

Unit Overview: This unit teaches students to study ways that texts are becoming more complex and develop reading strategies to tackle these new challenges. Students will have a broad range of topics to access deeper knowledge and open doors of opportunity. This unit will reinforce the value of embarking on a learning journey that is fueled by an inquiry of their own. In bend one, not only will students develop strategies to access more difficult texts, but also the vocabulary demands that go along with complex text. In bend two, students will become independent researchers, to question what they read, and to synthesize information across different texts. Students will become spokespeople for their topic and develop ways to conduct seminars on their topic. The end of this unit will convey their value in the classroom and that their own interests matter.

Essential Questions: How do we get students to do cross texts synthesis work? How do students become critical readers?

Concept Understanding: Students will strengthen skills in monitoring for sense, word solving, predicting and summarizing, as sense is made of complex texts.

Sessions	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
BEND I: Working with Text Complexity				
1	W.5.2, W.5.9b Target Skills: informative/explanatory texts; evidence to support reason	RI.5.2, RI.5.5, RI.5.7, RI.5.10 Target Skills: summarize; compare and contrast; integrate information to problem solve; comprehend informational text independently and proficiently Writing about reading suggested activities Write summaries that reflect literal understanding of a text	SL.5.1, SL.5.3 Target Skills: engagement in group discussion; evidenced based summary	L.5.1, L.5.3, L.5.6 Target Skills: grammar and usage; language conventions; domain specific/academic word usage

2	<p>W.5.2, W.5.9b</p> <p>Target Skills: informative/explanatory texts; evidence to support reason</p>	<p>RI.5.2, RI.5.3, RI.5.5, RI.5.7, RI.5.10, RF.5.3, RF.5.4</p> <p>Target Skills: summarize; analyze relationships; compare and contrast; integrate information to problem solve; comprehend informational text independently and proficiently; text complexity, fluency, comprehension phonics and word analysis</p> <p>Writing about reading suggested activities Represent important information about a fiction text (characters, problems, sequence of events, problem resolution)</p>	<p>SL.5.1, SL.5.2, SL.5.6</p> <p>Target Skills: engagement in group discussions; multimedia presentations; formal language usage</p>	<p>L.5.1, L.5.3, L.5.6</p> <p>Target Skills: grammar and usage; language conventions; domain specific/academic word usage</p>
3	<p>W.5.2, W.5.9b</p> <p>Target Skills: informative/explanatory texts; evidence to support reason</p>	<p>RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.10</p> <p>Target Skills: quote; summarize; analyze relationships; compare and contrast; comprehend informational text independently and proficiently</p> <p>Writing about reading suggested activities Provide details that are important to understanding the relationship among plot, setting, and character traits</p>	<p>SL.5.1, SL.5.6</p> <p>Target Skills: engagement in group discussions; formal language usage</p>	<p>L.5.1, L.5.3, L.5.6</p> <p>Target Skills: grammar and usage; language conventions; domain specific/academic word usage</p>

4	<p>W.5.2, W.5.6, W.5.9b</p> <p>Target Skills: informative/explanatory texts; evidence to support reason</p>	<p>RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.10</p> <p>Target Skills: quote; summarize; analyze relationships; compare and contrast; comprehend informational text independently and proficiently</p> <p>Writing about reading suggested activities Provide evidence of understanding complex plots with multiple events and characters in response to reading and in-text summaries</p>	<p>SL.5.1, SL.5.2, SL.5.3</p> <p>Target Skills: engagement in group discussions; multimedia presentations; evidenced based summary</p>	<p>L.5.1, L.5.3, L.5.6</p> <p>Target Skills: grammar and usage; language conventions; domain specific/academic word usage</p>
5	<p>W.5.2, W.5.9b</p> <p>Target Skills: informative/explanatory texts; evidence to support reason</p>	<p>RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.10, RF.5.3</p> <p>Target Skills: quote; summarize; analyze relationships; tier 2 and tier 3 vocabulary words; comprehend informational text independently and proficiently; text complexity, fluency, comprehension phonics and word analysis</p> <p>Writing about reading suggested activities Continuously check with the evidence in a text to ensure that writing reflects understanding</p>	<p>SL.5.1, SL.5.6</p> <p>Target Skills: engagement in group discussions; formal language usage</p>	<p>L.5.1, L.5.3, L.5.4, L.5.5, L.5.6</p> <p>Target Skills: grammar and usage; language conventions; word meaning in context; figurative language interpretation; domain specific/academic word usage</p>
6	<p>W.5.2, W.5.9b</p> <p>Target Skills: informative/explanatory texts; evidence to support reason</p>	<p>RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.10, RF.5.3</p> <p>Target Skills: quote; summarize; analyze relationships; tier 2 and tier 3 vocabulary words; comprehend informational text independently and proficiently; text complexity, fluency, comprehension phonics and word analysis</p> <p>Writing about reading suggested activities</p>	<p>SL.5.1</p> <p>Target Skills: engagement in group discussions</p>	<p>L.5.1, L.5.3, L.5.4, L.5.5, L.5.6</p> <p>Target Skills: grammar and usage; language conventions; word meaning in context; figurative language interpretation; domain</p>

