

5th Grade Reading Curriculum Map

Unit 1: Interpretation Book Clubs (September - October)

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/Weeks /Days)
Bend 1 - Writing about Reading with Voice and Investment					
5.RL.2 5.RL.3 5.RL.9 5.L.1 5.SL.1	Sessions 1-7 1) Taking Charge of Your Reading Life 2) Writing Well About Reading 3) Writing About Reading Means Reading with a Writerly Wide-Awakeness 4) Grounding Your Thinking in the Text & Carrying it with You as You Read On 5) Whose Story is This, Anyway? Considering Perspective & Its	* Goal setting to become stronger readers * Explore & establish what it means to write well about reading * Become more alert while reading, seeing more in independent reading books * Re-visit a text, re-reading passages that inform the idea to get new insights * Consider the perspective of a story & the effect of a narrator’s voice on how the story is told * Think analytically, think how a subject or text is structured,	<ul style="list-style-type: none"> ● “Home of the Brave” by Katherine Applegate ● Reading notebook ● Post-it notes, pens, flags ● Anchor Charts ● Independent Reading Books ● Narrative Reading Learning Progression ● Student Reading Logs ● Rough seating chart for groups 	<ul style="list-style-type: none"> ● Pre-Assessment ● Conferring Checklist 	Bend One: 1 ½ weeks

	<p>Effects</p> <p>6) Learning to Think Analytically</p> <p>7) Having Second Thoughts: Revising Writing about Reading</p>	<p>divides sections into parts, selects, ranks & compares to get new insights</p> <p>* Aim to improve writing about reading - revise work, rely on examples of what constitutes powerful writing about reading.</p>			
Bend 2 - Raising the Level of Writing and Talking About Literature					
<p>5.RL.2</p> <p>5.RL.3</p> <p>5.RL.9</p> <p>5.L.1</p> <p>5.SL.1</p>	<p>Sessions 8 - 14</p> <p>8) Launching Interpretation Book Clubs</p> <p>9) Characters & Readers - Find Meaning in the Midst of Struggle</p> <p>10) Seeing a Text Through the Eyes of Other Readers</p> <p>11) Linking Ideas to Build Larger Theories and Interpretations</p>	<p>* Sharpen reading & thinking skills to see more significance in a text & notice things for a reason</p> <p>* Think thematically, name the problem a character is facing, & think about lessons the character is learning</p> <p>* Learn that when people read with others, they might see more than they would have on their own</p> <p>* Link ideas together to build theories &</p>	<ul style="list-style-type: none"> ● “Home of the Brave” - mentor text, excerpts & passages ● Anchor Charts ● Folders, flags, post-it notes, reader’s notebooks ● Independent Reading Books ● Reading Learning Progression ● Rough seating chart for groups 	<ul style="list-style-type: none"> ● Conferring Checklist ● AIMSweb ● Fountas and Pinnell Benchmarks 	<p>Bend Two : 1 ½ - 2 weeks</p>

	<p>12) Reading On, with Interpretations in Mind</p> <p>13) Debating to Prompt Rich Book Conversation: Readers Have Different Viewpoints, Defending with Claims, Reasons, & Evidence</p> <p>14) Reflecting on Ourselves as Book Clubs</p>	<p>interpretations to uncover a larger truth or lesson</p> <p>* Wear interpretations like a pair of glasses - read in the text with ideas in mind to gather evidence & deepen theories</p> <p>* Debate different viewpoints on a question about a book - support side with evidence to persuade a partner</p> <p>* Explore how an effective book club elevates the level of reading, thinking & conversation about books</p>	<ul style="list-style-type: none"> • Video clips • Student writing examples 		
Bend 3 - Thematic Text Sets: Turning Texts Inside Out					
<p>5.RL.2</p> <p>5.RL.3</p> <p>5.RL.9</p> <p>5.L.1</p> <p>5.SL.1</p>	<p>Sessions 15 - 20</p> <p>15) Two Texts, One Theme: A Comparison Study</p> <p>16) Rethinking Themes to Allow for More</p>	<p>* Consider universal themes while reading, compare & contrast those themes across different texts</p> <p>* Take another look at a text and find different messages</p>	<ul style="list-style-type: none"> • “Home of the Brave” by Katherine Applegate • Reading notebook • Post-it notes, pens, flags • Anchor Charts 	<ul style="list-style-type: none"> • Post-Assessment • Conferring Checklist 	<p>Bend Three: 1 – 1 ½ weeks</p>

