

Summit Public Schools
Summit, New Jersey
Grade Level: Fifth/ Content Area: READING
2019-2020 School Year

Curriculum

Suggested Pacing Guide for Reading and Writing Units of Study

Month	Reading Unit	Writing Unit	Grammar Skill & Word Work
September/ October	Interpretation Book Clubs: Analyzing Themes (Book 1)	Narrative Craft (Book 1)	--Editing checklist & using commas --Varying punctuation for mood/tone --Idioms/adages/proverbs
November/ December	Tackling Complexity: Moving up Levels of Nonfiction (Book 2)	Journalism (new unit)	--Using commas to add information in sentences with parentheses, dashes, and commas --Varying syntax and sentence length for meaning, interest, craft
December/ January	Author Study: Reading Like a Fan: (Curricular Calendar)	Literary Essay: Opening Texts and Seeing More (new book)	--Using figurative language to convey ideas --Smiles and metaphors
February/ March	Argument and Advocacy: Researching Debatable Issues (Book 3)	The Research-Based Argument Essay (Book 4)	--Citing evidence: using underlining, quotation marks, or italics to indicate titles
April/ May	Reading in the Content Areas (Curricular Calendar) Test Prep: A Two Week Mini-Unit	The Lens of History: Research Reports (Book 2) Test Prep: A Two Week Mini-Unit	--Using expert language --Using correlative conjunctions (either/or, neither/nor)
May/ June	Fantasy Book Clubs: The Magic of Themes and Symbols (Book 4)	Shaping Texts: From Essay and Narrative to Memoir (Book 3) OR Fantasy Writing Choose Your Own Adventure: Independent Writing Projects (An Optional Two Week Mini-Unit)	--Idioms/adages/proverbs --Colons and dividing long sentences

Unit 1: Interpretation Book Clubs: Analyzing Themes

September/October

This unit asks a lot of students and gives a lot to them as well. The learning curve between fourth and fifth grade is an especially steep one, and work that fifth graders are asked to do is work that many of us didn't do until high school (if then)! The fact that students will convene in clubs within a week or two of the start of fifth grade is emblematic of the tone and the message that characterizes this unit.

You'll set students up to participate by telling them that the most important thing they need to learn is to be in charge of their own learning. In the second and third bends, you will suggest to students that just as writing makes a person more awake to his or her life, so, too, writing makes a reader more awake to his or her text. Readers who write can see more in a text; they notice more and they make more sense of what they see. These bends quickly turn to the work of interpretation, teaching students how to read with interpretive lenses (close reading). Finally, you will teach students to read analytically, noticing the way different authors develop the same theme differently. You'll also help them do some important compare and contrast work on several texts that develop a similar theme.

Reading	
Big Ideas: <i>Course Objectives / Content Statement(s)</i> <ul style="list-style-type: none"> ● Study characters to synthesize, infer, and interpret information ● Create effective book clubs to elevate levels of reading, thinking, and conversation ● Read at-level books to develop the skills to write well about reading 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<ul style="list-style-type: none"> ● How do readers get to know characters at a deeper level? ● How do readers grow ideas about characters? 	Students will understand that... <ul style="list-style-type: none"> ● Readers build theories and gather evidence about characters. ● Readers use inferences to build interpretations about texts. ● Readers read across books, looking at similarities and differences in characters, and grow bigger theories about them.

Unit 2; Tackling Complexity: Moving Up Levels of Nonfiction

October/November

The nonfiction texts your fifth graders are reading are complex; they raise important challenges. These texts tend not to contain supportive headings and subheadings, nor the pop-out sentences that highlight main ideas in earlier-level passages.

These complexities are often glossed over because of the engaging visuals and catchy fonts that make the texts appear deceptively simple. This unit sets out to directly address these challenges. Across the unit, your students will study ways in which their texts are becoming more complex, and they will realize that the reading strategies they used to rely on are insufficient for these new challenges. At the same time, this unit supports students in building independent nonfiction reading lives outside of school. You will help students see that readers turn to complex nonfiction because those texts give them access to the knowledge they seek and open doors of opportunity.