		Remember significant details from a longer series of events and use them to analyze the story		specific/academic word usage
7	W.5.2, W.5.9b Target Skills: informative/explanatory texts; evidence to support reason	RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.7 , RI.5.10 Target Skills: quote; summarize; analyze relationships; compare and contrast; integrate information to problem solve; comprehend informational text independently and proficiently Writing about reading suggested activities Reflect awareness of graphical features like headings and legends	SL.5.1, SL.5.2, SL.5.3, SL.5.5 Target Skills: engagement in group discussions; multimedia presentations; evidenced based summary	L.5.1, L.5.2, L.5.3 , L.5.4 Target Skills: grammar and usage; demonstrate the language conventions when writing; word meaning in context
8	W.5.2, W.5.7, W.5.8, W.5.9b Target Skills: informative/explanatory texts; research project; summarize and/or paraphrase; list sources; evidence to support reason	RI.5.1, RI.5.2 , RI.5.3, RI.5.5 Target Skills: quote; summarize; analyze relationships; compare and contrast Writing about reading suggested activities Include appropriate and important details when summarizing texts	SL.5.1, SL.5.3 Target Skills: engagement in group discussion; evidenced based summary	L.5.1, L.5.3, L.5.4, L.5.5, L.5.6 Target Skills: grammar and usage; language conventions; word meaning in context; figurative language interpretation; domain specific/academic word usage

9	W.5.2, W.5.4, W.5.8, W.5.9b Target Skills: informative/explanatory texts; development and organization appropriate to task; list sources; evidence to support reason	RI.5.1, RI.5.2 , RI.5.3 Target Skills: quote; summarize; analyze relationships Writing about reading suggested activities Provide evidence from the text or from personal experience to support written statements about a text	SL.5.1, SL.5.2 Target Skills: engagement in group discussions; multimedia presentations	L.5.1, L.5.2, L.5.3, L.5.6 Target Skills: grammar and usage; conventions of standard English; language conventions; domain specific/academic word usage
BEND II: Applying Knowledge About Nonfiction Reading to Inquiry Projects				
10	W.5.2, W.5.5, W.5.7, W.5.8 , W.5.9b Target Skills: informative/explanatory texts; revise; research project; summarize and/or paraphrase; list sources; evidence to support reason	RI.5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.7 , RI.5.9 Target Skills: quote; summarize; analyze relationships; point of view; integrate information to problem solve; analyze information Writing about reading suggested activities Record background information and formulate expectations and questions prior to reading a text;	SL.5.1, SL.5.2 , SL.5.3 Target Skills: engagement in group discussions; multimedia presentations; evidenced based summary	L.5.1, L.5.2, L.5.3, L.5.6 Target Skills: grammar and usage; conventions of standard English; language conventions; domain specific/academic word usage
11	W.5.2, W.5.7, W.5.8, W.5.9b Target Skills: informative/explanatory texts; research project; summarize and/or paraphrase; list sources; evidence to support reason	RI.5.1, RI.5.2 , RI.5.3, RI.5.7, RI.5.8, RI.5.9 Target Skills: quote; summarize; analyze relationships; integrate information to problem solve; reason and evidence to support; analyze information Writing about reading suggested activities Make connections among the ideas in a text and among other texts on the same topic or by the same writers	SL.5.1 Target Skills: engagement in group discussions	L.5.1, L.5.2, L.5.3, L.5.6 Target Skills: grammar and usage; conventions of standard English; language conventions; domain specific/academic word usage

12	<p>W.5.2, W.5.7, W.5.8, W.5.9b</p> <p>Target Skills: informative/explanatory texts; research project; summarize and/or paraphrase; list sources; evidence to support reason</p>	<p>RI.5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.7, RI.5.8, RI.5.9</p> <p>Target Skills: quote; summarize; analyze relationships; point of view; integrate information to problem solve; reason and evidence to support; analyze information</p> <p>Writing about reading suggested activities Specify the nature of connections in discussion and in writing</p>	<p>SL.5.1, SL.5.3</p> <p>Target Skills: engagement in group discussion; evidenced based summary</p>	<p>L.5.1, L.5.2, L.5.3, L.5.6</p> <p>Target Skills: grammar and usage; conventions of standard English; language conventions; domain specific/academic word usage</p>
13	<p>W.5.2, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9b, W.5.10</p> <p>Target Skills: informative/explanatory texts; development and organization relevant to task; revise; research project; summarize and/or paraphrase; list sources; evidence to support reason; research/reflection</p>	<p>RI.5.1, RI.5.2, RI.5.3, RI.5.6, RI.5.7, RI.5.8, RI.5.9</p> <p>Target Skills: quote; summarize; analyze relationships; point of view; integrate information to problem solve; reason and evidence to support; analyze information</p> <p>Writing about reading suggested activities Show connections between the setting, characters and events of a text and reader's own personal experiences</p>	<p>SL.5.1</p> <p>Target Skills: engagement in group discussions</p>	<p>L.5.1, L.5.2, L.5.3, L.5.6</p> <p>Target Skills: grammar and usage; conventions of standard English; language conventions; domain specific/academic word usage</p>
14	<p>W.5.2, W.5.9b</p> <p>Target Skills: informative/explanatory texts; evidence to support reason</p>	<p>RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9</p> <p>Target Skills: quote; summarize; analyze relationships; compare and contrast; point of view; integrate information to problem solve; reason and evidence to support; analyze information</p>	<p>SL.5.1</p> <p>Target Skills: engagement in group discussions</p>	<p>L.5.1, L.5.2, L.5.3, L.5.6</p> <p>Target Skills: grammar and usage; conventions of standard English; language conventions; domain</p>

