
Forgotten Door, The	Alexander Key	720	T
Hork-Bajir Chronicles	Katherine A. Applegate	530	T
Many Water	Madeline L'Engle	700	V
Pendragon; The Merchant of Death	DJ McHale	660	NR
Stinker from Space	Pamela Service	820	NR
Virtually Perfect	Dan Gutman	570	NR
When the Tripods Came	John Christopher	760	V

**Fifth Grade**  
**Unit 3/Genres: Tall Tales, Folk Tales, Plays**  
**First and Second Marking Periods**  
**Duration: 3 Weeks**

**Science Connection** - force and motion

**Social Studies Connection** - exploration

**Comprehension Strategies** - Monitoring Comprehension and Activate and Connect

**Harcourt Series:**

*Folk Tales from Asia* (Student Edition p.162; TE p.162) Theme 2,

*William Shakespeare and the Globe* (p.390; TE p 390) Theme 4,

*Name This American* (p. 624; TE p. 624) Theme 6

**Stage 1: Identify Desired Results**

Established goals:

**R.NT.05.02** - analyze the structure, elements, style and purpose of narrative genre including historical fiction, tall tales, science fiction, fantasy, and mystery.

- Identify the problem, the events of the story, and the problem resolution
- Make connections to other texts by topic, major ideas, authors' styles, and genres
- Recognize the writer's choice of first, second, or third person and discuss and hypothesize the reasons for this decision
- Recognize the genre of text and use it to form expectations of the text
- Recognize and discuss aspects of narrative structure (beginning, series of events, high point of story, ending)

**R.NT.05.03** - analyze how characters' traits and setting define plot, climax, the role of dialogue, and how problems are solved.

- Recognize that a fiction text is told from the perspective of one or more characters and hypothesize the writer's rationale for choosing this perspective
- Recognize and discuss aspects of narrative structure (beginning, series of events, high point of story, ending)
- Identify the problem, the events of the story, and the problem resolution
- Infer characters' feelings and motivations from description, what they do or say, and what others think about them
- Make predictions based on information in the text as to what will happen, what characters are likely to do, and how it will end
- Notice how the writer reveals the underlying messages or the theme of a text (through a character, through a plot and events)

**R.CM.05.03**- analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

- Access information and develop new concepts and ideas from reading
- Change opinions or understandings based on new information or insights gained from fiction or nonfiction texts
- Make connections to others texts by topic, major ideas, authors' styles, and genres
- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective

**R.MT.05.01**- self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in

interpretive discussions.

- Self-monitor understanding and ask questions when meaning is lost
- Keep mental summaries of text while listening (often over several days)

**R.WS.05.01-** explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.

- Recognize new meanings for known words by using context, including words used figuratively
- Use the context of the sentence, paragraph, or whole text to help determine the precise meaning of a word
- Recognize subtle meaning for words used in context

**R.WS.05.02-** use structural, syntactic, and semantic cues including letter-sound, rimes, base words, affixes, and syllabication to automatically read frequently encountered words, decode unknown words, and decide meanings including multiple meaning words.

- Break words into syllables to read or write them
- Recognize base words and remove prefixes and suffixes to break them down and solve them
- Use word parts to derive the meaning of words
- Distinguish between multiple meanings of words when reading texts

**Monitor Comprehension:** Continue to monitor accuracy and understanding, self-correcting when errors detract from meaning.

**Activate and Connect:** Use background knowledge to help us learn and understand what we are reading by recognizing language that signals new learning and merging our inner conversation with new information.

Students will understand that:

1. Background knowledge helps make connections and come to deeper understanding of information.
2. Not all of our questions are answered when we read.
3. Inner conversation will help readers understand new learning
4. Structural, Syntactic, and Semantic cues can be used to determine the meaning of unknown words.

*What essential questions will be considered?*

1. How can understanding genre, and text structure aid comprehension?
2. How does understanding character motivation lead to understanding the story's theme?

*What essential questions will be considered?*

1. When can a wrong be a right?
2. How can you tell right from wrong or truth from untruth?

Essential Questions (Skill/Strategy Based)

**Monitoring Comprehension:** How can we monitor our comprehension to know when what we are reading makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to the overall understanding of the text?

Scaffolding Questions (Skills/Strategy Based)

**Monitoring Comprehension:**

1. How can I identify when I understand text by listening to my inner conversation?
2. How can I monitor my inner conversation to focus my thinking when meaning breaks down? Can I monitor my comprehension when encountering difficult words, sentences, and whole text?
3. How can I revise my thinking and solve different types of comprehension problems? (Do I know how to solve problems and change my thinking when meaning breaks down?)
4. How will I know my purpose for reading text?

**Activate & Connect:** How do we use background knowledge to help us learn and understand what we are reading?

**Word Study/Vocabulary:** How do I use context and decoding skills to make meaning of unknown words?

**Self-regulated Reader:** How can I be in charge of my reading and the processes I use when reading

**Activate & Connect:**

1. How do I pay attention the text features and learn from them?
2. How do I listen to the voice in my head as I encounter new information?
3. What can I do when I read new information?
4. When do I code the text with an “L”?
5. How do I connect what I already know to new information?
6. How do I merge my thinking with the information?

**Word Study/Vocabulary**

1. How do I use patterns *-augh* and *-ough* to decode and make meaning of words? (William Shakespeare and the Globe)
2. How do I use context to determine or clarify word meaning? (William Shakespeare and the Globe)
3. How do I identify and use prefixes *dis-* and *un-*? (William Shakespeare and the Globe)
4. How do I use the V-C-V syllable pattern to sort and decode words? (Name this American)
5. How do I understand and explain frequently used suffixes (-ment, -al, -ly)? (Name this American)
6. How does the author’s use of language contribute to the overall quality of the literary work? (Folk Tales from Asia)
7. How do I decode a word with a root word and an inflection (-s, -es, -ed, -ing)? (Folk Tales from Asia)
8. How do I apply knowledge of word meaning to group related words? (Folk Tales from Asia)

**Self-regulated Reader:**

1. What are my reading goals?
2. What will I do first?
3. Who will I work with?
4. What will I accomplish and how will I accomplish it?
5. What was I working on yesterday that I want to continue today?
6. What are the three ways to read a book?

*What key knowledge and skills will students acquire as a result of this unit?*

Students will know:

**R.NT.05.02**

- Structure
- Elements
- Style
- Purpose
- Narrative genre (historical fiction, tall tales, science fiction, fantasy, mystery)

**R.NT.05.03**

- Character traits
- Setting
- Plot
- Climax
- Dialogue
- Problems
- Resolution

**R.CM.05.03**

- Global themes
- Universal truths
- Principles
- Understanding
- Conclusions
- Inferences

**R.MT.05.01**

- Comprehension
- Text
- Strategies
- Meaning
- Interpretive discussions

**R.WS.05.01**

- Word structure
- Sentence structure
- Words in context
- Meanings in context

**R.WS.05.02**

- Cues (structural, syntactic, semantic)
- Letter-sound
- Rimes
- Base words
- Affixes
- Syllabication
- Words
- Meaning

Students will be able to:

**R.NT.05.02**

- (4) Analyze (structure, elements, style, purpose)

**R.NT.05.03**

- (4) Analyze (character traits and setting)
- (1) Define (plot, climax, dialogue, and how problems are resolved)

**R.CM.05.03**

- (4) Analyze (global themes, universal truths, principles)
- (5) Draw conclusions
- (3) Make inferences
- (6) Synthesize

**R.MT.05.01**

- (2) Self-monitor (comprehension)
- (3) Use (strategies)
- (2) Discuss (strategies and meaning)
- (2) Predict
- (3) Construct (mental images)
- (5) Question
- (2) Reread
- (2) Listen (again for meaning)
- (4) Infer
- (2) Summarize
- (5) Engage (in discussion)

**R.WS.05.01**

- (2) Explain (when to use and apply)
- (3) Use (word/sentence structure and prediction)
- (3) Apply (word/sentence structure and prediction)
- (4) Decode (words and meanings)
- (5) Understanding (words in context)

**R.WS.05.02**

- (3) Use (cues)
- (1) Read (frequently encountered words)
- (3) Decode (unknown words)
- (4) Decide meanings (including multiple meaning words)

## Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand?*

Evidences of **Monitoring Comprehension** (3=Strong Evidence, 2=Some Evidence, 1=Little Evidence)

- Listens to inner conversation and leaves tracks to hold thinking, i.e., text coding
- Stops and goes back to refocus thinking when the mind wanders
- Rereads and reads on to clarify meaning and clear up confusion
- Stops and uses fix-up strategies when meaning breaks down, i.e., ask a question
- Remembers to stop, think, and react to learn information and expand thinking

Monitoring Comprehension: Use the rubric to record the student's scores on each set of questions using text. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	Little or no conscious awareness of reading process.
2	Identifies difficulties—problems are often at word level; little or no sense of the need to solve the problem; does not articulate strengths; identifies need to concentrate, talks about word-level solutions (i.e. sounding it out) for text-level comprehension problems.
3	Identifies problems at word, sentence, or schema level; can articulate use a strategy to solve problems, usually at the word or sentence level.
4	Articulates and uses more than one strategy for solving problems; focuses on problems at the whole-text level.
5	Identifies problems at all levels; uses a variety of word level and comprehension strategies flexibly and appropriately given the context and the problem.

### Monitoring Comprehension: Oral Assessment

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

- A. What problems did you have while you (or I) were reading this text? Did you have more difficulty reading the words or understanding the ideas? When you are reading at other times, what kinds of problems do you usually have?
- B. What did you do to solve any problems you had? How do you usually solve the problems you have when you read?
- C. How do you know when you understand a text? What would you tell another student to try if he or she has trouble understanding?
- D. Choose one of the questions below to ask the student:
  - We have just talked about the problems you have while reading and the ways in which you solve them. What is important to know when you have a problem while you are reading and (restate student's response)?
  - What are the different choices you can make to try to solve that problem?
  - What would you tell another reader who might not realize when a text doesn't make sense?

### Monitoring Comprehension: Written Assessment

**Directions:** Answer some questions about what you think about while you read. Use the space below each question to write your answer.

- A. What problems did you have while you were reading this text? Did you have more difficulty reading the words or understanding ideas? When you are reading at other times, what kinds of

problems do you usually have?

- B. What did you do to solve any problems you had? How do you usually solve the problems you have when you read?
- C. How do you know that you completely understand a text? What would you tell another student to try if he or she is having trouble understanding?
- D. Choose one of the questions below to answer:
  - What is important to know when you are reading and have a problem?
  - You have just written about problems you have during reading and the ways in which you solve them. What are the different choices you can make to try to solve those problems?

Evidence of **Activating and Connecting** (3=Strong Evidence, 2=Some Evidence, 1=Little Evidence):

- Understands the purpose of text and visual features
- Uses features to gain information
- Merges thinking with new information and reacts to it (I never knew, I wonder, etc.)
- Connects background knowledge to learn new information
- Revises or changes thinking based on new information or evidence

### Using Schema (Activate and Connect): Rubric

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	No response/schematic connection.
2	Can talk about what text reminds him/her of but cannot explain; reference to schema may not be clearly connected to text.
3	Relates background knowledge/experience to text.
4	Expands interpretation of text using schema; may discuss schema related to author or text structure; may pose questions based on apparent discrepancies between text and background knowledge.
5	Explains how schema enriches interpretation of text; talks about use of schema to enhance interpretation and comprehension of other texts; connections extend beyond life experience and immediate text.

### Using Schema (Activate and Connect): Oral Assessment

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

#### Teacher:

**I want to ask you some questions about what you think about while you (or I) read.**

- A. When you read (or listened) to the text, did it remind you of anything you know about or believe? What? Why did it remind you of that? (If student's response is no, ask, "Did it remind you of any experiences or things that have happened before?")
- B. Are there things you know about your life, yourself as a reader, this author, or this type of text that help you to understand this book? How does that help you to understand better?
- C. Choose one of the questions below to ask the student:
  - We have just talked about what this book reminds you of. (Restate student's response.) What do you understand now that you did not understand before?

- How does schema or background knowledge help a reader understand a text while reading?
- How did thinking about your own schema or background knowledge help you understand this text?

### Using Schema (Activate and Connect): Written Assessment

**Directions:** Answer some questions about what you think about while you read. Use the space below each question to write your answer.

- A. When you read that text, that did it remind you of anything you know about or believe? What? Why do you think you remembered what you did?
- B. Are there things you know about your life, yourself as a reader, this author, or this type of text that help you to understand this book? How does that help?
- C. Choose one of the questions below to answer:
- You have just written about what this book reminds you of. What do you understand now that you didn't understand before?
  - How does schema or background knowledge help a reader understand a text while reading?
  - How did thinking about your own schema or background knowledge help you understand this text

\*complete a Performance Task Blueprint for each task

*Other Evidence (quizzes, texts, prompts, observations, dialogues, work samples, etc.):*

Benchmark Assessment System 2

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

*Student Self-Assessment and Reflection:*

- Rethink
- Revise
- Redo
- Rehearse
- Refine

## Stage 3: Plan learning experiences and instruction Instructional Sequence

### *Gradual Release of Responsibility*

*Harcourt Stories: Folk Tales from Asia* (Student Edition p.162; TE p.162) Theme 2, *William Shakespeare and the Globe* (p.390; TE p 390) Theme 4, *Name This American* (p. 624; TE p. 624) Theme 6

### **Week 1**

#### **Folk Tales from Asia Genre-Folk Tales**

**Essential Question:** - How can I identify global themes, universal truths, and principles within and across text to create a deeper understanding of my reading?

**Skill Essential Question:** How can we use thinking our way through the text to monitor my comprehension to know when what we are reading makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to the overall understanding of the text?

#### **Learning Target:**

1. I can identify the moral plane; determining if a characters actions were right or wrong and use examples from the text to support my response.
2. I can remember to stop, think, and react to my reading in order to show that I am aware of my thinking while I am reading.

**Performance Indicator :** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring. Written reading response about their learning, and students will independently apply the read, write, and talk strategy.

**\*\*Note to teacher:** Over the course of the week, you may continue to read “Folk Tales form Asia” to model other GLCEs such as:

### *Use information and strategies from Harcourt “Folk Tales from Asia”*

#### **Experience 1- Interactive Read Aloud- Read, Write and Talk**

**Focus Question:** When do I need to remember to stop, think and react as I read? Why do I jot down thoughts that I want to remember? How does thinking and talking with others expand what I am thinking about a story? Why is it important to follow my inner conversation so that I can understand the content I am reading?

#### **Learning Activities: Use with an interactive Read Aloud**

##### **Connect and Engage**

- Engage the kids in the lesson by asking them about traditional comprehension questions. Invite them to turn and talk about how they view such questions.
- Explain the Read, Write, and Talk practice and how readers need to stop, think, and react as they read.
- Review the article and have them talk with each other about it to generate more interest.

##### **Model**

- Read, stop, and record your inner conversation (your questions, connections, confusions, and new information) on the transparency of the article.
- Guide
- Invite kids to turn to each other and talk and capture their thinking in the margin
- Ask kids to share something they wrote down or talked about.
-

### **Collaborate**

- Ask kids to have a conversation with a partner; while they talk, circulate and listen in.
- Ask them to reflect on the content, the process, and any lingering questions.

### **Share the Learning**

- Invite kids to get in a circle and ask them to share what they discovered

### **Practice Independently**

- Give a short book talk about three pieces of text, enthusiastically selling each.
- Send kids off to try Read, Write, and Talk independently.
- Ask kids to write down something they learned and how the conversation helped them. Also, give the option of writing down any lingering questions.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, monitoring comprehension, written response to reading, reflection, independent reading

### **Experience 2 and 3 Profundity Fiction**

**Learning Activity:** Use with one of the selections from “Folk Tales from Asia” identifying character motivation. Expand understanding of profundity by adding the moral plane to an understanding of character motivation with an Interactive Read Aloud.

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of narrative text?