	<p>Complexity</p> <p>17) Comparing Characters' Connections to a Theme</p> <p>18) Studying the Choices an Author <i>Did Not</i> Make to Better Understand the Ones they <i>Did</i></p> <p>19) Delving Deeper into Literary Analysis: Reading as Writers</p> <p>20) Celebrating with a Literary Salon</p>	<p>& themes</p> <p>* Think about themes in more complex ways to consider how different characters connect to & represent that theme (or work against a theme)</p> <p>* Think about choices authors make (and the ones they don't) to gain new insights about texts</p> <p>* Analyze a literary text to study the author's goals & how they achieve them in different parts of the text</p> <p>* Participate in a literary salon to show off new thoughts about literature</p>	<ul style="list-style-type: none"> ● Independent Reading Books ● Narrative Reading Learning Progression ● Student Reading Logs ● Rough seating chart for groups 		
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Unit 2: Tackling Complexity (November - December)

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/Weeks /Days)
Bend 1 - Working with Text Complexity:					
RI.5.2, RI.5.4, RI.5.5, RI.5.7, RI.5.10 RF.5.3, RF.5.4 SL.5.2, SL.5.3 L.5.3, L.5.4, L.5.6	Sessions 1- 9 Working with Text Complexity Students will begin an investigation into the ways nonfiction texts are becoming increasingly complex and the ways their reading can shift in response to those complexities.	-Main Idea(s) and Supporting Details/Summary -Using Context and Morphology to Determine the Meaning of Unknown Words -Inferring within Text/Cohesion	Anchor Charts including: Ways Complex Nonfiction Gets Hard Mentor Texts including: “Amazing Octopus” and “Lessons from the Deep” Reading Logs	<ul style="list-style-type: none"> - Daily Conferring Checklist - Student Work Samples - Pre Assessment 	2 ½ - 3 Weeks
Bend 2 - Applying Knowledge about Nonfiction Reading to Inquiry Projects					
RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9 SL.5.4, SL.5.5, SL.5.6	Sessions 10-19 Applying Knowledge about Nonfiction Reading to Inquiry Projects Students will	- Analyzing Author’s Craft - Comparing and Contrasting - Inferring within Text/Cohesion	Anchor Charts including: “Ways Complex Nonfiction Gets Hard” and “Main Ideas about Scientists” Mentor Texts	<ul style="list-style-type: none"> - Daily Conferring Checklist - Student Work Samples - Post Assessment 	2 ½ - 3 Weeks

L.5.2, L.5.5, L.5.6 W.5.5, W.5.7, W.5.8, W.5.9.b, W.5.10	become independent researchers and choose the one topic in the world they most want to research.		including: "Amazing Octopus" Reading Logs		
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Unit 3: Argument and Advocacy, Test Prep (January - March)

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/Weeks /Days)
Bend 1: Investigating Issues					
RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, RI.5.9, RI.5.10 SL.5.1, SL.5.3, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6 W.5.1, W.5.7, W.5.8, W.5.9.b	Sessions 1 - 8 Session 1) Argument Intensive Session 2) Organizing an Ethical Research Life to Investigate an Issue Session 3) Letting Nonfiction Reading on an Issue Spur Flash-Debates Session 4) Mining	* Recognize that a good argument is supported by reasons backed up by evidence; learn to ask questions about the claim being made, the reasons supporting that claim, & the evidence to back it up * While researching, learn to grasp both sides of the argument by focusing on texts that lay out an	<ul style="list-style-type: none"> ● Reading folders (blank paper, pens, sticky notes) ● Anchor Charts ● Products and advertisements with claims on packaging ● Persuasive texts ● Informational Reading Learning Progression - specific strands ● Mentor Text: 	<ul style="list-style-type: none"> ● Pre-Assessment ● Conferring Checklist 	Bend One: 2 – 2 1/2 weeks

