

Unit Overview: This unit goes for the gold, teaching students the best of what it means to read literature and conveying that this is a time for intellectual independence. In the first part of the unit, you'll teach students strategies to lift the level of their writing about reading. You'll remind them to draw on a repertoire of ways for reading closely and how to analyze details that seem to represent big ideas. Students read through the lens of tentative ideas and questions to help them develop evidenced-based theories. Then, each reading club will work with a novel that has nuanced characters and multiple subplots. You'll ask, "What might this book really be about?" After students name the most important thing a text teaches, you'll prompt them to think of others, considering more than one overarching theme and weighing which details best support each theme.

Essential Questions: How do we get students to read analytically and notice how different authors develop the same theme? How can students compare and contrast texts that develop a similar theme?

Concept Understanding: Students, when reading and writing on their own, will think analytically to notice and determine: "How does this part contribute to the whole text?" or "Why might the author have done this?"

Sessions	Writing Standards	Reading Standards	Speaking & Listening Standards	Language Standards
Bend I: Writing About Reading with Voice and Investment				
1	W.5.1, W.5.2, W.5.3, W.5.10 Targeted Skills: opinion; informative; narrative; research/reflection	RL.5.10, RI.5.10, RF.5.4 Targeted Skills: literary & informational text; text complexity, fluency, comprehension Writing about reading suggested activity Include appropriate and important details when summarizing texts	SL.5.1, SL.5.6 Targeted Skills: engagement in group discussion; formal language usage	L.5.1, L.5.2, L.5.3 Targeted Skills: grammar and usage; conventions of standard English, language conventions

2	<p>W.5.1, W.5.2, W.5.4, W.5.9, W.5.10</p> <p>Targeted Skills: opinion, informative, organization, evidence-based writing, research/ reflection</p>	<p>RL.5.2, RL.5.10, RI.5.2, RI.5.10, RF.5.3, RF.5.4</p> <p>Targeted Skills: themes, details; summary; literary text; text complexity, fluency, comprehension phonics and word analysis</p> <p>Writing about reading suggested activity Provide evidence from the text or from personal experience to support written statements about a text</p>	<p>SL.5.1, SL.5.2</p> <p>Targeted Skills: engagement in group discussion; multi-media presentations</p>	<p>L.5.1, L.5.2, L.5.3</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions</p>
3	<p>W.5.1, W.5.2, W.5.4, W.5.9.a, W.5.10</p> <p>Targeted Skill: opinion; informative; organization, evidence-based writing; research/reflection</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.7, RL.5.10</p> <p>Targeted Skills: evidence-based response; theme; details; compare and contrast; characters; word meaning; figurative language; text structure; visual impact on text; literary & informational text; text complexity; fluency; comprehension</p> <p>Writing about reading suggested activity Purposefully acquire vocabulary from text and use new words in talk and writing</p>	<p>SL.5.1, SL.5.2, SL.5.4</p> <p>Targeted Skills: engagement in group discussion; multi-media presentations; report/present opinion sequentially and logically</p>	<p>L.5.1, L.5.2, L.5.3</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions</p>

4	<p>W.5.1, W.5.2, W.5.4, W.5.9.a W.5.10</p> <p>Targeted Skill: opinion; informative; organization, evidence-based writing; research/reflection</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10</p> <p>Targeted Skills: evidence-based response; theme; details; compare and contrast; characters; word meaning; figurative language; text structure; visual impact on text; literary & informational text; text complexity; fluency; comprehension</p> <p>Writing about reading suggested activity Notice, comment on, and actively work to acquire new vocabulary and intentionally use it (including complex and specified words)</p>	<p>SL.5.1, SL.5.2, SL.5.4</p> <p>Targeted Skills: engagement in group discussion; multi-media presentations; report/present opinion sequentially and logically</p>	<p>L.5.1, L.5.2, L.5.3, L.5.6</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions; domain specific/ academic word usage</p>
5	<p>W.5.1, W.5.2, W.5.4, W.5.9.a, W.5.10</p> <p>Targeted Skill: opinion; informative; organization, evidence-based writing; research/reflection</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6</p> <p>Targeted Skills: evidence-based response; theme, details; compare and contrast character; word meaning, figurative language; text structure; point of view</p> <p>Writing about reading suggested activity Record information to support the memory of a text over several days of reading (notes, chapter summary statements)</p>	<p>SL.5.1</p> <p>Targeted Skill: engagement in group discussion</p>	<p>L.5.1, L.5.2, L.5.3, L.5.5</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions; figurative language interpretation</p>