### **Learning Activities:**

#### **Connect and Engage**

- Build Background knowledge- ‘Folk Tales from Asia’ page 164
- Engage Readers with a shared reading or read aloud

**Model** (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)

- Physical Plane
- Mental plane
- Moral plane
- Psychological Plane
- Philosophical Plane

#### **Guide**

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

#### **Collaborate/Independent Practice**

1. In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

#### **Share the learning**

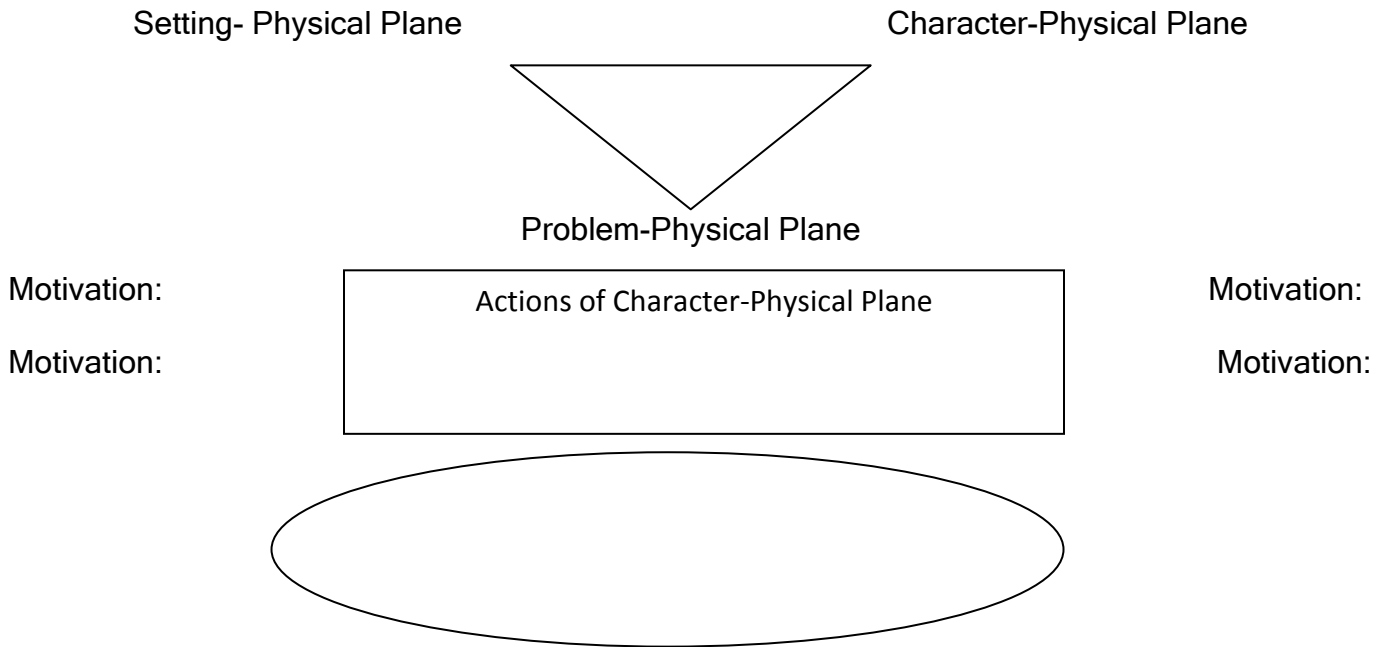
2. Gather students and discuss share new insights with the group.
3. Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, CoConstruct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies.

1. Students’ story map will identify all narrative elements including: character, setting, conflict (problem), resolution, rising action, climax, and falling action.

2. Students will complete a character analysis that identifies character traits and provide evidence from the text (two character traits):
3. 3. Students will be able to use the physical and mental plane graphic organizer to answer the questions: Physical Plane: When did..... Where did..... How did..... Mental Plane: Why did the character act the way he did? What was the character thinking when he/she...?

Graphic Organizer with information for teachers



Rubric for Profundity (Physical Plane & Mental Plane)

Physical Plane	Identifies one text feature Setting Character Problem Actions (4) Resolution	Identifies 2-3 text features Setting Character Problem Actions (4) Resolution	Identifies 4-6 text features Setting Character Problem Actions (4) Resolution	Identifies 7-8 text features Setting Character Problem Actions (4) Resolution
Mental Plane	Provides one acceptable motivation	Provides two acceptable motivations	Provides three acceptable motivations	Provides four acceptable motivations

Example of Physical Plane: *Little Red Riding Hood-What did Red Riding Hood do?*

Went to visit grandmother/She stopped to pick wildflowers

Example of Mental Plane-*Little Red Riding Hood-Why did Red Riding Hood do what she did?*

She wanted to visit her grandmother/She wanted to enjoy the day picking wildflowers

Continue with additional selections to teach the following:

#### **Experience 4: Merge your Thinking With New Learning**

**Focus Question:** What language signals new learning? How do I merge my inner conversation with new information? How do I merge my thinking with new information?

**Learning Target:** I can use language to signal new learning.

**Performance Indicator:** Students will write their examples of new learning on Post-its to demonstrate learning of the strategy.

#### **Learning Activities:**

##### **Connect and Engage**

- Engage the kids in the nonfiction genre by sharing some well-written nonfiction and talking about the writing quality.
- Explain the strategy of noticing thinking about new learning and the idea of merged thinking

##### **Model**

- Model how to merge thinking with new information.
- Share the language of new learning and think aloud about the words that signal new learning.
- Question new information
- Record language that signals new learning on an Anchor Chart

##### **Guide**

- Engage the kids in the process-have them merge their thinking with the information and write it down.
- Continue with the Interactive Read Aloud to guide their practice.

##### **Practice Independently**

- Flood the room with nonfiction books and circulate around the room listening in on kids conversations and reading their written responses.

##### **Share the Learning**

- Invite kids to share their new learning as well as any language that signals new learning.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, monitoring comprehension, independent reading, writing in response to reading.

#### **Experience 5: Connect the New to the Known**

**Focus Question:** How does my background knowledge help me understand new information? What can I do to clear up misconceptions in my background knowledge?

**Learning Target:** I can clear up misconceptions in my background knowledge by reading. I can use my background knowledge to help me understand new information.

**Performance Indicator:** Students will complete a graphic organizer (T chart, one column labeled What I Know, the other What I learned)

#### **Learning Activities:**

##### **Connect and Engage**

- Engage the kids and excite them about the topic; invite them to turn and talk to each other about what they know and what they think they might find out.

##### **Model**

- Share your thinking about how readers use their background knowledge to understand new information.
- Think aloud about how you notice and react to new information. Record new learning on the Anchor Chart.
- Explain the idea of misconceptions.
- Share how to clear up a prior misconception through reading and jot down your new learning.

## **Guide**

- Ask kids to read and talk to each other about new learning, then record it on their two-column sheet.
- Show how to use what you know to better understand new information.

## **Collaborate**

- Invite kids to pair up while you circulate and confer with paired students.

## **Share the Learning**

- Share new information as a group and add to Anchor Chart.
- Have students write a response that you collect for review later
- Wrap up the lesson. Share notable responses from students. Emphasize that it is helpful to come up with some big ideas when we finish reading about a topic. Restate and review the lesson's purpose.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, monitoring comprehension, writing in response to reading, graphic organizer.

## **Experience 6- Interactive Read Aloud**

Look at Read Aloud in TE Apply Read, Write and Talk to read aloud

**Focus Question:** When do I need to remember to stop, think and react as I read? Why do I jot down thoughts that I want to remember? How does thinking and talking with others expand what I am thinking about a story? Why is it important to follow my inner conversation so that I can understand the content I am reading?

## **Learning Activities:**

### **Connect and Engage**

- Engage the kids in the lesson by asking them about traditional comprehension questions. Invite them to turn and talk about how they view such questions.
- Explain the Read, Write, and Talk practice and how readers need to stop, think, and react as they read.
- Review the article and have them talk with each other about it to generate more interest.

### **Model**

- Read, stop, and record your inner conversation (your questions, connections, confusions, and new information) on the transparency of the article.
- Guide
- Invite kids to turn to each other and talk and capture their thinking in the margin
- Ask kids to share something they wrote down or talked about.

### **Collaborate**

- Ask kids to have a conversation with a partner; while they talk, circulate and listen in.
- Ask them to reflect on the content, the process, and any lingering questions.

### **Share the Learning**

- Invite kids to get in a circle and ask them to share what they discovered

### **Practice Independently**

- Give a short book talk about three pieces of text, enthusiastically selling each.
- Send kids off to try Read, Write, and Talk independently.
- Ask kids to write down something they learned and how the conversation helped them. Also, give the option of writing down any lingering questions.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, monitoring comprehension, written response to reading, reflection, independent reading

Additional Experiences- Reader's Theater- Compendium of Strategies page 43 and 44

Tall Tales Selections for 5<sup>th</sup> grade:

Book Title	Author	Lexile Level	Guided Reading Level
John Henry	Julius Lester	720	M
The Seven Chinese Sisters	Kathy Tucker		
The Seven Chinese Brothers	Margaret Mahy	820	O
Swamp Angel	Anne Issacs	1020	O
Captain Stormalong	Larry Dane Brimmer	820	
Johnny Appleseed	William Jones	750	
Paul Bunyan	Steven Kellogg	1030	O
Pecos Bill	Roberta Collier	660	
Paul Bunyan	Marianne Johnston	880	
John Henry	Julius Lester	720	M
American Tall Tales	Mary Pope Osborn	970	Q
The Bunyans	Audrey Woods	980	P

## Narrative Text

### **GENRE: Tall Tale**

### **DEFINITION:**

Humorous narrative folktales about adventures including impossible pioneering feats, which often portray swaggering heroes who do the impossible with nonchalance.

### **PURPOSES:**

- To tell an entertaining story
- To record an exaggerated version of a real, imaginary heroic or humorous act or series of acts
- To kindle imagination
- To explain natural and social phenomena
- To reveal human nature

### **CHARACTERISTICS:**

- Narrative elements and structure
- Conveyed in a realistic, matter-of fact and often humorous way
- Exaggerated characteristics of heroes and events using superlatives
- Events and resolutions often incorporate good humor or trickery
- Some are based on real characters
- Some are a stereotypical compilation or idealization of real people or real groups, e.g., lumberjacks, miners, railroad builders, cowboys, etc.
- Reasonably short

### **Themes:**

- Adventures of the North American frontier
- Conveyed in a realistic, matter-of fact and often humorous way

### **Characters:**

- Fictional and “colorful” but based in legend
- Exaggerated personality
- Focus on the pioneer “spirit” in adapting to a harsh environment
- Exaggerated physical traits
- Superhuman feats
- Specific to North American culture

### **Setting:**

- Realistic settings which may have exaggerated qualities
- Settings are integral to the storyline
- Settings are regional, often based on the occupation of the hero/heroine

### **Plot:**

- Invented events with exaggerated incidents designed to demonstrate heroic deeds
- Characterized by extreme exaggeration and superhuman feats in overcoming “historical” challenges
- Characters must adapt to harsh environments (man vs. nature)
- Problems or tussles solved with good humor

**Author's craft:**

- Developing narrative elements (plot, complications, climax, rising/falling action)
- Replication of folktale structure
- Effective (direct) dialogue (often written in “dialect”)
- Fictional (heroic) characters
- Storyline based on effective use of research (historical feats)
- Exciting events and fast paced actions
- Metaphor, simile and dialogue used to present descriptions of impossible feats
- Duplicates “pioneer spirit” theme
- Characterized by extreme exaggeration and superhuman feats
- Use of superlatives
- Invented incidents follow planned sequence leading to predictions
- May use realistic events
- Setting manipulation (flashback)
- Humor, exaggeration
- Twists (problems solved with good humor—often including trickery)
- Narration
- Patterned introductory language

**Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Tall Tales**

<b>Grade 5 Opportunities to teach:</b>
<ul style="list-style-type: none"> <li>• Structure</li> <li>• Elements</li> <li>• Style</li> <li>• Purpose</li> <li>• Setting</li> <li>• Character traits</li> <li>• Dialogue in characterization</li> <li>• Function of the hero</li> <li>• Role of the narrator</li> <li>• Conflicts and resolutions</li> <li>• Comprehension skills and strategies (summarize, connect to themes/perspectives/other texts, analyze themes and universal truths, conclude, infer, synthesize)</li> </ul>

**TALL TALE selections for fifth grade:**

<b>Book Title</b>	<b>Author</b>	<b>Lexile Level</b>	<b>Guided Reading Level</b>
John Henry	Julius Lester	720	M
The Seven Chinese Sisters	Kathy Tucker		
The Seven Chinese Brothers	Margaret Mahy	820	O
Swamp Angel	Anne Isaacs	1020	O
Captain Stormalong	Larry Dane Brimner	820	
Johny Appleseed	William Jones	750	
Paul Bunyan	Steven Kellogg	1030	O
Pecos Bill	Roberta Collier	660	
Paul Bunyan	Marianne Johnston	880	
John Henry	Julius Lester	720	M
American Tall Tales	Mary Pope Osborne	970	Q
The Bunyans	Audrey Wood	980	P

# Narrative Text

## **GENRE: Folktale**

### **DEFINITION:**

Ancient stories originally composed and told for all age groups that have been passed down orally from generation to generation to explain the natural and spiritual worlds, as well as to entertain and to indoctrinate their members. Folktales express relationships among human beings and their fears and desires, reflecting the values and cultural patterns of the particular group from which they come. Folktales, also known as folklore, encompass fables, myth, legend, tall tales and fairy tales.

### **PURPOSES:**

- To tell an entertaining story
- To reveal human nature
- To kindle imagination
- To understand universal qualities of humankind (how humans are alike)
- To convey morals and values
- To instill cultural beliefs, values and practices

### **CHARACTERISTICS:**

- Short, predictable narratives
- Express deep, universal emotions such as joy, grief, fear, jealousy, and awe
- Intrigue developed through repetition of phrases
- Repetitive language and events often occur with additional or changed details
- Identical themes found in tales across cultures
- Multiple forms:
  - o Cumulative, “pourquoi”, beast, noodlehead, numbskull, wonder, and trickster tales
  - o Fables, fairytales, tall tales
  - o Ghost stories, ballads, myths, legends, and epics

### **Themes:**

- Reflective of the cultural values from which the tale originated
- Good (e.g., industrious, kind, patient, clever) triumphs over evil (e.g., selfish, greedy, lazy)
- Wishes come true after tests or struggles
- Values of humility, kindness, patience, sympathy, hard work, and courage are rewarded
- “Justice” themes
- Motifs: wishes, magical powers, transformations, magical objects, trickery, magical numbers (e.g., 3,7,12, etc.)

### **Characters:**

- Underdeveloped
- Magical characters (e.g., fairies, elves, ogres, giants) and events
- Underdog triumphs
- Main character changes at conclusion
- Tricksters make up for physical weakness through cleverness or stupidity
- Incorporates colloquial and/or daily speech
- Stereotypical: entirely good, evil, obedient, lazy, and so on
- Duality that represents extremes in characters’ traits and appearance
- May be physically attractive with unattractive character traits and vice versa

### **Setting:**

- Patterned beginnings and endings
- Setting in the distant past
- Setting may be make-believe, incorporating amazing places and things
- Often emphasizes a culture or country

**Plot:**

- Cumulative or linear plot structures
- Problem “tests” the main character (e.g., endurance, cleverness, survival)
- May include irony (e.g., the youngest is successful, the trickster is tricked)
- Characters, setting and problem revealed early
- Characters often engaged in outwitting one another
- Simple, direct, strong, linear plot
- Problem-solution pattern (including trickery and deception)
- “Quick”, magical transformation at resolution point
- Satisfying, definite conclusion

**Author’s craft:**

- Short or split into episodes
- Patterned beginnings
- Replication of simple sentence structure and concrete expressions
- Brisk, action-filled beginnings
- Humor
- Predictable ending
- Rhyme
- Using repetitions based upon magical numbers: characters/ chants/ verses/ main episodes/ attempts to solve problems
- Effective dialogue (expressing joy, grief, fear, jealousy, awe)
- High action throughout the narrative
- Instructive tone
- Evidence of reflection/insight regarding the cultural values

**Fifth Grade**  
**Unit 4/Genres: Encyclopedia, magazine, photo essays**  
**Second Marking Period**  
**Duration: 5 Weeks**

**Science Connection** - force and motion  
**Social Studies Connection** - Colonial America  
**Comprehension Strategies** - Asking Questions

**Harcourt Stories:**

*Everglades* (Student Edition p. 246; TE p. 246A) Theme 3,  
*Seeing Earth From Space* (Student Edition p. 320, TE 320A) Theme 3,  
*Smoke Jumpers* (Student Edition p.288, TE 288A) Theme 3,  
*Chinese Language Puzzle* (Student Edition p. 556, TE p. 556A) Theme 5

*Grolier On-Line Resources:*

**Stage 1: Identify Desired Results**

Established goals:

**R.IT.05.01** - analyze the structure, elements, features, style and purpose of informational genre including advertising, experiments, editorials, and atlases.