	<p>Texts for Relevant Information</p> <p>Session 5) Strengthening Club Work</p> <p>Session 6) Readers Think & Wonder as They Read</p> <p>Session 7) Summarizing to Hold On to What is Most Essential</p> <p>Session 8) Arguing to Learn</p>	<p>argument clearly & read for both sides</p> <ul style="list-style-type: none"> * Have quick flash-debates to help clarify thinking & know what further research to do * Read deeply about an issue, develop background information to become an authority on that issue * Have conversations to strengthen arguments * Reflect on information to grow new ideas * Summarize arguments by using own words to express the most important parts of the argument (while not changing what the author means) * Prepare for & have a debate on an issue, find new ways of thinking about ideas & gather new 	<p><i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> (WLFB) will be used throughout this unit.</p>		
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		insights about an issue			
Bend 2: Raising the Level of Research					
<p>RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, RI.5.9, RI.5.10</p> <p>SL.5.1, SL.5.3, SL.5.4, SL.5.6</p> <p>L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6</p> <p>W.5.1, W.5.7, W.5.8, W.5.9.b</p>	<p>Sessions 9 - 15</p> <p>Session 9) Moving Beyond Considering One Debatable Question</p> <p>Session 10) Raising the Level of Annotating Texts</p> <p>Session 11) Reaching to Tackle More Difficult Texts</p> <p>Session 12) Who Said What? Studying Perspective</p> <p>Session 13) Considering Craft</p> <p>Session 14) Evaluating Arguments</p> <p>Session 15) Day of</p>	<p>* Ask new questions & develop new ideas about an issue, then conduct further research</p> <p>* Annotate a text in a purposeful and deliberate way while reading; remember the author's big ideas & facilitate evidence-based conversation</p> <p>* Recognize difficult texts and use strategies to manage that difficulty</p> <p>* Figure out an author's perspective to understand how ideas fit into an issue - study connects & contradictions about a specific issue using several sources</p> <p>* Think about texts</p>	<ul style="list-style-type: none"> ● Reading folders (blank paper, pens, sticky notes) ● Anchor Charts ● Products and advertisements with claims on packaging ● Persuasive texts ● Informational Reading Learning Progression - specific strands ● Mentor Text: <i>When Lunch Fights Back: Wickedly Clever Animal Defenses</i> (WLFB) will be used throughout this unit. 	<ul style="list-style-type: none"> ● Conferring Checklist 	Bend Two: 2 weeks

	Shared Learning	<p>in more than one way while considering the content and the choices authors make</p> <p>* Approach arguments skeptically and carefully evaluate evidence to determine whether it makes an argument weaker or stronger</p> <p>* Hold a debate to celebrate the work that has been completed & to inspire further learning</p>			
Bend 3: Researching a New Issue with More Agency					
<p>RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.8, RI.5.9, RI.5.10</p> <p>SL.5.1, SL.5.3, SL.5.4, SL.5.6</p> <p>L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6</p>	<p>Sessions 16 - 21</p> <p>Session 16) Diving into New Research with More Agency and Independence</p> <p>Session 17) Letting Conversations Spark New Ideas</p>	<p>* When starting new research, make a plan & use what has been previously learned to complete the research</p> <p>* Let future reading be shaped by past reading & thinking but also by conversations with</p>	<ul style="list-style-type: none"> ● Reading folders (blank paper, pens, sticky notes) ● Anchor Charts ● Products and advertisements with claims on packaging ● Persuasive texts 	<ul style="list-style-type: none"> ● Post-Assessment ● Conferring Checklist 	Bend Three: 2 – 3 Weeks

<p>W.5.1, W.5.7, W.5.8, W.5.9.b</p>	<p>Session 18) Talking & Writing Analytically Across Sources</p> <p>Session 19) Reading Nonfiction with the Lens of Power</p> <p>Session 20) Advocacy</p> <p>Session 21) Readers Take Their Researcher-Debat ing Selves into the World</p>	<p>others</p> <p>* Analyze texts by reading more than one text, pay attention to craft, and compare/contrast the choices made by the authors</p> <p>* Bring a critical lense to reading nonfiction - note when the text brings out a strong emotional response & analyse how the text positions the reader</p> <p>* Take a stand for beliefs and become an advocate for change in the world</p> <p>* Look for evidence, weigh/evaluate arguments, form thoughtful judgments on important issues</p>	<ul style="list-style-type: none"> ● Informational Reading Learning Progression - specific strands ● Mentor Text: <i>When Lunch Fights Back:</i> <i>Wickedly Clever Animal Defenses</i> (WLFB) will be used throughout this unit. 		
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Unit 4: Fantasy Book Clubs (April - mid-May)

Standards	Content	Skills/Practices	Materials/ Resources	Assessments (All) Daily/Weekly/ Benchmarks	Timeline (Months/Weeks /Days)
Bend 1: Constructing and Navigating Other Words					
RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.7 SL.5.1, SL.5.2, SL.5.4, SL.5.6 L.5.1, L.5.2, L.5.3, L.5.5, L.5.6	Sessions 1-5 1) Researching the Setting 2) Learning alongside the Main Character 3) Keeping Track of Problems that Multiply 4) Suspending Judgement 5) Reflecting on Learning and Raising the Level of Book Clubs	*Research setting by investigating clues about the time period & important magical elements, using covers, blurbs, & details from the beginning of the story *Learning alongside the main character & looking for clues that characters are in the midst of important learning experiences. * Tackle more complicated books, use charts, timelines, & other graphic organizers to help track & analyze multiple problems & plotlines	*Mentor Texts: - <i>The Paper Bag Princess</i> - <i>The Thief of Always</i> *Video Clips from: - <i>Lord of the Rings</i> - <i>The Hunger Games</i> - <i>Harry Potter</i> *Reading Notebook *Anchor Charts *Student Samples *Student Reading Log	*Pre-Assessment *Conferring Checklist	Bend 1: 1 Week