6	<p>W.5.1, W.5.2, W.5.4, W.5.9.a, W.5.10</p> <p>Targeted Skill: opinion; informative; organization, evidence-based writing; research/reflection</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.10</p> <p>Targeted Skills: evidence-based response; theme, details; compare and contrast characters; word meaning, figurative language; text structure; point of view; visual elements' impact on text; literary & informational text; text complexity, fluency, comprehension</p> <p>Writing about reading suggested activity Make note of important or new information while reading nonfiction</p>	<p>SL.5.1, SL.5.4</p> <p>Targeted Skills: engagement in group discussion; report/present opinion sequentially and logically</p>	<p>L.5.1, L.5.2, L.5.3</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions</p>
7	<p>W.5.1, W.5.2, W.5.4 W.5.5 W.5.9.a, W.5.10</p> <p>Targeted Skill: opinion; informative; organization, evidence-based writing; research/reflection</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.10</p> <p>Targeted Skills: evidence-based response; theme, details; compare and contrast characters; word meaning, figurative language; text structure; point of view; visual elements' impact on text; literary & informational text: text complexity, fluency, comprehension</p> <p>Writing about reading suggested activity Access information from both print and graphics</p>	<p>SL.5.1, SL5.4</p> <p>Targeted Skills: engagement in group discussion; report/present opinion sequentially and logically</p>	<p>L.5.1, L.5.2, L.5.3, L.5.6</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions; domain specific/ academic word usage</p>

Bend II: Raising the Level of Writing and Talking About Literature				
8	<p>W.5.1, W.5.2, W.5.3, W.5.4, W.5.5, W.5.9.a, W.5.10</p> <p>Targeted Skills: opinion; informative; narratives; organization; revising/editing; evidence based writing, research/ reflection</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.5</p> <p>Targeted Skills: evidence-based response; theme; details; compare and contrast characters; word meaning; figurative language; text structure; literary & informational text; text complexity; fluency; comprehension</p> <p>Writing about reading suggested activity Connect a text to historical and cultural knowledge</p>	<p>SL.5.1</p> <p>Targeted Skill: engagement in group discussion</p>	<p>L.5.1, L.5.2, L.5.3, L.5.6</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions; domain specific/ academic word usage</p>
9	<p>W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a W.5.10</p> <p>Targeted Skills: opinion; informative; narratives; organization; revising/editing; evidence based writing, research/ reflection</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10</p> <p>Targeted Skills: evidence-based response; theme details; compare and contrast characters; word meaning, figurative language; text structure; literary & informational text; text complexity; fluency; comprehension</p> <p>Writing about reading suggested activity Support thinking beyond the text with specific evidence from the text or personal knowledge</p>	<p>SL.5.1, SL.5.2, SL.5.4, SL.5.6</p> <p>Targeted Skills: engagement in group discussion; multimedia presentations; report/present opinion; sequentially and logically; formal language usage</p>	<p>L.5.1, L.5.2, L.5.3, L.5.6</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions; domain specific/ academic word usage</p>

10	<p>W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a, W.5.10</p> <p>Targeted Skills: opinion; informative; organization; evidence-based writing</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.6</p> <p>Targeted Skills: evidence-based response; theme, details; compare and contrast characters; text structure; point of view</p> <p>Writing about reading suggested activity Make a wide range of predictions using (and including) information as evidence from the text</p>	<p>SL.5.1, SL.5.2, SL.5.4</p> <p>Targeted Skills: engagement in group discussion; multi-media presentations; report/present opinion sequentially and logically</p>	<p>L.5.1, L.5.2, L.5.3</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions</p>
11	<p>W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a, W.5.10</p> <p>Targeted Skills: opinion; informative; organization; evidence-based writing</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10</p> <p>Targeted Skills: evidence-based response; theme, details; compare and contrast characters; word meaning, figurative language; text structure; literary & informational text: text complexity fluency, comprehension</p> <p>Writing about reading suggested activity Predict what will happen in a text or after a text ends</p>	<p>SL.5.1, SL.5.4, SL.5.6</p> <p>Targeted Skills: engagement in group discussion; report/present opinion sequentially and logically, formal language usage</p>	<p>L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions; domain specific/ academic word usage word meaning in context, domain specific/ academic word usage</p>