- Notice and discuss the information provided in section titles, heading, and subheadings to predict information provided in a text.
- Notice how the writer has organized an informational text (categories and subcategories, sequence, and others)
- Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts

**R.IT.05.03** - explain how authors use text features including timelines, graphs, charts, diagrams, table of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.

- Notice and remember significant information from illustrations or graphics
- Interpret graphics and integrate information with the text
- Notice how the writer has organized an informational text (categories and subcategories, sequence, and others)
- Understand and discuss how layout contributes to the meaning and effectiveness of both fiction and nonfiction texts

**R.WS.05.03** - automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

**R.WS.05.04** - know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.05.05** - Acquire and apply strategies to identify unknown words or word parts, and construct meanings by analyzing derivatives, defining meanings of affixes, and knowledge of word origins.

- Add new vocabulary words to known words and use them in discussion and in writing
- Break words into syllables to read or write them
- Use word parts to derive meaning of a word

**R.WS.05.06** - fluently read beginning grade-level text and increasingly demanding text as the

year proceeds.

**R.WS.05.07** - In context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.

- Recognize subtle meaning for words used in context
- Recognize new meanings for known words by using context, including words used figuratively
- Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words
- Understand the meaning of new words from context

**R.CM.05.03** - Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

- Access information and develop new concepts and ideas from reading
- Change opinions or understandings based on new information or insights gained from fiction or nonfiction texts
- Make connections to others texts by topic, major ideas, authors' styles, and genres
- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective

**R.CM.05.04** - Apply significant knowledge from grade-level science, social studies and mathematics

- Understand the meaning of new words from context

**R.MT.05.01** - Self-monitor comprehension when reading or listening to text by automatically using and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

- Self-monitor understanding and ask questions when meaning is lost
- Keep mental summaries of text while listening (often over several days)

**R.AT.05.01** - be enthusiastic about reading and do substantial reading and writing on their own.

**Ask Questions:** Learn to ask questions as you read, ask questions to gain information and wonder about the text to understand big ideas.

Students will understand that:

1. There are different forms of informational text.
2. Readers can use text patterns and text features to aid in comprehension of informational text.
3. Informational text is read differently than narrative text.
4. Using informational text features in their own writing can help to present ideas and opinions about text or topics in an organized way.
5. Asking questions will help readers understand text.

*What essential questions will be considered?*

1. What consequences can I control?
2. How can information and facts be used to change or inform my opinions?
3. How can my understanding of information change my view of the world?

**Essential Questions (Skill/Strategy Based)**

**Asking Questions:** How do we use questions to seek out information, solve problems and extend our understanding.

**Word Study/Vocabulary**

How do I use structure, syntax, and context to decode and make meaning of words?

**Self-regulated Reader:** How can I be in charge of my reading and the processes I use when reading

**Scaffolding Questions (Skill/Strategy Based)**

**Asking Questions:**

1. When do I stop and ask questions?
2. When do I hear questions in my head as I read?
3. When do I write down my questions?
4. Where do I find answers to my questions in the text?
5. What can I do when I can't find answers to questions in the text?
6. What lingering questions do I have when I finish reading?
7. What big questions do I have when I finish reading?

**Word Study/Vocabulary**

1. How do I use letter patterns with *kn-*, *wr-*, and *gn-* to decode words? (Everglades)
2. How do I use my knowledge of words and their relationships to identify and determine analogies? (Everglades and Seeing From Space)
3. How do I use my knowledge of root words and suffixes to decode multi-syllable words? (Seeing From Space)
4. How do I use word knowledge to identify synonyms? (Seeing From Space)

**Self-regulated Reader:**

1. What are my reading goals?
2. What will I do first?
3. Who will I work with?
4. What will I accomplish and how will I accomplish it?
5. What was I working on yesterday that I want to continue today?
6. What are the three ways to read a book?

*What key knowledge and skills will students acquire as a result of this unit?*

Students will know:

**R.IT.05.01**

- Structure
- Elements
- Features
- Style
- Purpose
- Informational genre

Students will be able to:

**R.IT.05.01**

- (4) Analyze

- Advertisement
- Experiments
- Editorials
- Atlas

#### **R.IT.05.03**

- Text Features (timelines, graphs, charts, diagrams, table of contents, indices, introductions, summaries, conclusions)
- Key ideas
- Supporting ideas

#### **R.WS.05.03**

- Words

#### **R.WS.05.04**

- Meanings of words
  - Reading contexts
- Oral language contexts

#### **R.WS.05.05**

- Strategies
- Unknown words
- Unknown word parts
- Meaning
- Derivatives
- Affixes
- Word origins

#### **R.WS.05.06**

- Grade-level text

#### **R.WS.05.07**

- Context
- Meaning of words and phrases (symbols, idioms, recently coined words, content vocabulary, literary terms)
- Strategies
- Resources (analogies, content glossaries, electronic resources)

#### **R.CM.05.03**

- Global themes
- Universal truths
- Principles
- Understanding
- Conclusions
- Inferences

#### **R.CM.05.04**

- Knowledge
- Texts (science, social studies, mathematics)

#### **R.MT.05.01**

- Comprehension

#### **R.IT.05.03**

- (2) Explain (how text features enhance understanding)

#### **R.WS.05.03**

- Recognize (frequently encountered words)
- Read (fluently)
- Increase WPM (steadily)

#### **R.WS.05.04**

- (2) know (meanings of words)

#### **R.WS.05.05**

- (2) acquire (strategies)
- (3) apply (strategies)
- (1) identify (unknown words and word parts)
- (3) construct (meaning)
- (4) analyze (derivatives)
- (1) define (meanings of affixes)

#### **R.WS.05.06**

- (1) Read (fluently)

#### **R.WS.05.07**

- (4) Determine (meaning of words and phrases)
- (3) Use (strategies and resources)

#### **R.CM.05.03**

- (4) Analyze (global themes, universal truths, principles)
- (5) Draw conclusions
- (3) Make inferences
- (6) Synthesize

#### **R.CM.05.04**

- (3) Apply (knowledge from texts)

#### **R.MT.05.01**

- (2) Self-monitor (comprehension)
- (3) Use (strategies)
- (2) Discuss (strategies and meaning)

- Text
- Strategies
- Meaning
- Interpretive discussions

**R.AT.05.01**

- Reading
- Writing

- (2) Predict
- (3) Construct (mental images)
- (5) Question
- (2) Reread
- (2) Listen (again for meaning)
- (4) Infer
- (2) Summarize
- (5) Engage (in discussion)

**R.AT.05.01**

- Be enthusiastic
- (3) Read
- (3) Write

## Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand?*

### **Performance Indicators: Ask Questions (Strong=3, Some Evidence=2, Little Evidence=1)**

- Stops to ask questions to wonder about the information and better understand it.
- Recognizes that not all questions are answered in the text.
- Asks questions to clarify meaning or confusion.
- Reads with a question(s) in mind and uses a variety of strategies to try to answer it.
- Poses lingering questions about the information and big ideas to expand thinking.

### **Ask Questions: Assess by reviewing student Post-it notes, and conferring to check understanding.**

1. Use a three column chart with students that is labeled Questions/Answers/How I found my answers to check for student understanding.
2. As students read their Post-its should be reflective of what they learned, and their lingering questions.
3. The teacher should confer with students to assess and clarify student awareness of misconceptions or misunderstandings.
4. **Profundity Assess by using the following student products and conferring.**
5. Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text.

### **Asking Questions: Rubric**

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	No questions and/or poses irrelevant questions.
2	Poses literal question(s) that relate to the text.
3	Poses questions to clarify meaning.
4	Poses questions to enhance meaning of text (critical response, big idea); may explain how posing questions deepens comprehension.
5	Uses questions to challenge the validity of text or author's stance/motive or point of view and to enhance his/her understanding of the text; questions may be rhetorical and lead to interesting discussion. Can explain how asking questions enhances understanding.

### **Asking Questions: Written Assessment**

**Directions:** Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. What did you wonder about while you were reading this story/text?
- B. What questions do you have now about what you read?
- C. Choose one of the questions below to answer:

- You have just written about the questions you asked while you were reading. How do questions help you understand more of what you're reading?
- What do you do when you are reading and a question comes into your mind? Do questions help you understand some kinds of text better than other kinds?

## Asking Questions: Oral Assessment

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

- A. What did you wonder about while you (or I) read this text?
- B. What questions do you have now about what you (or I) read?
- C. Choose one of the questions below to ask the student:
  - We have just talked about the questions you asked during reading. (Restate student's response.) How do questions help you understand more of what you're reading?
  - What do you do when you are reading and a question comes into your mind? Do questions help you understand some kinds of text better than others? Tell me more about that.

**Students will:** Research a topic of interest in science, math, or social studies. Using Graphic organizer of one of the informational text patterns prewrite an informational piece about the chosen topic. Students then write a first draft of the informational piece. Written piece should be at least three paragraphs long.

### Rubric for Informational Research/Text patterns

<p>1. Student clearly applies one of the informational text patterns in both the prewrite and the first draft: Sequence</p> <p>Problem/Solution</p> <p>Main Idea/Details</p> <p>2. Student provides ample details to explain the topic to the reader in both the prewrite and the first draft</p>	<p>1. Student clearly applies one of the informational text patterns in the prewrite and the first draft: Sequence</p> <p>Problem/Solution</p> <p>Main Idea/Details</p> <p>2. Student provides ample details to explain the topic to the reader in the prewrite <b>OR</b> the first draft but not in both</p>	<p>1. Student clearly applies one of the informational text patterns in the prewrite <b>OR</b> the first draft but not in both. Sequence</p> <p>Problem/Solution</p> <p>Main Idea/Details</p> <p>2. Student provides ample details to explain the topic to the reader in the prewrite <b>OR</b> the first draft but not in both</p>	<p>1. Student does not clearly apply one of the informational text patterns in the prewrite <b>OR</b> the first draft: Sequence</p> <p>Problem/Solution</p> <p>Main Idea/Details</p> <p>2. Student does not provide ample details to explain the topic to the reader in the prewrite <b>OR</b> the first draft.</p>
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*Other Evidence (quizzes, texts, prompts, observations, dialogues, work samples, etc.):*

Benchmark Assessment System 2

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

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*Student Self-Assessment and Reflection:*

- Rethink
- Revise
- Redo
- Rehearse
- Refine

## Stage 3: Plan learning experiences and instruction Instructional Sequence

### *Gradual Release of Responsibility*

#### **Experience 1: Understanding Informational Text (Interactive Read Aloud - *Everglades*)**

**Focus Question:** How can identifying informational text features help me understand nonfiction text?

**Learning Target:** I can use informational text features to better understand nonfiction text. This unit will help us to better understand informational text.

**Performance Indicator:**

#### **Connect and Engage**

You know that sometimes reading informational text can be difficult when you are learning many new concepts. Examples are readings in the content areas of science and social studies. You will learn how to identify text patterns that will help you understand informational text.

#### **Model**

When authors want to share information, they use different text patterns to organize their information. We are going to look at three different text patterns for informational text. (Use chart for each of the three text patterns). Introduce the three text patterns (sequence, problem/solution, main idea/details) their specific purposes and key vocabulary. (This is simply an introduction of all three text patterns-students should understand that the text patterns can be identified by different purposes and key words but need not, at this time, be expected to master the concepts.)

#### **Guide**

Using *Everglades* as an Interactive Read Aloud, model and guide students as you share cues that indicate sequence, put those cues on a post it and place on the chart of sequence of events.

#### **Collaborate**

As you continue to read, have students listen for cues and write on their own post it notes.

#### **Share**

At the selections end, review the sequence of events by having students place their post it notes in sequential order near a partner (on their desk, on a wall, on the whiteboard). Have students compare and discuss their sequence of events.

#### **Practice Independently**

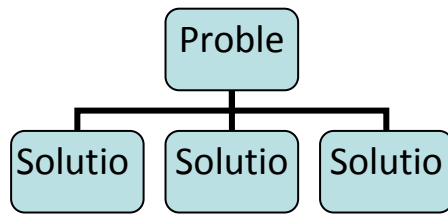
“Today as we practice “read to self” or “read to a partner” use post-its to mark places where you notice sequence cues.(Literacy Workstations-authentic practice during small group differentiated instruction)

H- If you could be the world’s leading expert in an area, be the person people would call to learn all they could about your topic of expertise, what would you be an expert in? Tell your

partner/neighbor what you would like to become an expert on? In order to learn about the topic you would like to be an expert in, you would need to read informational text about what is already known.

## Informational Text Graphic Organizers

### Problem/Solution



Purpose: Sets up a problem and its solutions

Key Words: propose, conclude, the reason for, a solution for, the problem or question is

### Time/Order Chronological Sequence


Purpose: to show the order in which events happened.

Key Words: first, second, before, after, finally, next, then, also

\*\*Compendium if Strategies page 48

### Main Idea/Details

\*\*Compendium if Strategies page 58

Purpose: to organize information by main idea with supporting details.

Key Words: for example, in support of, examples, facts, several details,

### Experience 2: Question the Text: Learn to Ask Questions as You Read

**Focus Question:** Why is it important to ask questions while I read? When should I stop and notice if my questions are answered? What should I do when my questions are not answered?

**Learning Target:** I can ask questions while I read and notice when my question are answered.

**Performance Indicator:** The child using the questioning strategy in their independent reading (asking questions about what they are reading, moving post-its to the answers, or leaving them in their original spot if they are not answered).

**Learning Activities:**

**Connect and Engage**

- Explain the questioning strategy

**Model**

- Model the questioning strategy, sharing your questions and jotting them down.
- Explain that readers have different questions as well as similar ones that our questions are based on our background knowledge.
- Move the Post-it to the spot in the text that answers the question making explicit how some of our questions are answered and how our thinking evolves as we read.

**Guide**

- Invite kids to share their questions and notice if they were answered.
- Ask kids to jot down their questions and answers as you read.
- Begin to fill out an Anchor Chart headed Questions/Answers.

**Collaborate**

- Divide the class into groups of four to talk about the text and their thoughts and questions while you move around the classroom and listen in.

**Share the Learning**

- Gather as a large group and share the questions that the groups identified.
- Discuss strategies for answering questions such as rereading, reading on, using picture clues, and asking a friend.
- Explore ways to help figure out the meanings of unfamiliar words.
- Summarize the purpose of the lesson.

**Practice Independently**

- Send kids off to practice asking questions in their own text.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, monitoring comprehension, independent reading,

**Experience 2: Read To Discover Answers**

**Focus Question:** What strategies can I use to arrive at answers to my questions? In what ways can I keep questions in my mind while I am reading?

**Learning Target:**

- I can arrive at answers to my questions by using a variety of strategies.
- I can keep questions in my mind as I read in order to search for information that extends my thinking.

**Performance Indicator:** Conferences with students are an ideal way to assess whether or not students are able to hold questions in their mind while they read to discover the answer. Use a three column chart with students that is labeled Questions/Answers/How I found my answers to check for student understanding.

**Learning Activities:**

**Connect and Engage**

- Engage students with a compelling topic and engaging text.
- Brainstorm reading strategies for finding answers to our questions. **Model**

- Model asking questions during reading.
- Introduce the Questions/Answers/Strategies for answering questions form. (Three column chart labeled Questions/ Answers/ How I found my answers)
- Demonstrate how to find answers by reading on.
- Show how to answer questions by inferring and merging thinking with text clues.
- Write the answer to the question and the strategy used on the chart.

#### **Guide**

- Review strategies for answering questions.
- Invite students to practice inferring to answer questions.
- Answer questions by sharing and discussing background knowledge.
- Discuss how to find answers by using other sources for researching.

#### **Practice Independently**

- Send the kids off to ask and answer their own questions.
- Confer with individuals and pairs to support them to use these strategies to answer their questions.

#### **Share the Learning**

- Gather the whole group and invite partners to share how they found answers.
- Review strategies for answering questions.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, Graphic Organizer,

### **Experience 3: Ask Questions to Expand Thinking**

**Focus Question:** How does new information I am learning relate to my questions? What questions should I ask to resolve confusion and better understand ideas and issues? What types of questions can lead to more thoughtful investigation?

#### **Learning Target:**

- I can learn new information and relate it to my questions.
- I can ask questions when I am confused so that I can better understand complicated ideas and issues.
- I can ask questions so that I deeper my understanding and come up with new ideas for further information.