Across Bend I, you'll help students inquire into the ways complex nonfiction gets hard, and you'll support them in developing skills and strategies to tackle those difficulties. In Bend II, you'll invite students to take on independent inquiry projects studying a topic they most want to learn about. Your teaching will support students in transferring everything they've learned about making meaning from complex texts to texts on their inquiry topic. You will extend this work, helping students to synthesize across texts and critically analyze author's craft.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Determine importance and synthesize information in expository nonfiction ● Read from various nonfiction text structures ● Read contrasting texts to determine new complexities within them ● Apply knowledge about nonfiction reading to inquiry 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● Why is it important to pay attention to the content and structure of complex nonfiction? ● How do nonfiction readers synthesize text to build inferential theories? ● Why do experts engage in research? ● How do researchers use partners' feedback to help improve their work product? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Readers read to gather information about a topic. ● Readers synthesize information and determine importance as they read. ● Readers notice/analyze multiple text structures within a text. ● Readers build theories about what the text is telling <i>and</i> suggesting.

Unit 3: Author Study: Reading Like a Fan

November/December

The goal of this unit is to turn all your students into fans of books, of authors, and of reading. Whatever their level and previous success with reading, your students will articulate their identities as readers. Specifically, they will identify one book, one author, who speaks to them—and then become experts and insiders on everything this author has written and on everything this author stands for.

This unit of study taps into the power of studying an author's work closely, of eagerly anticipating reading another book by this author, and of becoming enriched by the craft and life lessons this author's books provide. This work will pull students firmly into forging a unique personal literary identity by attaching their own name with that of an author who speaks to them. With your help, this is work that all students—not just the strongest ones in the room—can do.

This unit provides students with the chance to whet their appetites and practice coming up with the kinds of focused game plans for independent reading that will lead to growth. That reading will be crucial to their ongoing reading development. Another important goal to bear in mind is that this is a crucial opportunity to provide readers with support in moving up levels of text difficulty. Now is the perfect time to help students who are ready to break into another level to do so.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Make connections to an author and his/her body of work ● Compare and contrast author's craft across multiple texts ● Construct complex themes that occur across multiple texts 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● How do readers make connections with authors of narrative text? ● Why do authors explore universal topics and themes? ● How can I apprentice myself to an author's craft, so that it can impact my <i>own</i> writing? ● How can I become an author-expert, becoming so knowledgeable about an author that I can talk about and reference that author's works 	<p>Students will understand that:</p> <ul style="list-style-type: none"> ● Authors' approaches to the same theme help the reader think about their own writing in new ways ● A writer can apprentice himself to an author to try some of what an author has done in his own writing ● Broadening knowledge about an author allows for the reader to become a literary critic ● Life lessons from authors can be applied to a reader's own life

almost automatically, as if I were a literary critic?

- How can live my life differently because of what I read?

Unit 4: Argument and Advocacy: Researching Debatable Issues

January/February

This unit supports students in reading more complex, challenging nonfiction with greater agency and independence. It aims to support fifth-graders in becoming more active and critical citizens who ponder complex social issues, strive to have an informed viewpoint, to communicate it clearly, and to engage with opinions that might conflict with their own.

The unit begins with a one-day intensive "boot camp" on analyzing arguments. Students work in research groups to study a debatable issue, first learning about both sides of the issue, then choosing a position to research in greater depth, and finally debating the issue and reflecting on their learning to develop new questions and insights. Next, you'll help your students raise the level of their research to develop deeper questions and ideas and engage in more complicated conversations. Students will read more difficult texts with a critical eye, considering perspective and craft while evaluating arguments. A debate highlights students' growth and knowledge, and builds momentum for the final part of the unit.

Later, students select a new issue to study. They'll think about patterns and connections across issues they have studied, considering larger issues of power. By the end of this unit, students will have learned how to compare the ideas and perspectives of many authors and how to formulate their own evidence-based, ethical positions on issues.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Draw on all they have learned about how to read complex nonfiction in order to research and make arguments about provocative, debatable issues. ● How do I investigate an issue? ● How do I raise the level of research to consider craft, perspective, and evaluate arguments? ● How do I research a new issue with agency, independence, and the lens of power and advocacy? 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> ● Why is it important to read critically? ● How does one become an informed citizen? ● Why is it important to engage with viewpoints that are different/more nuanced than our own? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● working in research groups will help to investigate important, pressing, and sometimes controversial issues ● research can be used to make decisions about how they will live their life ● by doing this work they will become confident and critical readers of complicated nonfiction

Unit 5: Reading in the Content Areas

March/April

This unit focuses on reading to learn as students read about science or social studies topics related to the current curriculum. The emphasis in this unit, then, is on reading to gain knowledge and construct ideas.

