

2016-2017 Fifth Grade Overview: Reading

Month(s)	Unit	Key Concepts "Students will know..."	Key Skills "Students will be able to..."
September/ October	Interpretation Book Clubs	<ul style="list-style-type: none"> <li>● Reflecting, goal setting, and choosing appropriate books helps readers read faster, longer and stronger (impacts volume, fluency, comprehension and reading rate)</li> <li>● Noticing when comprehension breaks down and having a variety of skills (envisioning, predicting, theorizing, paying attention to story elements, self-correcting miscues...) to draw on is essential to increasing comprehension.</li> <li>● The characters actions, interactions, and motivations all reflect the theme.</li> <li>● Students understand how a character's response to challenges (actions/reactions) supports the overall theme of a story, drama, or poem.</li> <li>● Students will understand that the narrator/speaker in a story tells events from his or her point of view.</li> <li>● When readers read more than one book by the same author, we come to know that author</li> <li>● Fans of an author often marvel at the craft and the story</li> </ul>	<ul style="list-style-type: none"> <li>● Read with purpose, understanding, and accuracy and with appropriate rate and expression.</li> <li>● Have a repertoire of meaning-making strategies, such as using context to confirm or self-correct word recognition and understanding.</li> <li>● Notice and reread when meaning breaks down.</li> <li>● Pay attention to characters and story elements in the stories they read.</li> <li>● Monitor for comprehension.</li> <li>● Envision, predict, develop theories, and think across books as they read.</li> <li>● Have a variety of strategies to use when encountered with difficulty in a book.</li> <li>● Participate in partner conversation, coming prepared, questioning, discussing their ideas, and listening to and building on a partner's ideas.</li> <li>● Students will determine an implicit theme by using text details to infer (such as Characters actions, interactions, and motivations).</li> <li>● Students will state the implicit theme of the text and support that statement with text evidence from across the story.</li> <li>● Students will write a summary using important details from the text.</li> <li>● Students will write a statement that describes the narrator's point of view. "The narrator's point of view is..."</li> </ul>
November	Tackling Complexity: Moving Up Levels of Non- Fiction	<ul style="list-style-type: none"> <li>● Transferring Knowledge: Readers approach nonfiction texts with their knowledge of genre in mind</li> <li>● What Makes a Main Idea Complex</li> <li>● Using Context to Determine the Meaning of Vocabulary in Complex Texts</li> <li>● Complex Thinking about Structure</li> <li>● Comprehension Toolkits: Readers rely on a toolkit of strategies to help when they get stuck.</li> <li>● Summarizing as Texts Get Harder</li> </ul>	<ul style="list-style-type: none"> <li>● Determine importance in a variety of non-fiction texts</li> <li>● Identify the various structures of non-fiction texts and use the structures to support comprehension</li> <li>● Make inferences</li> <li>● Use strong evidence from the text to support ideas about the text (including quotes)</li> <li>● Understand that different authors may approach the same topic but present different information</li> <li>● Read and analyze informational texts</li> <li>● Apply and transfer knowledge from prior bends, units and years to the work being done now</li> </ul>