**Performance Indicator:** As students read their Post-its should be reflective of what they learned, and their lingering questions. The teacher should confer with students to assess and clarify student awareness of misconceptions or misunderstandings.

#### **Learning Activities:**

##### **Connect and Engage**

- Introduce the text and build kids' background knowledge.
- Incorporate kids' comments and background knowledge into the discussion.
- Think and talk about what we are learning and wondering to better understand the story.

##### **Model**

- Model learning and wondering using a two-column Anchor Chart.
- Model asking a question as a response to confusing information.
- Invite students to notice your thinking.
- Discuss answers to questions to clarify meaning and resolve confusion.

##### **Guide**

- Encourage students to write their own responses while you continue to read aloud.

- Ask kids to turn and talk before sharing their ideas. Add their responses and questions to the Anchor Chart.
- Introduce and define lingering questions.

#### **Collaborate**

- Ask students to gather in groups of four to discuss their responses.

#### **Share the Learning**

- Reassemble as a whole group, and ask students to share what they discussed in small groups.
- Encourage further investigation to answer lingering questions.
- Sum up the big ideas and the lessons learned.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, Post Its

**Experience 4: Profundity Fiction** –continue to review profundity at a physical plane, mental plane and moral plane while introducing profundity at a psychological plane.

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of narrative text?

#### **Learning Target:**

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

#### **Learning Activities:**

##### **Connect and Engage**

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model** (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)

- Physical Plane
- Mental plane
- Moral plane
- Psychological Plane
- Philosophical Plane

##### **Guide**

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of

thinking

### **Collaborate/Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

### **Share the learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, CoConstruct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies.

### **Experience 5: Profundity Nonfiction**

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of nonfiction text?

### **Learning Target:**

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

### **Learning Activities:**

#### **Connect and Engage**

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model** (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)

- Literal Plane
- Summary Plane
- Schema Plane
- Concept Plane
- Universal Plane

## **Guide**

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

### **Collaborate/ Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

### **Share the Learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, CoConstruct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies.

### **Additional Learning Experiences**

Text Features of Informational Text ---p. 51 Compendium of Strategies

Purpose and Details of Informational Text --- p. 52 Compendium of Strategies

## Informational Text

**GENRE:** Encyclopedia

**DEFINITION:**

A book, set of books, software, or web-based collection containing brief alphabetically arranged articles or entries on numerous topics covering either many branches of knowledge (comprehensive), or a specific subject field.

**PURPOSES:**

- To provide a general overview
- To provide historical or biographical information
- To provide additional supporting references
- To cross-reference topics
- To present prerequisite background knowledge needed to enable further inquiry

**CHARACTERISTICS:**

- Overview or summary of carefully researched important features/pivotal events related to a topic
- Topics arranged alphabetically
- Typically presented in volumes and updated regularly
- Nonfiction, informational reports
- Factual, objective, little bias
- Prefaces note the reasons for changes incorporated into the new edition
- Written in columns with guide words at the top of the page
- Entries may include statistical charts, illustrations, art reproductions, or photos to enhance the text
- Complementary, authentic and technical illustrations (e.g., photos, maps, etc.)
- Nonfiction features including: bold print, fact boxes, table of contents, indexes, headings, subheadings, charts and graphs, captions, abbreviations etc.

**Grade Level Instructional Scope for COMPREHENDING and USING the Genre and Text of an Encyclopedia**

Grade 3 (Genre Found in 5 <sup>th</sup> Grade Harcourt Trophies) Opportunities to teach:	
<b>Understanding the genre</b> <ul style="list-style-type: none"><li>• Text features</li><li>• Guide words</li><li>• Sophisticated alphabetical skills (by second, third letters, etc.)</li><li>• Column format</li><li>• Main and supporting ideas</li><li>• Interpretation of supporting graphics</li><li>• Timelines and other chronological displays</li><li>• Electronic links</li><li>• Fact versus opinion</li><li>• Historical accuracy</li></ul>	<b>Understanding and using the text</b> <ul style="list-style-type: none"><li>• Content area vocabulary and/or principles</li><li>• Connect, compare and contrast ideas, categorize, classify, draw parallels, graphically represent key ideas and details, summarize, retell, sequence events</li><li>• Reread</li><li>• Bibliographies and citations</li><li>• Questioning/ Inquiry</li><li>• Applying knowledge gained to content area questions or inquiries</li></ul>

## Informational Text

### **GENRE: (Magazine) Feature Article**

#### **DEFINITION:**

Original piece of nonfiction journalism that places an emphasis on people or social issues rather than straight facts or news. Feature articles are human interest pieces presented in newspapers and magazines.

#### **PURPOSE:**

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• To provide information of human interest</li><li>• To evoke an emotional response</li><li>• To provide another view on a topic</li><li>• To develop coherent understanding</li></ul> | <ul style="list-style-type: none"><li>• To provide more detail about a topic, issue, or event</li><li>• To highlight someone's achievement</li><li>• To introduce an upcoming event</li></ul> |
|--|---|

#### **CHARACTERISTICS:**

- Catchy or clever titles
- Human interest
- Centered around a big idea
- Provides the author's interpretation of the available researched information
- Often includes expert opinions and quotations
- Uses examples and stories
- Provides facts, laws, and statistics
- Original piece reflecting author's creativity and style
- Subheadings
- Captions
- Often organized as a compare/contrast, cause/effect, chronological, problem/solution/response, multiple perspectives, or pro/con piece
- Descriptive language
- Interesting introduction appealing to curiosity and emotion
- May include text features, such as graphs, diagrams, charts, or timelines, etc., to enhance understanding of central ideas
- Concluding section ties text ideas together without summarizing

**Fifth Grade**  
**Unit 5/Genres: Non-fiction and expository non-fiction**  
**Second Marking Period**  
**Duration: 4 Weeks**

**Science Connection** - force and motion  
**Social Studies Connection** - Colonial America  
**Comprehension Strategies** - Infer Meaning

**Harcourt Stories:**

*Iditarod Dream* (p.184; TE p. 184A ) Theme 2,

*Summer of Fire* (p.274; TE p. 274A) Theme 3,

*Oceans* (p.296; TE p. 296A) Theme3,

*Lewis and Clark* (p.676; TE p. 676A) Theme 6

**Stage 1: Identify Desired Results**

Established goals:

**R.IT.05.02** - identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.

- Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution

**R.CM.05.02** - Retell through concise summarization grade-level narrative and informational text.

- Keep mental summaries of text while listening (often over several days)

**R.WS.05.03** - automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

**R.WS.05.04** - know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.05.05** - Acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and knowledge of word origins.

- Recognize and actively work to learn the meaning of new vocabulary words, including complex, specialized, and technical words
- Use word parts to derive the meaning of a word

**R.WS.05.06** - fluently read beginning grade-level text and increasingly demanding text as the year proceeds.

**R.MT.05.02** - Plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.

- Use underlying structures to present different kinds of information (established sequence, temporal sequence, compare and contrast, problem, cause and effect)
- Use word parts to derive the meaning of a word

**R.AT.05.01** - be enthusiastic about reading and do substantial reading and writing on their own

*What understandings are desired?*

Students will understand that:

1. Readers can use text patterns to aid in comprehension of informational text.
2. Informational text is read differently than narrative text.

*What essential questions will be considered?*

1. Can I always predict the consequences of my actions?
2. What consequences can I control?
3. How can information and facts be used to change or inform my opinion?

**Essential Questions (Skill/Strategy Based)**

**Infer Meaning (Skill/Strategy Based)**

How do we use background knowledge and text clues to infer the unfamiliar meaning of words and text?

**Word Study/Vocabulary**

How do I use structure, syntax, and context of words to make meaning of text?

**Scaffolding Questions (Skill/Strategy Based)**

**Infer Meaning**

1. How do I infer to find the meaning of new words?
2. When do I think about what I know and merge it with the information?
3. Where do I find evidence in the text to support my inference?
4. When do I read between the lines to get at deeper meaning?
5. How do I use text features to make inferences?
6. How do I use text clues to infer answers?
7. How do I infer the themes from evidence and clues in the text?

**Word Study/Vocabulary**

1. How do I use word structure to decode compound words? (Summer of Fire)
2. How do I use word knowledge to identify synonyms? (Summer of Fire)
3. How do I distinguish and interpret multiple meaning words? (Summer of Fire)
4. How do I use letter patterns *-ight* and *-aight* to decode words? (Oceans)
5. How do I use antonyms as clues to decode unfamiliar words? (Oceans)
6. How do I identify accented and unaccented syllables in multi-syllable words? (Lewis and Clark)
7. How do I decode words with three syllables? (Lewis and Clark)
8. How do I use knowledge of word relationships to determine and interpret analogies? (Lewis and Clark)
9. When do I use connotative meanings of words? Why do authors use connotative meanings? (Lewis and Clark)
10. How do I apply knowledge of words and their meanings to distinguish and interpret a word that has multiple meanings? (The Iditarod Dream)
11. How do I decode multi-syllable words with unaccented syllables and the *schwa* sound? (The Iditarod Dream)
12. How do I clarify meaning of homographs? (Iditarod Dream)

*What key knowledge and skills will students acquire as a result of this unit?*

Students will know:

**R.IT.05.01**

- Structure
- Elements
- Features
- Style
- Purpose
- Informational genre
- Advertisement
- Experiments
- Editorials
- Atlas

**R.CM.05.02**

- Summarization
- Narrative text
- Informational text

**R.WS.05.03**

- Words

**R.WS.05.04**

- Meanings of words
- Reading contexts

Oral language contexts

**R.WS.05.05**

- Strategies
- Unknown words
- Unknown word parts
- Meaning
- Derivatives
- Affixes
- Word origins

**R.WS.05.06**

- Grade-level text

**R.MT.05.02**

- Skills
- Strategies
- Processes
- Meaning
- Text type
- Genre
- Writing purpose
- Theory/evidence
- Cause/effect
- Organizational patterns

Students will be able to:

**R.IT.05.01**

- (4) Analyze

**R.CM.05.02**

- (1) Retell (narrative and informational text)
- (2) Summarize (narrative and informational text)

**R.WS.05.03**

- Recognize (frequently encountered words)
- Read (fluently)
- Increase WPM (steadily)

**R.WS.05.04**

- (2) know (meanings of words)

**R.WS.05.05**

- (2) acquire (strategies)
- (3) apply (strategies)
- (1) identify (unknown words and word parts)
- (3) construct (meaning)
- (4) analyze (derivatives)
- (1) define (meanings of affixes)

**R.WS.05.06**

- (1) Read (fluently)

**R.MT.05.02**

- (6) plan (skills, strategies, processes)
- (5) monitor (skills, strategies, processes)
- (5) regulate (skills, strategies, processes)
- (5) evaluate (skills, strategies, processes)
- (6) construct (meaning)
- (2) convey (meaning)
- (5) select (text type)
- (3) use (theory/evidence, cause/effect, organizational patterns)

**R.AT.05.01**

- Reading
- Writing

**R.AT.05.01**

- Be enthusiastic
- (3) Read
- (3) Write

## Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand?*

### **Performance Indicators: Infer Meaning (Strong=3, Some Evidence=2, Little Evidence=1)**

- Uses the context to infer the meaning of unfamiliar words and concepts.
- Merges background knowledge with text clues to draw conclusions.
- Uses inferring to interpret the deeper meaning of language.
- Uses inferring/visualizing to gain meaning from text features and visuals.
- Uses text evidence to infer the answers to questions.
- Uses text evidence to infer big ideas and themes.

### **Infer Meaning: Assess by reviewing student Graphic Organizers, and conferring to check for understanding.**

1. Review the four column form to see if students made reasonable inferences about word meaning, considered the clues that led them to infer the meaning, wrote sentences that demonstrated understanding.
2. Assess students' understanding by listening to their discussion through out the lesson.
3. Review the students' two column forms to see if they are making reasonable inferences from the text information, placing their facts and inferences in the correct columns, and if they are merging background knowledge with text clues to come up with inferences.

### **Inferring: Rubric**

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	No response/inference.
2	Attempts a prediction or conclusion that is inaccurate or unsubstantiated with text information.
3	Draws conclusions or makes predictions that are consistent with text or schema.
4	Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction in text.
5	Develops predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge, ideas, or beliefs that enhance the overall meaning of the text and make it more memorable to the reader. Discusses why/how inferences help him or her understand better.

### **Inferring: Oral Assessment**

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

A. Choose from narrative text or expository text for question A.

- For narrative text: When you read (or heard me read) could you predict what was about to happen? Why did you make that prediction? Can you find something in the book that

helped you to make that prediction? What do you already know that helped you make that prediction?

- For expository text: In addition to what you have read (or heard me read) so far, what do you think the author wants you to know or learn at this point in the text?
- B. Select an event or fact from the text that calls for a conclusion, opinion, or interpretation. Refer to the event or fact when asking the following questions.
- What did the author mean by \_\_\_\_\_? What details in the text help you to know that? What do you already know that helped you to decide that?
- C. What do you know about this text that the author didn't write?
- D. Choose one of the questions below to ask the students:
- We have just talked about inferring. (Restate one of the child's conclusions, opinions, interpretations, or predictions and identify it as an inference.) What do you understand about this text now that you didn't understand before?
  - Why do readers understand better when they infer? Why should readers infer? How does inferring help a reader understand a text better?

### Inferring: Written Assessment

**Directions:** Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. For narrative text: Can you predict what is about to happen? Why did you make that prediction? Can you identify something in the book that helped you to make that prediction? What do you already know that helped you to make that prediction?
- B. For expository text: In addition to what you have read so far, what do you think the author wants you to know or learn at this point in the text?
- C. What do you know about this text that the author didn't write?
- D. Choose one of the questions below to answer:
- You have just written about your inferences. What do you understand about this text now that you didn't understand before?
  - Why do readers understand better when they infer? Why should readers infer?
  - How does inferring help a reader understand a text better?

### Observation Notes

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\*complete a Performance Task Blueprint for each task

*Other Evidence (quizzes, texts, prompts, observations, dialogues, work samples, etc.):*

Benchmark Assessment System 2

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

*Student Self-Assessment and Reflection:*

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- Rethink
- Revise
- Redo
- Rehearse
- Refine

## Stage 3: Plan learning experiences and instruction Instructional Sequence

### *Gradual Release of Responsibility*

#### **Learning Activities:**

#### **Experience 1: Infer the Meaning of Unfamiliar Words**

**Focus Question:** What equation can I use to make an Inference? How can I use context and visual features to infer meaning?

#### **Learning Target:**

- I can make inferences using  $BK+TC=I$ .
- I can visualize features to make an inference.
- I can use context to infer meaning of unfamiliar words.
- I can use new vocabulary in sentences to demonstrate my understanding.

**Performance Indicator:** Review the four column form to see if students made reasonable inferences about word meaning, considered the clues that led them to infer the meaning, wrote sentences that demonstrated understanding. Assess students' understanding by listening to their discussion through out the lesson.

#### **Learning Activities:**

#### **Connect and Engage**

- Explain Inferring.
- Teach an equation for inferring to make inferring concrete and to support kids as they try to make their own inferences.
- Explain how to use the strategy of inferring to figure out unfamiliar words in context.

#### **Model**

- Model how to infer the meaning of unfamiliar words and use a form to help kids understand and remember the meanings. (A four column chart labeled word/inferred meaning/clues/sentence)

#### **Guide**

- Support kids as they read and infer the meaning of unfamiliar words.
- Explain how readers use the features to visualize and infer meaning.
- Introduce and explain the idea of Word Keepers.

#### **Collaborate**

- Have kids work together in pairs to read through the text and practice inferring the meaning of words as they fill in their charts.
- Give away a word to remind students what it means to be a Word Keeper.

#### **Share the Learning**

- Invite kids to share their four-column forms with new words and concepts and explain the process for figuring them out.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, Graphic Organizer, Word Keepers

Word keepers is an active participation strategy. Give a child a 3x3 post-it with a word on it, the child is responsible for the spelling, meaning, and the part of speech. Give out words that you would use over and over again in literacy (i.e. background knowledge, synthesize, Inference, or content specific words.) This is a great active literacy strategy to use from the beginning of the year.

#### **Experience 2: Infer with Text Clues**

**Focus Question:** How can I read with a question in mind? How do I use the facts to infer the answer to specific questions?

**Learning Target:**

- I can use background knowledge and text clues to make inferences and draw conclusions.
- I can read with a question in mind.
- I can use the facts to infer and answer to a specific questions.