		<p>Writing about reading suggested activities Explain how an author uses and evidence to support particular points in text</p>		specific/academic word usage
15	<p>W.5.2, W.5.7, W.5.8, W.5.9b</p> <p>Target Skills: informative/explanatory texts; research project; summarize and/or paraphrase; list sources; evidence to support reason</p>	<p>RI.5.1, RI.5.2, RI.5.3, RI.5.5, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10</p> <p>Target Skills: quote; summarize; analyze relationships; compare and contrast; point of view; integrate information to problem solve; reason and evidence to support; analyze information; comprehend informational text independently and proficiently</p> <p>Writing about reading suggested activities Intergrade information two texts on the same topic in order to write about it</p>	<p>SL.5.1, SL.5.3</p> <p>Target Skills: engagement in group discussion; evidenced based summary</p>	<p>L.5.1, L.5.2, L.5.3, L.5.6</p> <p>Target Skills: grammar and usage; conventions of standard English; language conventions; domain specific/academic word usage</p>
16	<p>W.5.2, W.5.5, W.5.9b, W.5.10</p> <p>Target Skills: informative/explanatory texts; revise; evidence to support reason</p>	<p>RI.5.1, RI.5.2, RI.5.3, RI.5.8</p> <p>Target Skills: quote; summarize; analyze relationships; reason and evidence to support</p> <p>Writing about reading suggested activities Infer the meaning of the writer's use of symbolism</p>	<p>SL.5.1, SL.5.2</p> <p>Target Skills: engagement in group discussions; multimedia presentations</p>	<p>L.5.1, L.5.2, L.5.3, L.5.5, L.5.6</p> <p>Target Skills: grammar and usage; conventions of standard English; language conventions; demonstrate the use of figurative language; domain specific/academic word usage</p>
17	<p>W.5.2, W.5.9b</p> <p>Target Skills: informative/explanatory</p>	<p>RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.5, RI.5.6, RI.5.8, RI.5.9</p> <p>Target Skills:</p>	<p>SL.5.1, SL.5.2</p> <p>Target Skills:</p>	<p>L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6</p>

	texts; evidence to support reason	quote; summarize; analyze relationships; tier 2 and tier 3 vocabulary words; compare and contrast; point of view; reason and evidence to support; analyze information Writing about reading suggested activities Make hypothesis about the significance of aspect of setting in the characters' or subjects' feelings, attitudes and decisions	engagement in group discussions; multimedia presentations	Target Skills: grammar and usage; conventions of standard English; language conventions; clarify the meaning of unknown and multiple meaning words; demonstrate the use of figurative language; domain specific/academic word usage
18	W.5.2, W.5.9b Target Skills: informative/explanatory texts; evidence to support reason	RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6 , RI.5.8, RI.5.9 Target Skills: quote; summarize; analyze relationship; tier 2 and tier 3 vocabulary words; point of view; reason and evidence to support; analyze information Writing about reading suggested activities Reflect diverse perspectives, especially when a text reveals insights into other cultures and parts of the world	SL.5.1, SL.5.3 Target Skills: engagement in group discussion; evidenced based summary	L.5.1, L.5.2, L.5.3, L.5.6 Target Skills: grammar and usage; conventions of standard English; language conventions; domain specific/academic word usage
19	W.5.2, W.5.9b Target Skills: informative/explanatory texts; evidence to support reason	RI.5.1, RI.5.2, RI.5.3 Target Skills: quote; summarize; analyze relationships Writing about reading suggested activities Connect a text to historical and cultural knowledge	SL.5.1, SL.5.4, SL.5.5, SL.5.6 Target Skills: engagement in group discussion; report/present opinion sequentially and logically; formal language usage	L.5.1, L.5.2, L.5.3, L.5.6 Target Skills: grammar and usage; conventions of standard English; language conventions; domain specific/academic word usage