		<p>*Study characters over time, delving deeply into their formation, motivations, & actions.</p> <p>*Guided reading clubs</p>			
Bend 2: More than Dwarves: Metaphors, Life Lessons, Quests, and Thematic Patterns					
<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.6, RL.5.7, RL.5.9</p> <p>SL.5.1, SL.5.2, SL.5.4, SL.5.5, SL.5.6</p>	<p>Sessions 6-11</p> <p>6) Here Be Dragons</p> <p>7) Readers Learn Real-Life Lessons from Fantastical Characters</p> <p>8) Quests can be Internal as Well as External</p> <p>9) Comparing Themes in Fantasy and History</p> <p>10) Self-Assessing Using Learning Progressions</p>	<p>*Characters face different types of dragons: literal & metaphorical -</p> <p>Conflicts develop into themes</p> <p>*Readers mine fantasy stories to discover themes & lessons that may apply to their own lives</p> <p>*Fantasy stories follow a quest structure - investigate both external & internal quests of major characters</p> <p>*Some themes are universal but they appear in more than one book & across</p>	<p>*Mentor Texts:</p> <ul style="list-style-type: none"> - <i>The Paper Bag Princess</i> - <i>The Thief of Always</i> <p>*Video Clips from:</p> <ul style="list-style-type: none"> - <i>Lord of the Rings</i> - <i>The Hunger Games</i> - <i>Harry Potter</i> <p>*Reading Notebook</p> <p>*Anchor Charts</p> <p>*Student Samples</p> <p>*Student Reading Log</p>	<p>*Conferring Checklist</p>	<p>Bend 2: 2 Weeks</p>

		<p>history</p> <p>*Students evaluate their own work by comparing it with a mental model of strong work & then figuring out what they could do to improve their work</p>			
Bend 3: When Fact and Fantasy Collide					
<p>RL.5.1, RL.5.2, RL.5.3, RI.5.1, RI.5.2, RI.5.3</p> <p>L.5.4, L.5.5, L.5.6</p>	Sessions 11-15	<p>*Refer to non-fiction texts & references to more fully understand the world they're reading about</p> <p>*Specific vocabulary plays an important role in students reading - Use toolkit of strategies to figure out meanings of unfamiliar words</p> <p>*Characters in fantasy books are not all good or bad - Focus on complexity</p> <p>*Fantasy readers figure out if repeated or highlighted images, objects, characters, or</p>	<p>*Mentor Texts:</p> <ul style="list-style-type: none"> - <i>The Paperbag Princess</i> - <i>The Thief of Always</i> - <i>Mufaro's Beautiful Daughters</i> - <i>Jabberwocky (poem)</i> <p>*Video Clips from:</p> <ul style="list-style-type: none"> - <i>Lord of the Rings</i> - <i>The Hunger Games</i> - <i>Harry Potter</i> <p>*Reading Notebook</p> <p>*Anchor Charts</p> <p>*Student Samples</p> <p>*Student Reading Log</p>	*Conferring Checklist	Bend 3: 1 Week

		<p>settings are a symbol of something else/how symbol might connect to possible theme for the story</p> <p>*Gain new insights into the world by understanding & interpreting the metaphors & allegories that exist in fantasy.</p>			
Bend 4: Literacy Traditions: Connecting Fantasy to Other Genres					
<p>RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.9</p> <p>SL.5.4</p>	Sessions 16-19	<p>*Cultures portrayed in stories</p> <p>*Use archetypes to help make predictions, inferences, and interpretations about stories</p> <p>*Analyze a story using a critical lense</p> <p>*Use cross-text study - helps improve their skills in other genres</p> <p>*Celebrate & reflect</p>	<p>*Mentor Texts:</p> <ul style="list-style-type: none"> - <i>The Paperbag Princess</i> - <i>The Thief of Always</i> - <i>Mufaro's Beautiful Daughters</i> - <i>Jabberwocky (poem)</i> <p>*Video Clips from:</p> <ul style="list-style-type: none"> - <i>Lord of the Rings</i> - <i>The Hunger Games</i> - <i>Harry Potter</i> <p>*Reading Notebook</p> <p>*Anchor Charts</p> <p>*Student Samples</p> <p>*Student Reading Log</p>	<p>*Post Assessment</p> <p>*Conferring Checklist</p>	Bend 4: 1 Week