**Performance Indicator:** Review the students' two column forms to see if they are making reasonable inferences from the text information, placing their facts and inferences in the correct columns, and if they are merging background knowledge with text clues to come up with inferences. We also assess students' understanding by listening to their discussion throughout the lesson and sharing piece.

**Learning Activities:****Connect and Engage**

- Engage kids and build background knowledge.
- Show how to infer from features, photographs, and artifacts.
- Talk with students about making inferences based on insufficient information.
- Explain that the more text clues readers have, the better the inference is likely to be.

**Model**

- Think aloud about how we read with a focus question in mind and infer to come up with an answer.
- Model inferring by reading and recording facts and inferences on a Facts/Inferences form (a two column graphic organizer labeled Facts in the first column, and Inferences in the second column.).

**Guide**

- Continue to read and guide the discussion as kids talk and record their thinking on the Facts inferences form (T chart. On the left the kids write Facts and on the right side the kids write Inferences).

**Collaborate**

- Encourage students to work with a partner and respond to the article keeping our focus question in mind.

**Practice Independently**

- Encourage students to practice the strategy with their own reading

**Share the Learning**

- Wrap up the lesson and summarize the purpose.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, partner discussion, co constructed anchor chart, Independent Reading, using a graphic organizer, Conferring with students

**Experience 3: Tackle the Meaning of Language**

**Focus Question:** How can I use context and background knowledge to infer meaning from a poem's words, lines, and phrases? What does it mean to move beyond the literal interpretation of a poem? How do I share my understanding of a poem's deeper understanding?

**Learning Target:**

- I can use context and background knowledge to infer the meaning of a poem's words, lines, and phrases.
- I can apply the strategy of inferring to move beyond the literal interpretation of a poem.
- I can articulate my understanding about the poem's deeper meaning by sharing my inferences, questions, and interpretations.

**Performance Indicator:** It is important to record student conversations during this lesson because it is important for developing readers to read, write, and talk about thinking. Also use the Comments/Strategies form to assess understanding.

**Learning Activities:**

## Connect and Engage

- Discuss the idea that poems can be nonfiction. Share background knowledge about the topic.
- State the purpose of the lesson: to infer meaning from the poem's language.

### Model

- Ask a question and infer meaning using background knowledge.
- Think back to answer the original question.

### Guide

- Think through the poem together.
- Record thinking on the Comments/Strategies chart, (a two column graphic organizer that has the first column labeled student comments, and the second column labeled strategies).
- Sum up big ideas and share.

### Practice Independently

- Provide another poem for students to interpret on their own.

### Share the Learning

- Share thinking and interpretations in small groups.
- Small groups share their thinking and interpretations with the entire class.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, Independent Reading, co constructed anchor chart,

## Experience 4: Crack Open Features

**Focus Question:** What is the purpose of subheads and titles? How can I infer the meaning of subheads and titles? What is the difference between standard and inferential subheads and titles?

### Learning Target:

- I can use my background knowledge to infer the meaning of inferential subheads and titles.
- I can distinguish between standard and inferential subheads and titles.

**Performance Indicator:** Collect the books and magazines students used and read the post-its to see when they noticed inferential subheads and used them to get the idea of what the section would be about. In writing in response to reading ask them to write their own response and to put a subhead on it.

### Learning Activities:

#### Connect and Engage

- Engage kids in a study of subheads and titles.

#### Model

- Explain subheads and model your thinking using an overhead transparency of text with different types of subheads.
- Show how to distinguish between standard subheads and inferential ones.
- Invite kids to turn and talk about the differences between these two types of subheads.

#### Guide

- Lift the text for shared reading to contrast standard subheads with inferential ones.
- Invite the kids to talk together as you circulate and listen in.

#### Practice Independently

- Give kids directions so that they can independently find both standard and inferential subheads and titles and define them on Post-its.
- Share your own Post-it as a model.

#### Share the Learning

- Gather the kids back together to share their thinking.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, Shared Reading, Independent Reading, Post-its

### **Experience 5: Read with a Question in Mind**

**Focus Question:** What is an authentic question? What strategies do I use to answer my questions?

#### **Learning Target:**

- I can ask authentic questions.
- I can read and make inferences to answer my questions.
- I can discuss the strategies I used to answer my questions.

**Performance Indicator:** Assess students by conferring with them about their thinking as you go. Clarify and extend student thinking in their small group discussions so that they realize that there can often be more than one answer to a question, that headings can help them make inferences to answer their questions, that illustrations help navigate text, and that new information should lead to new thinking. Ask students to write a brief response to something new they learned, or collect student Post-its to review questions they had in mind while reading.

#### **Learning Activities:**

##### **Connect and Engage**

- Get kids engaged with the topic.
- Discuss background knowledge.
- Wonder about the text.
- Ask kids to turn and talk about what they think.
- Share and list kids' questions.

##### **Model**

- Model how to answer the original questions.
- Skim and scan headings, confirm inferences.
- Put information into own words.

##### **Guide**

- Work together to read the text and answer questions.
- Review the strategies I notice the kids using to answer questions.
- Note that there can be more than one answer to a question.

##### **Practice Independently**

- Guide and confer with students as they work in small groups to answer their questions.

##### **Share the Learning**

- Create and Anchor Chart to recap the strategies we used to answer our questions.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, Independent Reading, Post-its

## **Experience 6 and 7 Profundity Nonfiction**

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of nonfiction text?

### **Learning Target:**

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

### **Learning Activities:**

#### **Connect and Engage**

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model** (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)

- Literal Plane
- Summary Plane
- Schema Plane
- Concept Plane
- Universal Plane

#### **Guide**

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

#### **Collaborate/ Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

#### **Share the Learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, CoConstruct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies.

## Typical Characteristics of Informational Text

### **GENRE: Informational Genres**

### **DEFINITION:**

Non-fiction texts that provide information about people, places, events, or things; or that tell the reader how to do something.

### **PURPOSES:**

- To inform
- To provide ideas, facts and principles related to the physical, biological or social world
- To provide an account related to an historical event or the life of an individual
- To persuade
- To report

### **CHARACTERISTICS:**

- Nonfiction, factual information that is accurate and structured around a central idea based upon purpose, which is composed following an inquiry

### **Common Types:**

- Recounts
- Reports
- Procedurally or sequentially ordered texts
- Persuasive texts
- Reference materials
- Journalistic texts
- Human Interest Articles
- Autobiographical/biographical narratives
- Essays
- Variety of newspaper and magazine pieces

### **Common Features:**

<ul style="list-style-type: none"><li>• Abbreviations</li><li>• Acknowledgements</li><li>• Annotations</li><li>• Appendices</li><li>• Asterisks</li><li>• Author's pages</li><li>• Bibliographies</li><li>• Blurbs</li><li>• Bullets</li><li>• Use of boldface text</li><li>• Captions</li><li>• Chapter headings</li><li>• Chapter summaries</li><li>• Charts</li><li>• Checklists</li><li>• Codes</li><li>• Conclusions</li><li>• Diagrams</li><li>• Directions</li><li>• Endnotes</li></ul>	<ul style="list-style-type: none"><li>• Figures</li><li>• Footnotes</li><li>• Forewords</li><li>• Glossaries</li><li>• Graphics</li><li>• Graphs</li><li>• Headings and subheadings</li><li>• Icons</li><li>• Indexes</li><li>• Introductions</li><li>• Keys and legends</li><li>• Labels</li><li>• Maps</li><li>• Marginal notes</li><li>• Narrative structures (e.g., autobiography/ biography)</li><li>• Paragraphs</li><li>• Parentheses</li><li>• Prefaces</li></ul>	<ul style="list-style-type: none"><li>• Photographs, pictures and illustrations</li><li>• Procedures</li><li>• Quotes</li><li>• References</li><li>• Rhetorical questions</li><li>• Steps</li><li>• Subheadings</li><li>• Summaries</li><li>• Subtitles</li><li>• Symbols</li><li>• Tables</li><li>• Table of contents</li><li>• Text structures</li><li>• Timelines</li><li>• Titles</li><li>• Title Pages</li><li>• Transitional language</li><li>• Writer's craft</li></ul>
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**Best Practices and Teaching Opportunities for COMPREHENDING the Genre and Text of Informational Pieces**

<p align="center"><b>Grades K-8</b></p>	<p align="center"><b>Grades K-8</b></p>
<p align="center"><b>Opportunities to teach:</b></p> <p><b>Understanding the genre</b></p> <ul style="list-style-type: none"> <li>• Information accuracy based on date published</li> <li>• Bias/credibility of authors and sources</li> <li>• Application of knowledge gained to novel problems or questions</li> <li>• How to locate and choose texts</li> <li>• Planned work (with subject, theme and unity)</li> <li>• Identification of the text’s purpose</li> <li>• Purposeful use of literary devices</li> <li>• Examination of models providing interesting and genre-specific features</li> <li>• Text and informational genre structures</li> <li>• Understanding of elements</li> <li>• Comparing and contrasting</li> <li>• Categorizing and understand genre by author’s purposes</li> <li>• Classifying</li> <li>• Predicting</li> <li>• Genre specific terminology</li> <li>• Text patterns</li> </ul>	<p align="center"><b>Opportunities to teach:</b></p> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"> <li>• Content area literacy strategies</li> <li>• Comprehension skills</li> <li>• Personal response</li> <li>• Reflecting</li> <li>• Making connections</li> <li>• Demonstrating understanding</li> <li>• Inferring</li> <li>• Summarizing, synthesizing, concluding</li> <li>• Critiquing, analyzing, evaluating</li> <li>• Drawing parallels across time and culture</li> <li>• Predicting</li> <li>• Note-taking</li> <li>• Constructing mental images</li> <li>• Representing ideas in text</li> <li>• Taking effective notes</li> <li>• Questioning the author and text</li> <li>• Rereading</li> <li>• Constructing mental images</li> <li>• Understanding technical or academic vocabulary</li> <li>• Listening-to-learn strategies</li> <li>• Writing-to-learn strategies</li> <li>• Effective use of graphic organizers</li> <li>• Self-monitoring of comprehension and thinking and reasoning about knowledge</li> <li>• Discussing</li> <li>• Finding evidence</li> <li>• Critical evaluation</li> </ul>

## Fifth Grade

Unit 6/Genre: Realistic Fiction, letters, personal narratives, anecdotes

Third Marking Period

Duration: 5 Weeks

**Science Connection** - objects in the sky

**Social Studies Connection** - Revolutionary War

**Comprehension Strategies**- Determine Importance

**Harcourt stories:**

*Hot and Cold Summer* (Student Edition p. 20; TE p. 20A) Theme 1,

*Yang the Third* (Student Edition p. 70; TE p. 70A) Theme 1,

*Dear Mrs. Parks* (Student Edition p. 90; TE p. 90A) Theme 1,

*Woodsong* (Student Edition p. 202; TE p. 202A) Theme 2,

*Off and Running* (Student Edition p. 490; TE p. 490A) Theme 5,

*Dear Mr. Henshaw* (Student Edition p. 534; TE p. 534A) Theme 5,

*Frindle* (Student Edition p. 564; TE p. 564A) Theme 5

### Stage 1: Identify Desired Results

Established goals:

**R.NT.05.01** - analyze how characters and community reflect life (in positive and negative ways) in classic, multi-cultural, and contemporary literature recognized for quality and literary merit.

- Follow complex plots, tracking multiple events and gathering information about many characters and their traits and relationships
- Think critically about realistic fiction texts in terms of authenticity of characters, accurate portrayal of current issues, appropriate voice and tone
- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective

**R.CS.05.01** - Develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the qualities and accuracy of their own writing and the writing of others. Identify attainment of intended purpose to interpret authors' viewpoints, and determine effect on classroom or school-wide audiences.

- Notice what makes writing effective and name the craft or technique
- Self-evaluate own writing and talk about what is good about it and what techniques were used
- State was learned from each piece of writing
- Seek feedback on writing

**R.CM.05.03** - Analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

- Access information and develop new concepts and ideas from reading
- Change opinions or understandings based on new information or insights gained from fiction or nonfiction texts
- Make connections to others texts by topic, major ideas, authors' styles, and genres
- Identify and discuss cultural and historical perspectives that are in conflict in the text or that are different from their own perspective

**R.WS.05.03** - automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

**R.WS.05.04** - know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.05.05** - Acquire and apply strategies to identify unknown words or word parts, and construct meanings by analyzing derivatives, defining meanings of affixes, and knowledge of word origins.

- Add new vocabulary words to known words and use them in discussion and in writing
- Break words into syllables to read or write them
- Use word parts to derive meaning of a word

**R.WS.05.06** - fluently read beginning grade-level text and increasingly demanding text as the year proceeds.

**R.AT.05.01** - be enthusiastic about reading and do substantial reading and writing on their own.

*What understandings are desired?*

Students will understand that:

1. The author's purpose and perspective help aid our comprehension while reading.
2. Quality literature has specific criteria.
3. Realistic fiction reflects life.
4. Merely jotting down facts isn't enough, and that recording their questions and responses helps to understand text better.
5. Responding to reading requires a variety of responses such as connections, reactions, and inferences.
6. Summarizing information that is important to remember and merge their thinking with it.
7. 7. Structural, Syntactic, and Semantic cues can be used to determine the meaning of unknown words.

*What essential questions will be considered?*

1. How do individual decisions impact a community?
2. How can understanding genre and text structure help comprehension?

**Determine Importance (Skill/ Strategy Based)**

How do we use our background knowledge, our purpose for reading to determine what is important in a text?

**Word Study/ Vocabulary:**

How does word structure and sentence structure determine the meaning of unfamiliar words?

**Determine Importance (Skill/ Strategy Based)**

1. How do I remember to write down my facts, questions, and responses?
2. Where do I find answers to my questions?
3. What information do I underline, code, and put into my own words?
4. How do I sort important information from interesting details?
5. How do I explain the difference between my point of view and the author's?
6. How do I use the supporting details to get to a bigger idea?

**Word Study/ Vocabulary (Word Structure)**

1. How do I decode multi-syllable words using syllables and stress? (Off and Running)
2. How do I use prefixes *pre-* and *pro-* to help determine the meaning of words? (Off and Running)
3. How do I use what I know about the relationship of words to identify and interpret analogies? (Off and Running)
4. How can I identify Spanish words that have come into common use in English to help me understand

	<p>the meaning of words? (Off and Running)</p> <ol style="list-style-type: none"> <li>5. How do I use inflectional endings with <i>-ed</i> and <i>-ing</i> to help decode words? (Dear Mr. Henshaw)</li> <li>6. How do I distinguish and interpret words with multiple meanings? (Dear Mr. Henshaw)</li> <li>7. How does understanding connotation help express ideas more precisely? (Dear Mr. Henshaw)</li> <li>8. How do I decode multi-syllable words with V-C-C-V and V-C-C-C-V syllable patterns? (Frindle)</li> <li>9. How do I determine the meaning of words that sound the same but have different spellings and meanings? (Frindle)</li> <li>10. How do I recognize that different words have similar meanings? (Frindle)</li> <li>11. How do I use word structure to determine and clarify meaning? (The Hot and Cold Summer, Yang the Third)</li> <li>12. How do I use my knowledge of prefixes and suffixes to decode words? (The Hot and Cold Summer, Yang the Third)</li> <li>13. How do I use the C-V-C, pattern vowels before <i>-r</i>, ending with consonant <i>-e</i>, and V-V spelling pattern to decode multi-syllable words? (The Hot and Cold Summer, Yang the Third, Dear Mrs. Parks, Woodsong)</li> <li>14. How do I identify the formation of antonyms and frequently used antonyms? (The Hot and Cold Summer, Woodsong)</li> <li>15. How does my knowledge of word origins help determine the meaning of unknown words? (The Hot and Cold Summer, Yang the Third, Dear Mrs. Parks)</li> <li>16. How do I use my knowledge of the relationship of words to determine and interpret analogies? (Yang the Third, Woodsong)</li> <li>17. How do I use familiar patterns to decode words? (Dear Mrs. Parks)</li> <li>18. How does the author's use of language contribute to the overall quality? (Woodsong)</li> </ol>
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*What key knowledge and skills will students acquire as a result of this unit?*

<p>Students will know:</p> <p><b>R.NT.05.01</b></p> <ul style="list-style-type: none"> <li>• Characters</li> <li>• Communities</li> <li>• Life</li> <li>• Literature</li> <li>• Merit</li> </ul> <p><b>R.CS.05.01</b></p> <ul style="list-style-type: none"> <li>• Standards</li> </ul>	<p>Students will be able to:</p> <p><b>R.NT.05.01</b></p> <ul style="list-style-type: none"> <li>• (4) Analyze (how characters and communities reflect life)</li> </ul> <p><b>R.CS.05.01</b></p> <ul style="list-style-type: none"> <li>• (6) develop (standards and rubrics)</li> </ul>
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- Rubrics
- Writing
- Purpose
- Viewpoints
- Effect
- Audiences

**R.CM.05.03**

- Global themes
- Universal truths
- Principles
- Understanding
- Conclusions
- Inferences

**R.WS.05.03**

- Words

**R.WS.05.04**

- Meanings of words
- Reading contexts

Oral language contexts

**R.WS.05.05**

- Strategies
- Unknown words
- Unknown word parts
- Meaning
- Derivatives
- Affixes
- Word origins

**R.WS.05.06**

- Grade-level text

**R.AT.05.01**

- Reading
- Writing

- (5) discuss (standards and rubrics)
- (3) apply (standards and rubrics)
- (5) assess (qualities and accuracy)
- (1) identify (attainment of purpose)
- (4) interpret (authors' viewpoints)
- (4) determine (effect)

**R.CM.05.03**

- (4) Analyze (global themes, universal truths, principles)
- (5) Draw conclusions
- (3) Make inferences
- (6) Synthesize

**R.WS.05.03**

- Recognize (frequently encountered words)
- Read (fluently)
- Increase WPM (steadily)

**R.WS.05.04**

- (2) know (meanings of words)

**R.WS.05.05**

- (2) acquire (strategies)
- (3) apply (strategies)
- (1) identify (unknown words and word parts)
- (3) construct (meaning)
- (4) analyze (derivatives)
- (1) define (meanings of affixes)

**R.WS.05.06**

- (1) Read (fluently)

**R.AT.05.01**

- Be enthusiastic
- (3) Read
- (3) Write

## Stage 2: Determine acceptable evidence (Diagnostic, Formative, Summative Assessments)

*What evidence will show that students understand?*

### **Performance Indicators: Determining Importance: (Strong=3, Some Evidence=2, Little Evidence=1)**

- Merges thinking, questions, and responses with the information (FQR note taking)
- Sorts and sifts the information to answer a question.
- Codes the text to hold thinking, paraphrases, and records important information.
- Separates interesting details from bigger ideas and important information.
- Distinguishes between the reader's perspective and the author's perspective.
- Identifies and uses supporting details to come up with the bigger ideas.