For this unit, you will need baskets of texts (similar to the nonfiction unit) on the topics students are to explore. It is important to keep the independent just-right reading time alive during this unit as well. Use the read aloud to support this work, and develop timelines, maps, graphs, charts, and diagrams to support your readers' content knowledge. In this unit, you will also want to return to some nonfiction reading strategies taught earlier in the year, such as identifying the main idea and details.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> ● Determine importance and synthesize information in nonfiction text ● Read from various nonfiction text structures ● Read contrasting texts to determine new complexities within them ● Apply knowledge about nonfiction reading to inquiry 	
Essential Questions	Enduring Understandings
<p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p><i>What will students understand about the big ideas?</i></p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can I use all that I know about nonfiction reading and research to learn more about my topic? ● How do text structures impact our understanding of the topic? ● How does engaging in research across multiple texts on the same topic impact our learning? ● How can I build theories from studying multiple perspectives on a topic? 	<p>Students will understand that...</p> <ul style="list-style-type: none"> ● Readers read to gather information about a topic. ● Readers synthesize information as they read. ● Readers read from various nonfiction text formats, paying attention to the text structure. ● Reading across multiple texts will give multiple perspectives on the same topic.

Test Prep (A Two Week Mini-Unit)

April

While most of this unit is centered around preparing for the NJSLA, it is essential to remember that students should continue reading just right/independent level texts to strengthen comprehension, stamina, and fluency. The emphasis in this unit is to teach students to become stronger readers but also providing them with the strategies they need for test-taking situations. It is essential that time is *not* lost completing worksheets, as research shows that such test preparation has no positive impact on student achievement on standardized tests OR on student's ability to interpret text in general.

A few logistical tips: First, to prepare for this unit, you may want to have (A) a reading/test prep workshop in which you teach how to read, talk about, and answer questions about short texts; (B) A writing workshop, and (C) A separate time for independent reading. Additionally, you may choose to utilize student data from previous standardized tests and other diagnostic assessments to determine what standards will require the most attention. Also, do familiarize yourself with all types of NJSLA question types-- Literary Analysis, Narrative Writing, and Research Simulation Task, which will give helpful context for framing test prep support.

While it is helpful to practice multiple test question types to simulate the test-taking situation, it is also important to engage in lengthy, rich inquiry around individual questions (particularly those question types that your students struggle with most).

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> become familiar with the format of the PARCC assessment identify the most impactful reading skills, strategies, and habits needed for the PARCC assessment 	
<p>Essential Questions</p> <p><i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i></p>	<p>Enduring Understandings</p> <p><i>What will students understand about the big ideas?</i></p>
<ul style="list-style-type: none"> What reading skills, strategies, and habits will help me on standardized tests? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> Closely reading test text (questions and passages) and utilizing metacognitive thinking are effective test-taking strategies Standardized tests have a specific format and language Standardized test-makers expect that readers have learned a repertoire of reading skills and strategies that they can apply in a myriad of contexts.

Unit 6: Fantasy Book Clubs: The Magic of Themes and Symbols

May/June

This unit aims to capture students' passion for fantasy reading as a means of increasing their facility with complex texts and interpretation. Students will need to pay close attention as they read, assuming that details do matter. They will be reading across novels, noticing patterns, archetypes, and themes.

To prepare for this unit of study, you will need to gather multiple sets of books for every reading level in your class, learning progressions to boost the level of talk within groups, and mentor texts (typed text, movies, graphic novels) to show the many ways in which fantasy authors can choose to publish based on their intended purpose.

Reading	
<p>Big Ideas: <i>Course Objectives / Content Statement(s)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Students will read complex texts developing skills of synthesis and interpretation. <input type="checkbox"/> Students will notice patterns across texts. 	
Essential Questions	Enduring Understandings
<i>What provocative questions will foster inquiry, understanding, and transfer of learning?</i>	<i>What will students understand about the big ideas?</i>
<p>Essential Question:</p> <ul style="list-style-type: none"> ● What strategies and goals will help me to make sense of the multiple plot lines, layered characters, and complex themes in fantasy? ● How can I use all I have learned about how authors develop themes to study the way authors approach common themes in fantasy? (approximately one week) ● How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made—especially thinking about symbolism, allusion and craft? 	<p>Students will understand that:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using strategies and creating goals will help them to make sense of complex texts. <input type="checkbox"/> Fantasy readers envision the story in their mind, creating the world the author is trying to portray. <input type="checkbox"/> Fantasy readers develop thematic understandings of texts, know that it is much more than dwarfs and elves. <input type="checkbox"/> There are many fantasy archetypes, quest structures, and thematic patterns.