December	Researching Debatable Issues	<ul style="list-style-type: none"> <li>● Learning from a variety of Sources</li> <li>● Readers approach texts differently after having done some primary research on a topic.</li> <li>● Writing about Reading: From Big Ideas to Specifics: the best writing about reading moves back and forth from specific details to big ideas.</li> <li>● Comparing and Contrasting What Authors Say (and How They Say It)</li> <li>● Readers pay attention to an author’s perspective and how the author might be swaying readers to think, even when the author’s perspective is not explicit.</li> <li>● Readers allow the research they’ve done to change the way they think and feel about their research topic. They live differently because of this research, planning for and taking action.</li> <li>● We can compare how two authors presented information on the same topic as a way to compare those author’s points of view.</li> </ul>	<ul style="list-style-type: none"> <li>● Reading with a theory in mind: Readers orient themselves to complex nonfiction texts and then hold their initial ideas loosely as they read forward, remaining open to revision as they encounter new information.</li> <li>● Researchers conduct primary research to learn as much as they can about their topic, discover patterns, and determine main ideas.</li> <li>● Writing about Reading in Nonfiction: Informational readers write to understand what they are learning as they read. Specifically, they can angle their writing so that it better explains the information.</li> <li>● Using Questions to Drive Research Forward</li> <li>● Readers synthesize information across subtopics, both within a single text and across texts. They explain how parts of the text work together and determine why one part of the text is important to the rest of the text or the rest of the topic.</li> <li>● Readers consider the trustworthiness of sources and develop their own perspective.</li> </ul>
January	Interpretation Book Clubs	<ul style="list-style-type: none"> <li>● A story can have more than one theme and one theme can appear in more than one story</li> <li>● Places where characters display strong emotions or make critical choices can reveal theme</li> <li>● Theme occurs across a text, not just in one part and can be revealed in many different places</li> <li>● Comparing and contrasting characters within a text or across books can contribute to developing a theory and recognizing theme</li> <li>● Authors may approach similar themes in different ways</li> <li>● Themes can also appear in non-fiction text</li> <li>● We use skills to analyze text in unison, not in isolation</li> <li>● Symbols can be identified in objects and characters, as well as story titles</li> <li>● Literary devices help authors develop complex themes</li> </ul>	<ul style="list-style-type: none"> <li>● Identify themes that can be supported through the whole text</li> <li>● Revise ideas that dissolve part way through a text based on evidence in the text</li> <li>● Defend and revise ideas about a text within discussion in clubs</li> <li>● Identify themes in non fiction texts</li> <li>● Compare and contrast the development of a theme in a set of texts by analyzing setting</li> <li>● Compare and contrast the development of a theme in a set of texts by analyzing character traits and perspectives</li> <li>● Interpret objects and characters in a text and identify symbols that support a theme</li> <li>● Assess how a chosen symbol supports a theme in the text</li> <li>● Draw conclusions about the title of a text and its relevance to the story or text.</li> <li>● Identify a literary device that an author has used, such as foreshadowing,</li> </ul>

			repetition, or perspective, and explain how that device promotes a theme in the story citing evidence from the text.
March	Test Preparation	<ul style="list-style-type: none"> <li>• Readers must be alert as they read and have expectations of how the text should go based on genre</li> <li>• Readers bring forward everything they know about a genre in order to read with accuracy and understanding</li> <li>• Readers should construct text based responses to questions</li> </ul>	<ul style="list-style-type: none"> <li>• Read with stamina and volume</li> <li>• identify and apply knowledge of genre features in order to support comprehension and clarify “what makes sense”</li> <li>• restate questions in their own words and clarify what they are being asked to do</li> <li>• refer to specific parts of the text to support questions and create clear and concise text based responses</li> <li>• “read with their pencil” to chunk and note important parts</li> <li>• identify and define tier 2 and 3 words using context clues</li> </ul>
April/May	Fantasy	<ul style="list-style-type: none"> <li>• The structure of the genre of fantasy</li> <li>• That the magic of a fantastical world has rules and boundaries that characters must adhere to</li> <li>• The archetype characters of fantasy and the roles they play in many fantasy stories</li> <li>• Fantasy stories, like all fiction, reflect common themes</li> <li>• That the external quest the character faces is directly related to the internal struggle of the main character.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strategies to hold onto plot when storylines become complex and interwoven</li> <li>• Connect the main character’s internal struggle to the outer struggle of the quest</li> <li>• Identify archetypal characters in the text and interpret those characters based on their roles</li> <li>• Interpret common themes found in uncommon worlds</li> <li>• Notice and interpret symbols across fantasy texts</li> <li>• Determine the meaning of unfamiliar words in context, including figurative language</li> <li>• Compare and contrast characters, settings and events</li> </ul>
June	Independent Study: Reading to Research	<ul style="list-style-type: none"> <li>• Readers will integrate understandings of research strategies and processes from across 4th and 5th grade units to develop and produce a research project on a current event independently.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a text set of resources using what they know about author’s purpose</li> <li>• Research and take notes to understand the major points of the topic as well as perspectives on those points</li> <li>• Develop personal view point on the topic as a result of researching varied sources</li> <li>• Develop categories of information in order to teach an audience</li> <li>• Select a genre appropriate to the topic and information in order to present understandings to an audience</li> </ul>