### **Determining Importance in Text: Rubric**

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	No response, random guessing, inaccurate attempt to identify important elements.
2	Identifies some elements (primarily pictures) as more important to text meaning; isn't sure why these elements are important to overall meaning.
3	Identifies words, characters, and/or events as more important to overall meaning and makes some attempt to explain reasoning in expository text; uses text features such as bold print and captions to identify importance; explains why the concepts are important.
4	Identifies at least one key concept, idea, or theme as important in overall text meaning and clearly explains why.
5	Identifies multiple ideas or themes; may attribute them to different points of view; discusses author's stance or purpose and its relation to key themes and ideas in the text.

### **Determining Importance in Text: Written Assessment**

**Directions:** Answer some questions about what you think about while you read. Use the space below each question to write your answer.

- A. Are there some parts of this text that are more important than the others? Which ones? Why do you think they are the most important?
- B. What do you think the author thinks is most important so far in this text? What signals or clues did the author use to make you think that was important?
- C. Choose one of the questions below to answer:
  - You have just written about ideas, themes, words, pictures, and other parts of the text. How does thinking about the more important parts help you to understand the text better?
  - Do you think or do anything while you are reading that helps you remember the important parts?
  - Do you ever have trouble remembering what is important after you read? How do you

solve that problem?

### Determining Importance in Text: Oral Assessment

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

- A. Are there some parts of this text that are more important than the others? Which ones? Why do you think they are the most important?
- B. What do you think the author thinks is the most important part so far in the text? What signals or clues did the author use to make you believe \_\_\_\_\_ (restate student's response) was important?
- C. Choose one of the following:
- We have just talked about parts of the text (restate student's response) that you feel are important. How does thinking about the more important parts help you to understand the text better?
  - Do you think or do anything while you are reading that helps you remember the important parts?
  - Do you ever have trouble remembering what is important after you read? How do you solve that problem?

**Note** If assessing all of the comprehension strategies, repeat the "Thinking Aloud" Assessment (page 52) with a continuation of the text that the student is reading. Then, continue with the remaining assessments. If assessing only the "Determining Importance in Text" strategy, you do not need to reassess the "Thinking Aloud" process at this time.

**Note** Determining importance in text is also related to main idea and summarizing.

*Other Evidence (quizzes, texts, prompts, observations, dialogues, work samples, etc.):*

Benchmark Assessment System 2

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

*Student Self-Assessment and Reflection:*

- Rethink
- Revise
- Redo
- Rehearse
- Refine

## Stage 3: Plan learning experiences and instruction Instructional Sequence

### *Gradual Release of Responsibility*

#### **Experience 1: Spotlight New Thinking**

**Focus Question:** How does the FQR strategy help me merge my thinking and take notes when reading nonfiction text? What strategies do I use to think of a response to my reading?

#### **Learning Target:**

- I can apply the FQR strategy when reading nonfiction text.
- I can use a variety of comprehension strategies in response to text.

**Performance Indicator:** Review student FQR charts and assess students by looking for student work that shows accurate facts, questions, and responses, as well as questions that clarify confusion, and are authentic. The response column should reflect student understanding of several strategies (connections, new learning, inferences, and reactions).

#### **Learning Activities:**

#### **Connect and Engage**

- Capture the kids' attention with an engaging text.
- Explain the FQR chart as a note taking tool.

#### **Model**

- Explain how you will think aloud and record facts, questions, and responses on the FQR chart.
- Model and explain your recording of facts and questions.
- Model and explain what kind of thinking goes in the response column.

#### **Guide**

- Ask the kids to jot down facts, questions, and responses as you reason through the text together.

#### **Collaborate**

- Initiate partner work and jigsawing.

#### **Share the Learning**

- Summarize the purpose and wrap up the lesson.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, monitoring comprehension

#### **Experience 2: Record Important Ideas**

**Focus Question:** How do I organize and record Information? What feeling do I use to respond to information? What is a lingering question?

#### **Learning Target:**

- I can record authentic information and ideas.
- I can respond to information with questions, interpretations, and feelings.
- I can ask and explore lingering questions.

**Performance Indicator:** Use student FQR charts as evidence of recording authentic information,

responses, and ability to identify lingering questions.

### **Learning Activities:**

#### **Connect and Engage**

- Introduce historical fiction and discuss background knowledge about the time period.
- Explain the Author's Note-how it furthers our understanding.

#### **Model**

- Read the story and model facts, questions, and responses on an Anchor Chart.

#### **Guide**

- Work together to take notes on the FQR chart. A FQR chart is a three column chart that has one column labeled Facts, the middle column labeled Questions, and the third column Responses).
- Discuss kids' questions about and responses to the information.

#### **Collaborate**

- Confer with pairs and small groups to discuss ideas and support kids to expand their thinking.
- Reread to correct misconception.
- Read closely to clarify issues raised by the text.
- Discuss how thinking changes over the course of the story.

#### **Share the Learning**

- Invite students to return to the group and share lingering questions.
- Discuss how lingering questions encourage our own interpretations of further investigations.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, Graphic Organizer

### **Experience 3: Target Key Information**

**Focus Question:** How can I code text to leave tracks of my thinking? What does it mean to paraphrase information?

#### **Learning Target:**

- I can code the text to leave tracks of my thinking.
- I can paraphrase to record information so that I can remember it.
- I can acquire new knowledge and merge it with my thinking.

**Performance Indicator:** Look at student coded text, confer with students to see if they are able paraphrase their thoughts from the text.

### **Learning Activities:**

#### **Connect and Engage**

- Explain why we merge our thinking with the text information, preview the text, and leave tracks of our thinking by coding text.

#### **Model**

- Show how you access background knowledge

- Code the text, recording background knowledge, questions, and responses.
- Paraphrase, or put information into your own words.

#### **Guide**

- Think through the text together to paraphrase important information

#### **Collaborate**

- Work together to record thinking.

#### **Practice Independently**

- Study text feature and code thinking about a map.

#### **Share the Learning**

- Share out how information from text and features supports understanding.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart

### **Experience 4: Determine What to Remember**

**Focus Question:** What is the difference between interesting details and important information? How do I summarize information and merge my previous thinking with it?

#### **Learning Target:**

- I can distinguish between interesting details and important information.
- I can summarize information that is important and merge it with my thinking.

**Performance Indicator:** Review student graphic organizers and look for a brief summary of information from a chapter, written in the students' own words, a clear distinction between important information and interesting details, thoughtful responses, and questions that spurred further research.

#### **Learning Activities:**

##### **Connect and Engage**

- Introduce the note taking form for sorting and sifting information.(The Anchor Chart and graphic organizer should be a 3-column chart labeled important information in the first column, interesting details in the second column, and My thinking in the third column).

##### **Model**

- Kids model distinguishing what's important from what's interesting.

##### **Guide**

- Think through the text together to sort and sift information.
- Discuss the thinking behind the information.

##### **Practice Independently**

- Summarize the columns on the chart to review.
- Kids work independently to sort and sift information from the text.

##### **Share the Learning**

- Wrap up the lesson and summarize the purpose.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed

anchor chart, Graphic Organizer

### **Experience 5: Distinguish Your Thinking From the Author's**

**Focus Question:** How can I determine what the author is trying to convey? What is the purpose of signal words and verbs in bridging background knowledge and the meaning of the text?

#### **Learning Target:**

- I can identify and summarize the author's perspective as well as my own.
- I can recognize the purpose of signal words.

**Performance Indicator:** Collect student word and look for what the reader thinks and what the author thinks. Accept whatever the student thinks as that is up to them and look for big ideas and important information when you are looking for what the author thinks.

#### **Learning Activities:**

##### **Connect and Engage**

- Engage the kids by explaining that what the reader thinks is most important is not always the same as what the writer is trying to convey.

##### **Model**

- Show how to read through a piece of text, noticing what you think is most important and comparing that to what the article is mainly about.

##### **Guide**

- Guide the kids through the process of reading and thinking about their understanding while considering the author's perspective.
- Explain signal words and how readers must be prepared to stop, think, and react when they come across words that signal important information.

##### **Practice Independently**

- Read, write, and talk. Give kids an opportunity to chose a piece of text to read on their own and consider what they think is important and how it compares to what the writer is trying to convey.

##### **Share the Learning**

- Invite the kids to share what they have learned.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, Read, write, and talk.

**Experience 6 and 7 Profundity Fiction-** continue to review profundity at a physical plane, mental plane and moral plane, and psychological plane while introducing profundity at a philosophical plane.

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of narrative text?

#### **Learning Target:**

- I can explore and reflect on universal themes and substantive issues from oral, visual, and

written texts.

- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

### **Learning Activities:**

#### **Connect and Engage**

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model** (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)

- Physical Plane
- Mental plane
- Moral plane
- Psychological Plane
- Philosophical Plane

#### **Guide**

- Facilitate discussion with students through questioning
- Pay special attention to strategies that readers may be struggling with at each level of thinking

#### **Collaborate/Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

#### **Share the learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, CoConstruct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies.

# Narrative Text

## GENRE: Realistic Fiction

### DEFINITION:

A classification of literature containing stories that *could* happen in the real world, in a time and setting that is possible, and with characters that are true to life, yet drawn from the writer's imagination. It is categorized as historical or contemporary based upon the time period of publication (Contemporary begins at 1960). Experts define categories of realistic fiction using aspects of *theme* (e.g., survival friendship diversity, tolerance, environmental preservation, courage, freedom, justice).

### PURPOSES:

- To entertain or enlighten
- To help understand problems and issues that might be encountered in their own lives
- To empathize with characters engaged in resolving problems
- To recognize the complexity of human relationships

### CHARACTERISTICS:

- Narrative elements: characters, setting, a plot involving conflict or tension revolving around a problem, and a resolution providing the conclusion
- Can be humorous, adventurous, romantic and/or imaginative

#### Themes:

- Reflect realistic human and life experiences

#### Characters:

- True to life, vivid, imaginary characters seem real and behave in realistic ways
- Fictional characters (animals, people) that are confronted with challenges
- Protagonist (main character's problem causes tension)
- Characters and conflict are interrelated
- Realistic fiction often includes antagonists, who are the opposing force in the main character's conflict
- Vivid, detailed descriptions and dialogue help the reader understand the thoughts, feelings, values and personalities of characters

#### Setting:

- Usually takes place in the present
- Location, season, weather, and time period are important to the plot, characters, problem, and theme
- Vivid, detailed descriptions help the reader envision the places encountered

#### Plot:

- Engages the reader in understanding universal human problems
- Reflects the character's problem (central to the plot)
- Progression through rising action: a conflict creates tension, which sparks a sequence of events (with roadblocks) culminating in a solution
- Various forms of conflict (person vs. person, etc.)
- True to life, vivid, imaginary events seem real
- Variations of plot include foreshadowing and flashback
- Commonly uses problem-solution pattern

#### Author's craft:

- Narrative structure and elements
- Use of humor
- Fictionalizing
- Developing character
- Creating an introduction which builds the story's background
- Developing imagery, figurative language, and author's style
- Depth of ideas, reflection or insight
- Developing implicit and explicit messages for the audience

**Grade Level Instructional Scope for COMPREHENDING the Genre and Text of Realistic Fiction  
(Genre Found in 5<sup>th</sup> Grade Harcourt Trophies)**

Grade 1	Grade 3	Grade 8
<p><b>Opportunities to Teach:</b></p> <ul style="list-style-type: none"> <li>• Basic form</li> <li>• Purpose</li> <li>• Sense of story (beginning, middle and end)</li> <li>• Sequence of events</li> <li>• Illustrations to support understanding of elements and events</li> <li>• Illustrations to support evidence of real life events</li> <li>• Key ideas and details</li> <li>• Real and make-believe</li> <li>• Story grammar</li> <li>• Asking questions</li> <li>• Relationships of characters, events and ideas</li> <li>• Time sequence words</li> <li>• Comprehension skills and strategies (connections to self and other texts, personal knowledge)</li> <li>• Personal response</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Basic elements</li> <li>• Purpose</li> <li>• Story grammar</li> <li>• Characterization ( attitudes, actions, motivations thoughts, traits, comparisons of relationships)</li> <li>• Compare events and key ideas</li> <li>• Fact versus fiction</li> <li>• Story level theme</li> <li>• Setting</li> <li>• Main idea</li> <li>• Prediction</li> <li>• Point of view</li> <li>• Comprehension skills and strategies (retell/sequence ideas and details; compare/contrast relationships, among characters, events and ideas across text types connect to themes/ perspectives; monitor understanding of organizational patterns; reread, summarize, predict, visualize, question, infer)</li> <li>• Personal response</li> </ul>	<p><b>Opportunities to teach:</b></p> <ul style="list-style-type: none"> <li>• Structure</li> <li>• Elements</li> <li>• Personal style</li> <li>• Purpose</li> <li>• Theme and sub-themes</li> <li>• Analyze distortion</li> <li>• Analyze stereotypes of gender, race, culture, age, class, religion and individual differences</li> <li>• Maturity of the textual ideas</li> <li>• Abstract theme</li> <li>• Analyze the plot (rising/falling action) and subplots</li> <li>• Role of minor characters in relation to conflict</li> <li>• Characterization in relation to conflict</li> <li>• Narrator’s credibility</li> <li>• Symbolism</li> <li>• Imagery</li> <li>• Comprehension skills and strategies (predict, visualize, question, reread, interpret, summarize, conclude, infer, synthesize, connect knowledge to themes and perspectives)</li> <li>• Personal response</li> </ul>

# Narrative Text

## **GENRE: Personal Narrative**

### **DEFINITION:**

A personal narrative, written in first person, documents a person's experience. It could tell of a single life shaping event, or simply a mundane daily experience. A personal narrative is often one of the first types of writing. It includes experiences encountered, read, observed or heard.

### **PURPOSE:**

- To share a personal experience

### **CHARACTERISTICS:**

#### **Themes:**

- Psychological impact
- Often reflects inner voice

#### **Characters:**

- Linked to life-changing events

#### **Setting:**

- Meaningful context in which the events occurred

#### **Plot:**

- Decision points in a series of events

#### **Author's craft:**

- Description
- Action-filled
- Dialogue
- Specific detail (who, what, when, where, why, how)
- Expressive, colorful language
- Writing for varied audiences
- Developing significance through implicit and explicit messages that convey meaning
- Sensory description indicating strong feelings
- Short composition
- Author as expert
- Events recorded and recounted
- Metaphors and similes
- Structures: chronological approach, flashback sequence, and/or reflective mode

Fifth Grade  
Unit7 /Genres: Realistic Fiction, Fable, Greek Myth & Proverb  
Third Marking Period  
Duration: 4 Weeks  
Science Connection -  
Social Studies Connection -  
Comprehension Strategies -  
Harcourt Stories:

Stage 1: Identify Desired Results

Established goals:

*What understandings are desired?*

Students will understand that:

*What essential questions will be considered?*

*What key knowledge and skills will students acquire as a result of this unit?*

Students will know:

Students will be able to:

## Stage 2: Determine acceptable evidence

*What evidence will show that students understand?*

See Comprehension Rubric & Assessment tab in Curriculum Binder

\*complete a Performance Task Blueprint for each task

*Other Evidence (quizzes, texts, prompts, observations, dialogues, work samples, etc.):*

Benchmark Assessment System 2

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

*Student Self-Assessment and Reflection:*

- Rethink
- Revise
- Redo
- Rehearse
- Refine

## Stage 3: Plan learning experiences and instruction

*Gradual Release of Responsibility*

UNDER CONSTRUCTION

**Fifth Grade**  
**Unit 8/Genres: Historical Fiction, Informational Narratives**  
**Fourth Marking Period**  
**Duration: 4 Weeks**

**Science Connection** - systems and survival  
**Social Studies Connection** - Revolutionary War  
**Comprehension Strategies** - Summarize and Synthesize

**Harcourt Stories:**

*Sees Behind Trees* (Student Edition p. 46; TE p. 46A) Theme 1,  
*Elena* (Student Edition p. 114; TE p. 114A) Theme 1,  
*Island of the Blue Dolphins* (Student Edition p. 224; TE p. 224A) Theme 2,  
*Satchmo's Blues* (Student Edition p. 440; TE p. 440A) Theme 4,  
*Across the Wide Dark Sea* (Student Edition p. 600; TE p. 600A) Theme 6

**Stage 1: Identify Desired Results**

**Established goals:**

**R.IT.05.02** - identify and describe informational text patterns including compare/contrast, cause/effect, and problem/solution.

- Notice and understand when the writer uses description, temporal sequence, comparison and contrast, cause and effect, and problem and solution

**R.CM.05.04**-apply significant knowledge from grade-level science, social studies, and mathematics texts.

- Understand the meaning of new words from context

**R.CS.05.01**-develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the qualities and accuracy of their own writing and the writing of others. Identify attainment of intended purpose to interpret authors' viewpoints, and determine effect on classroom or school wide audiences

- Notice what makes writing effective and name the craft or technique
- Self-evaluate own writing and talk about what is good about it and what techniques were used
- State was learned from each piece of writing
- Seek feedback on writing

**R.WS.05.03** - automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

**R.WS.05.04** - know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.05.06** - fluently read beginning grade-level text and increasingly demanding text as the year proceeds.

**R.AT.05.01** - be enthusiastic about reading and do substantial reading and writing on their own.

*What understandings are desired?*

Students will understand that:

1. Informational text features have specific purposes.
2. By identifying the author's motivation for choosing a specific organization pattern will enhance comprehension.
3. In order to consider larger issues and ideas in text you must synthesize facts
4. Many strategies like questioning, connecting, and inferencing can be used to respond to information and expand thinking.

5. Getting the gist is summarizing in a few words.
6. There is a difference between fact and opinion.
7. New evidence and thinking about text leads to revising thinking and opinions about Information.

*What essential questions will be considered?*

1. How can one person's right be someone else's wrong?
2. When I have two opposing viewpoints on a topic, how can I make an informed decision?
3. How do I synthesize and summarize my reading to demonstrate that I comprehend my reading?
4. How can I use the structure of a word to help me understand an unknown word?
5. How do the words in a sentence help me understand an unknown word?
6. How does the meaning of the sentence(s) help me understand unknown words?

**Summarize and Synthesize (Skill/Strategy Based)**

How do we use new information and our existing knowledge to come to complete understanding of a text?

**Word Study/Vocabulary**

How does word structure and sentence structure determine the meaning of unfamiliar words?

**Summarize and Synthesize (Skill/Strategy Based)**

1. When do I stop to think about what I am reading?
2. How do I put information into my own words?
3. How do I merge my thinking with the text information to get the gist?
4. How do I summarize information briefly and accurately?
5. How do I use the facts to come up with bigger ideas?
6. What lingering questions do I have after I finish reading?
7. What new ideas pop into my head as I read?
8. How did my reading change my thinking or opinion?

**Word Study/Vocabulary**

1. How do I decode words with the soft 'c' and the soft 'g' sound? (Satchmo's Blues)
2. How does figurative language create strong visual images? (Satchmo's Blues)
3. How does understanding prefixes *re-* and *inter-* help determine the meaning of words? (Satchmo's Blues)
4. How do I demonstrate that homographs are spelled the same but are pronounced differently and have different meanings? (Satchmo's Blues)
5. How do I decode words using V-C-V syllable patterns? (Across the Wide Dark Sea)
6. How do I use my knowledge about the relationships between words to identify and interpret analogies? (Across the Wide Dark Sea)
7. How do I explain and use common suffixes (-ment, -al, -ly)? (Across the Wide Dark Sea)
8. How do I decode words with inflectional endings (-es, -er, -ing, -est)?

	<p>(Island of the Blue Dolphins)</p> <p>9. How do I recognize and understand the special meaning of figurative language in context? (Island of the Blue Dolphins)</p> <p>10. How do I recognize and use synonyms and antonyms? (Island of the Blue Dolphins, Elena)</p> <p>11. How do I use my knowledge of word relationships to determine and interpret analogies? (Island of the Blue Dolphins)</p> <p>12. How do I decode multi-syllable words with the V-C-V and V-C-C-V syllable patterns? (Elena)</p> <p>13. How do I use suffixes to determine the meaning of words and increase my vocabulary? (Elena)</p>
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*What key knowledge and skills will students acquire as a result of this unit?*

<p>Students will know:</p> <p><b>R.IT.05.02</b></p> <ul style="list-style-type: none"> <li>Informational text patterns (Compare/Contrast, Cause/Effect, Problem/Solution)</li> </ul> <p><b>R.CM.05.04</b></p> <ul style="list-style-type: none"> <li>Knowledge</li> <li>Texts (science, social studies, mathematics)</li> </ul> <p><b>R.CS.05.01</b></p> <ul style="list-style-type: none"> <li>Standards</li> <li>Rubrics</li> <li>Writing</li> <li>Purpose</li> <li>Viewpoints</li> <li>Effect</li> <li>Audiences</li> </ul> <p><b>R.WS.05.03</b></p> <ul style="list-style-type: none"> <li>Words</li> </ul> <p><b>R.WS.05.04</b></p> <ul style="list-style-type: none"> <li>Meanings of words</li> <li>Reading contexts</li> </ul> <p>Oral language contexts</p> <p><b>R.WS.05.06</b></p> <ul style="list-style-type: none"> <li>Grade-level text</li> </ul> <p><b>R.AT.05.01</b></p> <ul style="list-style-type: none"> <li>Reading</li> <li>Writing</li> </ul>	<p>Students will be able to:</p> <p><b>R.IT.05.02</b></p> <ul style="list-style-type: none"> <li>Identify</li> <li>Describe</li> </ul> <p><b>R.CM.05.04</b></p> <ul style="list-style-type: none"> <li>(3) Apply (knowledge from texts)</li> </ul> <p><b>R.CS.05.01</b></p> <ul style="list-style-type: none"> <li>(6) develop (standards and rubrics)</li> <li>(5) discuss (standards and rubrics)</li> <li>(3) apply (standards and rubrics)</li> <li>(5) assess (qualities and accuracy)</li> <li>(1) identify (attainment of purpose)</li> <li>(4) interpret (authors' viewpoints)</li> <li>(4) determine (effect)</li> </ul> <p><b>R.WS.05.03</b></p> <ul style="list-style-type: none"> <li>Recognize (frequently encountered words)</li> <li>Read (fluently)</li> <li>Increase WPM (steadily)</li> </ul> <p><b>R.WS.05.04</b></p> <ul style="list-style-type: none"> <li>(2) know (meanings of words)</li> </ul> <p><b>R.WS.05.06</b></p> <ul style="list-style-type: none"> <li>(1) Read (fluently)</li> </ul> <p><b>R.AT.05.01</b></p> <ul style="list-style-type: none"> <li>Be enthusiastic</li> <li>(3) Read</li> <li>(3) Write</li> </ul>
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## Stage 2: Determine acceptable evidence

*What evidence will show that students understand?*

### **Performance Indicators: Summarize and Synthesize (Strong Evidence=3, Some Evidence=2 Little Evidence=1)**

- Pulls out information that relates to key ideas and paraphrases it briefly and accurately.
- Merges thinking (questions, connections, inferences) to surface key ideas and get the gist.
- Distinguishes between the gist and the reader's personal response to the information.
- Synthesizes big ideas and issues from a collection of facts.
- Understands the difference between facts and opinions and revises thinking in light of new evidence.
- Creates a summary response that merges accurate text information with the readers written response.

### **Synthesizing: Rubric**

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	Random or no response; may give title.
2	Identifies some text events—random or illogical order.
3	Synthesizes with some awareness of event sequence—beginning, middle, end, or the chronology of the text as it has been read so far. Understands that the sequence appears to aid comprehension; may talk about how he/she changed his/her mind about overall story meaning during reading.
4	Enhances meaning in text with synthesis; may incorporate own schema; uses story elements or structures to enhance the synthesis; may identify key themes; describes how thinking evolved from the beginning to the end of the passage.
5	Succinct synthesis using internalized story/genre/text structure; identifies key themes; may articulate how synthesizing promotes deeper comprehension—can articulate how flexibility in thinking throughout the piece promotes comprehension, talks about feelings the piece evoked.

### **Synthesizing and Retelling: Written Assessment**

**Directions:** Answer some questions about what you think about while you read.

Use the space below each question to write your answer.

- A. If you were to tell another person about the text you just read and you could only use a few sentences, what would you say?
- B. When you were reading, did you change your mind about what the text is about?  
Describe the place in the story where you changed your mind. Why did you change your

mind?

- C. Think about what you have just written about the story. What do you understand now that you didn't understand before? What do you think the author wants us to understand about this text? What opinions and ideas did you form about this text during and after reading it?

### Synthesizing and Retelling: Oral Assessment

**Directions:** Read the following instructions to the student. Record the student's responses below each question/statement.

- A. If you were to tell another person about the text you (or I) just read and you could only use a few sentences, what would you say?
- B. When you were reading (or listening to me read), did you change your mind about what the text is about? Can you show or tell me where you changed your mind and why?
- C. Think about what you have just said about the story. What do you understand now that you didn't understand before? What do you think the author wants us to understand about this text? What opinions and ideas did you form about this text during and after reading it?

### Retelling: Rubric

Use this rubric to record the student's scores on each set of questions. Circle the number corresponding to the statement that best reflects the student's response. Consider all three questions when scoring the student.

1	Random response; may be related to text; may give title.
2	Retelling reveals beginning awareness of event sequence.
3	Uses story elements/genre structure to organize a relatively accurate summary or retelling of story's beginning, middle, and end.
4	Story elements/genre structure are clear in an accurate summary or retelling; refers to interactions between story elements (how problem affects character, how setting changes problem, etc.).
5	Uses all story elements/genre structure and inferences to capture key themes in the text; points out relationships between elements; talks about how the overall meaning is influenced.

**Note** This assessment can also be used for "Retelling" (see Rubric on page 79) Summarizing is also related to synthesizing and retelling.

*Other Evidence (quizzes, texts, prompts, observations, dialogues, work samples, etc.):*

Benchmark Assessment System 2

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

*Student Self-Assessment and Reflection:*

- Rethink
- Revise
- Redo
- Rehearse
- Refine

## Stage 3: Plan learning experiences and instruction

### *Gradual Release of Responsibility*

#### **Experience 1 and 2: Reread and Rethink**

**Focus Question:** What is the difference between fact and opinion? How do I revise my thinking in the face of new evidence and information?

#### **Learning Target:**

- I can distinguish the difference between fact and opinion.
- I can revise my thinking and opinions in the face of new evidence and information.

**Performance Indicator:** Review kids' Facts/Opinions/Changes in Thinking chart and check to see that there is accurate information in the fact column, the they merge their thinking with the information, they use signal words to indicate opinion (i.e. I think, or I don't think), and monitor their understanding by changes in their thinking as they are presented with new information).

#### **Learning Activities:**

##### **Connect and Engage**

- Review students' work on the topic and acknowledge their efforts.
- Encourage kids to voice their own opinions.
- Explain informed opinions and keeping an open mind.
- Distinguish facts from opinions and introduce the three-column chart (the first column should be labeled Facts, the second column Opinions, and the third column Changes in Thinking).

##### **Model**

- Record facts and opinion.
- Demonstrate how thinking and opinions can change as you reread and learn more information.

##### **Guide**

- Discuss some of the students' findings and opinions.
- Note how thinking changes when we learn new information.

##### **Practice Independently**

- Encourage students to reread and respond independently.

##### **Share the Learning**

- Come back together to share information and build informed opinions.
- Offer opportunities to investigate lingering questions.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart,

#### **Experience 3 and 4: Read, Write, and Reflect**

**Focus Question:** What is a summary response? How do you write a summary response? What information is important to include from my own thinking when I summarize and synthesize my reading? How do I build on my current knowledge to arrive at a new insight to an original thought?

**Learning Target:**

- I can write a summary response.
- I can incorporate my own thinking when I am summarizing my reading.
- I can build on my knowledge of a topic and arrive at a new insight or an original thought.

**Performance Indicator:** Review students' summary responses and look for evidence of merged thinking, strategy use, and content acquisition.

**Learning Activities:****Connect and Engage**

- Take stock of learning and create an Anchor Chart called Tips for Reading Nonfiction.

**Model**

- Explain a summary response and introduce a Summary Response Guide.
- Show how to create a brief outline to organize thinking for the summary response.
- Model writing a summary response.

**Guide**

- Engage kids in a discussion.

**Collaborate**

- Invite students to work in pairs.

**Practice Independently**

- Ask students to create their own summary responses.

**Share the Learning**

- Have kids gather in a sharing circle.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, Sharing circle, Summary Response.

**Experience 5: Distinguish Your Thinking From the Author's**

**Focus Question:** How can I determine what the author is trying to convey? What is the purpose of signal words and verbs in bridging background knowledge and the meaning of the text?

**Learning Target:**

- I can identify and summarize the author's perspective as well as my own.
- I can recognize the purpose of signal words.

**Performance Indicator:** Collect student word and look for what the reader thinks and what the author thinks. Accept whatever the student thinks as that is up to them and look for big ideas and important information when you are looking for what the author thinks.

**Learning Activities:****Connect and Engage**

- Engage the kids by explaining that what the reader thinks is most important is not always the same as what the writer is trying to convey.

**Model**

- Show how to read through a piece of text, noticing what you think is most important and comparing that to what the article is mainly about.

## Guide

- Guide the kids through the process of reading and thinking about their understanding while considering the author's perspective.
- Explain signal words and how readers must be prepared to stop, think, and react when they come across words that signal important information.

## Practice Independently

- Read, write, and talk. Give kids an opportunity to choose a piece of text to read on their own and consider what they think is important and how it compares to what the writer is trying to convey.

## Share the Learning

- Invite the kids to share what they have learned.

**Strategies:** Read Aloud, Think Aloud, Think-Pair-Share, small group discussion, co constructed anchor chart, Read, write, and talk.

**Experience 5 and 76 Profundity Fiction-** continue to review profundity at a physical plane, mental plane and moral plane, psychological plane and the philosophical plane.

**Focus Question:** What is profundity? How do I categorize key ideas, concepts, and perspectives? How do I draw conclusions based on different views presented in the text? How can I find a deep meaning in and across different genre of narrative text?

## Learning Target:

- I can explore and reflect on universal themes and substantive issues from oral, visual, and written texts.
- I can identify key ideas, concepts, and perspectives found in text
- I can draw conclusions based on my understanding of different views presented in texts.
- I can draw parallels and contrasts among key ideas, concepts, and varied perspectives found in multiple texts.
- I can support a position using ideas from text(s).

**Performance Indicator:** Review student graphic organizers to assess understanding of metaphorical thinking and ability to gain insight and deeper meaning in the text. Also, assess students through conferring.

## Learning Activities:

### Connect and Engage

- Build Background knowledge
- Engage Readers with a shared reading or read aloud

**Model** (through an interactive read aloud or shared reading, start with the lowest level of the plane and continue modeling lessons to guide student thinking through the higher levels of the plane)

- Physical Plane
- Mental plane
- Moral plane
- Psychological Plane
- Philosophical Plane

## Guide

- Facilitate discussion with students through questioning

- Pay special attention to strategies that readers may be struggling with at each level of thinking

### **Collaborate/Independent Practice**

- In small groups, pairs, and independently work through the profundity scale with shared reading and independent reading to identify and connect to larger themes and ideas.

### **Share the learning**

- Gather students and discuss share new insights with the group.
- Chart student ideas across text

**Strategies:** Read Aloud, Think Aloud, and Think, Pair, Share, Jigsaw, CoConstruct Anchor Charts, Shared Reading, Independent Reading, Using Graphic Organizers, Writing in Response to Reading, Comprehension Strategies.

### **Additional Experience-**

Compendium of Strategies page 56 and 57

## Informational Text

**GENRE:** Historical Expository Piece

**DEFINITION:**

An essay in which historical events or interactions are interpreted and explained.

**PURPOSE:**

- To convey a researched, unbiased interpretation of history

**CHARACTERISTICS:**

- Supported with research using multiple sources
- Based on dates, people, or events that really happened
- Introductory sentence presents issue and perspective
- Factual presentations of documented evidence
- Written in third person
- Contains: descriptions, time sequences, enumeration, cause and effect, and/or comparison/contrast, analogies, opinion, persuasion, classification, descriptions, reviews
- Interpretations tell how, where, when, why, which things happen or have happened or are as they are
- Explanatory writing, detailing or justifying information, ideas, and opinions
- Footnotes and/or bibliographic information/ works cited
- May include direct quotations or paraphrases that support the thesis
- May include illustrative material, especially diagrams and tables
- Information organized logically
- Details what things are like, what things can do, how many, where things are found
- Systematic arguments
- Usually written in prose
- Directed toward a specific audience
- Maintains tight focus on topic
- Summary statement may include conclusions of findings and the implications of these
- Illustrations, graphs, charts to support research

**HISTORICAL FICTION selections for fifth grade:**

<b>Book Title</b>	<b>Author</b>	<b>Lexile Level</b>	<b>Guided Reading Level</b>
Adaline Falling Star	Mary Osborne	720	R
Bronze Bow, The	Elizabeth George Speare	760	U
Caddie Woodlawn	Carol Brink	890	R
Caleb's choice	G. Clifton Wisler	750	S
The Cat Who Escaped from Steerage	Eelyn Wilde Mayerson, Ronald Himler	940	
Charley Skedaddle	Patricia Betty	870	U
Devils Arithmetic, The	Jane Yolen	730	X
Don't You Know There's a War on?; Secret School	Avi	500;540	S;Q
Door iin the Wall	Marguerite DeAngeli	990	U
Dovey Coe	Frances Dowell	980	X
Dreaming of America	Eve Bunting	320	N
Escape From Egypt	Sonia Levitin	760	NR
Esperanza Rising	Pam Munoz Ryan	750	V
Fever, 1793	Laurie Anderson	580	X

Freedom Crossing	Marget Foff Clark	720	R
Gathering of Days, A	Joan Bvlos	960	U
Golden Goblet	Eloise JarvisMcGraw	930	V
Heroes Don't Run: A Novel of the Pacific War	Harry Mazer	650	V
JIP: His Story	Katherine Paterson	860	V
Leah's Pony	Elizabeth Friedrich	580	O
Let the Circle Be Unbroken; Mississippi Bridge	Mildred Taylor	850;810	X;S
Light in the Forest, The	conrad Richter	870	NR
Long Way From Chicago	Robert Newton Peck	750	V
Lyddie	Katherine Paterson	860	U
Maria's Comet	Deborah Hopkinson, Deborah Lanino	790	N
Memories of Anne Frank: Reflections of a Childhood Friend	Alison Gold	890	X
My Brother Sam is Dead	Collier and Collier	770	Y
Number the Stars	Lois Lowry	670	U
Riding Freedom	Pam Ryan	720	P
Rollof Thunder, Hear My Cry	Mildred Taylor	920	W
Roller Skates	Ruth Sawyer	810	
Run Away Home	Patricia McKissack	810	X
Sarah Bishop	Scott O'Dell	760	X
Sarah, Plain and Tall; Sarah, Plain and Tall	Patricia MacLachlan	560	R
Season of Promise	Patricia Hermes	430	P
Second Daughter: The Story of a Slave Girl	Mildred Pitts Walter	770	T
Shades of Gray	Carolyn Reeder	800	W
Shadows on the Sea	Joan Hiatt Harlow	670	R
Shakespeare's Scribe	Gary Blackwood	870	W
Skylark	Patricia MacLachlan	470;560	R;R
So Far From Home: The Diary of Mary Driscoll, An Irish Mill Girl, Lowell, Massachusetts, 1847	Barry Denenberg	710	R;R
Sounder	William H. Armstrong, James Barkley	900	T
Sweetgrass	Jan Hudswon	640	NR
Then What Happened, Paul Revere	Jean Fritz	830	R;R
Whipping Boy	Sid Fleischman, Peter Sis	570	R;R
White Star: A Dog on the Titanic	Marty Crisp	780	I
Witch of Blackbird Pond, The	Elizabeth Speare	850	W
Coast to Coast with Alice	Patricia Rusch Hyatt	1030	V
A Peddler's Dream	Janice Shefelman	540	P
Brothers in Hope	Mary williams	670	Q
Sees Behind Trees	Michael Dorris	840	T
The Birchbark House	Louise Erdrich	970	T
Bull Run	Paul Fleischman	810	Y
Thunder at Gettysburg	Patrica Lee Gauch		
Stumptown Kid	Carol Gorman & Ron J. Fidley	620	S
Missy Violet & Me	Barbara Hathaway	1040	X
Eyes like Willy's	Juanita Havil	710	R
Out of the Dust	Karen Hesse	NP	X
North to Freedom	Anne Holm	980	NR
Into the Firestorm	Deborah Hopkinson		
Torchlight	Carol Otis Hurst	640	V
Rifles for Watie	Harold Keith	910	NR
Good Night, Mr. Tom	Michelle Magorian	760	Z

The Legend of Buddy Bush	Sheilia P. Moses	760	X
A Single Shard	Sue Park	920	U
Mr. Tucket	Gary Paulsen	830	T
Rifles for Watie	Ann Rinaldi	670	Y
Under the Blood-Red Sun	Graham Salisbury	640	W
Marven of the Great North Woods	Kathyrn Lasky	620	P
The Butterfly	Patricia Polacco	430	NR
When Jessie Came Across the Sea	Amy Hest	470	M
Dancing with the Indians	Angela Shelf Medearis	600	M
So Far From the Sea	Eve Bunting	590	NR
Almost to Freedom	Vaunda Micheaux Nelson	530	NR
Beatrice's Goat	Page McBrier	640	NR
The Bracelet	Yoshiko Uchida	710	R

# Narrative Text

## Typical Characteristics of Narrative Text

### **GENRE: Narrative Genre**

#### **DEFINITION:**

Narration is the act of telling a sequence of events, often, but not always, in chronological order. It is a story, whether in prose or verse, involving events, characters, and what the characters say and do. Narration can be fact or fiction. Some narrations report or are historical while others are creative and imaginative. Imaginary narratives typically impart some sort of truth to the reader. Whether factual or imaginary, the narrative can begin from the start and work its way to the conclusion, or it can begin in the middle of the action, then recount earlier events through the character's dialogue, memories, or flashbacks. Poetry, which is categorized as a narrative genre, is an exception to the expected story form of narrative text.

#### **PURPOSES:**

##### **Traditional Story Form:**

- To convey a plot
- To impart universal truths
- To tell a story
- To give an account describing a sequence of events and experiences

##### **Poetry:**

- To engage the reader in the poet's emotional expression
- To create mental/visual and sensory images
- To engage the reader in thinking beyond the literal/superficial
- To illuminate the art, mystery and novelty of language
- To appreciate the sound of language
- To understand self and world in new ways
- To capture the essence of meaning in the sparest of language
- To express thoughts and feelings through lyrical language
- To engage the reader/listener in reflection
- To focus attention on and reconsider an object, thought, observation or experience
- To broaden or intensify the reader's experiences and understandings

#### **CHARACTERISTICS:**

##### **Common Formats:**

- Picture book
- Chapter book or novel
- Illustrated chapter book
- Short story
- Play
- Short text (e.g., article, essay, brochure, internet pieces, etc.)
- Poetic structures (see additional information under the genre descriptions of poetry)

**Most Common Features:**

- Story grammar or plot structure with beginning, middle, and end
- Setting
- Theme
- Integrated plot and character development
- Story's turning point
- Conflicts: person vs. self, another person, nature, or society
- Points of view
- Voice and style
- Author's tone
- Figurative language (similes and metaphors)
- Logical, coherent organization
- Rich, precise vocabulary and word choice for building background knowledge and conveying the text's message
- Purpose and audience
- Relevant details and specificity
- Effective sentence, paragraph, plot and text structures
- Specific genre structures, elements, and conventions
- Imagery
- Setting (time and place)
- Effective dialogue
- Effective leads, introductions, conclusions
- Picture-word correspondence and detail of illustration for meaning-making through complimentary visuals
- Mood/tone
- Intended message

**Best Practices and Teaching Opportunities for COMPREHENDING the Genre and Text of Narrative Pieces**

Grades K-8	Grades K-8
<p align="center"><b>Opportunities to teach:</b></p> <p><b>Understanding the genre</b></p> <ul style="list-style-type: none"> <li>• Literary terminology</li> <li>• Features, characteristics, and elements</li> <li>• Understanding typical stylistic conventions (explicit to implicit) for conveying author’s message</li> <li>• Purpose and audience</li> <li>• Interpreting meanings through complimentary visuals</li> <li>• Conventional storylines or themes associated with specific genre types</li> <li>• Expected character types, roles and levels of development</li> <li>• Specific language conventions</li> <li>• Level of realism</li> <li>• Techniques (author’s artistry of language use)</li> <li>• Consider and compare elements, within and across texts</li> </ul>	<p align="center"><b>Opportunities to teach:</b></p> <p><b>Understanding the text</b></p> <ul style="list-style-type: none"> <li>• Comprehension skills</li> <li>• Metacognitive strategies for reflection</li> <li>• Specific and purposeful use of literary devices</li> <li>• Intended message, universal truth, moral, or theme</li> <li>• Variations in plot or poetic structures</li> <li>• Character development</li> <li>• Concept development</li> <li>• Making personal, world-related, and text-to-text connections</li> <li>• Appreciating aesthetics of message and language</li> <li>• Before, during and after reading strategies</li> <li>• Concluding</li> <li>• Inferring</li> <li>• Summarizing and synthesizing</li> <li>• Literal, nuance, figurative and multiple meanings</li> <li>• Drawing parallels across time and culture</li> <li>• Predicting</li> <li>• Interpreting meanings through analysis and reflection of complimentary visuals</li> <li>• Viewing comprehension</li> <li>• Academic vocabulary and general vocabulary development</li> <li>• Fluency</li> <li>• Word study</li> <li>• Imagery</li> <li>• Exaggeration, overstatement, and understatement</li> <li>• Symbolism</li> <li>• Critical and creative thinking</li> <li>• Finding evidence and shaping opinions</li> <li>• Interpretation including personal meaning and response</li> <li>• Developing and explaining perspectives</li> <li>• Questioning the author and text</li> <li>• Constructing mental images</li> <li>• Representing ideas in text</li> <li>• Rereading when meaning breaks down</li> <li>• Understanding the use of figurative language</li> <li>• Listening to learn, comprehend, understand, and appreciate</li> <li>• Writing-to-learn strategies</li> <li>• Graphic and advanced organizers</li> <li>• Self-monitoring of strategy use for comprehending text</li> <li>• Effective discussion skills: asking questions, critiquing, comparing, contributing to collective knowledge, extending ideas, explaining and clarifying, acknowledging and appreciating others’ views, requesting specific information from others, providing examples, consolidating thoughts, refining thinking,</li> </ul>

Fifth Grade  
Unit 9/Genres: Biography & Autobiography  
Fourth Marking Period  
Duration: 3 Weeks

**Science Connection** - systems and survival

**Social Studies Connection** - Revolutionary War

**Comprehension Strategies** - Build, refine and integrate previsions skills

**Harcourt Stories:**

*We'll Never Forget You Roberto Clemente* (Student Edition p. 138; TE p. 138A) Theme 2,  
*William Shakespeare & the Globe* (Student Edition p. 390; TE p. 390A) Theme 4,  
*World of William Joyce Scrapbook* (Student Edition p. 422; TE p. 422A) Theme 4,  
*Evelyn Cisneros* (Student Edition p. 464; TE p. 464A) Theme 4,  
*Little by Little* (Student Edition p. 512; TE p. 512 A) Theme 5,  
*What's the Big Idea, Ben Franklin?* (Student Edition p. 648; TE p. 648A) Theme 6

**Stage 1: Identify Desired Results**

**Established goals:**

**R.CM.05.01-** Connect personal knowledge, experiences, and understanding of the world to things and perspectives in text through oral and written responses.

**R.CS.05.01-** develop, discuss, and apply individual and shared standards using student/class created rubrics to assess the qualities and accuracy of their own writing and the writing of others. Identify attainment of intended purpose to interpret authors' viewpoints, and determine effect on classroom or school-wide audiences.

**R.AT.05.01** - be enthusiastic about reading and do substantial reading and writing on their own.

**R.WS.05.03** - automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

**R.WS.05.04** - know the meanings of words encountered frequently in grade-level reading and oral language contexts.

**R.WS.05.06** - fluently read beginning grade-level text and increasingly demanding text as the year proceeds.

*What understandings are desired?*

Students will understand that:

1. Using personal knowledge and experiences will help them make connections to themes or ideas in text.
2. Understanding the author's perspective can help the reader respond to the text.

*What essential questions will be considered?*

1. What can we gain from sharing our life stories?
2. What can we learn about human nature through each other's experiences?

*What key knowledge and skills will students acquire as a result of this unit?*

Students will know:

**R.CM.05.01**

- Personal knowledge
- Personal experiences
- Personal understating of the world
- Themes in text
- Perspectives in text
- Oral responses
- Written responses

**R.CS.05.01**

- Standards
- Rubrics
- Writing
- Purpose
- Viewpoints
- Effect
- Audiences

**R.AT.05.01**

- Reading
- Writing

**R.WS.05.03**

- Words

**R.WS.05.04**

- Meanings of words
- Reading contexts

Oral language contexts

**R.WS.05.06**

- Grade-level text

Students will be able to:

**R.CM.05.01**

- (4) connect (personal knowledge, experiences, and understanding of world themes and perspectives)

**R.CS.05.01**

- (6) develop (standards and rubrics)
- (5) discuss (standards and rubrics)
- (3) apply (standards and rubrics)
- (5) assess (qualities and accuracy)
- (1) identify (attainment of purpose)
- (4) interpret (authors' viewpoints)
- (4) determine (effect)

**R.AT.05.01**

- Be enthusiastic
- (3) Read
- (3) Write

**R.WS.05.03**

- Recognize (frequently encountered words)
- Read (fluently)
- Increase WPM (steadily)

**R.WS.05.04**

- (2) know (meanings of words)

**R.WS.05.06**

- (1) Read (fluently)

## Stage 2: Determine acceptable evidence

*What evidence will show that students understand?*

See Comprehension Rubric & Assessment tab in Curriculum Binder

\*complete a Performance Task Blueprint for each task

*Other Evidence (quizzes, texts, prompts, observations, dialogues, work samples, etc.):*

Benchmark Assessment System 2

Vocabulary pre-assessment (Marzano)

Pre-assessment

Formative Assessment

*Student Self-Assessment and Reflection:*

- Rethink
- Revise
- Redo
- Rehearse
- Refine

## Stage 3: Plan learning experiences and instruction

*Gradual Release of Responsibility*

UNDER CONSTRUCTION