12	<p>W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a</p> <p>Targeted Skills: opinion; informative; narratives; organization; revising/editing; evidence based writing, research/ reflection</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.10</p> <p>Targeted Skills: evidence-based response; theme, details; compare and contrast characters; word meaning, figurative language; text structure; literary & informational text: text complexity fluency, comprehension</p> <p>Writing about reading suggested activity Predict what a character might do in other circumstances</p>	<p>SL.5.1, SL.5.2, SL.5.4</p> <p>Targeted Skills: engagement in group discussion; multi-media presentations; report/present opinion sequentially and logically</p>	<p>L.5.1, L.5.2, L.5.3, L.5.6</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions; domain specific/ academic word usage</p>
13	<p>W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a</p> <p>Targeted Skills: opinion; informative; narratives; organization; revising/editing; evidence based writing, research/ reflection</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6</p> <p>Targeted Skills: evidence-based response; theme, details; compare and contrast characters; word meaning, figurative language; text structure; point of view</p> <p>Writing about reading suggested activity Infer characters' feelings and motivations and include evidence from the text to support thinking</p>	<p>SL.5.1, SL.5.4, SL.5.6</p> <p>Targeted Skills: engagement in group discussion; report/present opinion sequentially and logically, formal language usage</p>	<p>L.5.1, L.5.2, L.5.3, L.5.6</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions; domain specific/ academic word usage</p>

14	<p>W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a</p> <p>Targeted Skills: opinion; informative; narratives; organization; revising/editing; evidence based writing, research/ reflection</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.9</p> <p>Targeted Skills: evidence-based response; theme, details; compare and contrast characters; word meaning, figurative language; text structure; compare and contrast stories</p> <p>Writing about reading suggested activity Infer the narrator’s or writer’s point of view about the story or topic</p>	<p>SL.5.1, SL.5.3, SL.5.4, SL.5.6</p> <p>Targeted Skills: engagement in group discussion; evidenced based summary; report/present opinion sequentially and logically; formal language usage</p>	<p>L.5.1, L.5.2, L.5.3, L.5.6</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions; domain specific/ academic word usage</p>
Bend III: Thematic text Sets: Turning Text Inside Out				
15	<p>W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a</p> <p>Targeted Skills: opinion; informative; narratives; organization; revising/editing; evidence based writing, research/ reflection</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.5, RL.5.9</p> <p>Targeted Skills: evidence-based response; theme, details; compare and contrast characters; text structure; compare and contrast stories</p> <p>Writing about reading suggested activity Describe hoe the illustrations add to meaning, mood, and quality</p>	<p>SL.5.1, SL.5.2, SL.5.4</p> <p>Targeted Skills: engagement in group discussion; multi-media presentations; report/present opinion sequentially and logically</p>	<p>L.5.1, L.5.2, L.5.3, L.5.6</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions; domain specific/ academic word usage</p>

16	<p>W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a</p> <p>Targeted Skills: opinion; informative; narratives, organization; evidence-based writing</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.6, RL.5.9, RL.5.10</p> <p>Targeted Skills: evidence-based response; theme, details; compare and contrast characters; point of view; compare and contrast stories; literary & informational text, text complexity, fluency, comprehension</p> <p>Writing about reading suggested activity Analyze the picture as an artistic whole, including how the illustrations and text work together to create meaning and mood</p>	<p>SL.5.1, SL.5.2, SL.5.4</p> <p>Targeted Skills: engagement in group discussion; multi-media presentations; report/present opinion sequentially and logically</p>	<p>L.5.1, L.5.2, L.5.3, L.5.6</p> <p>Targeted Skills: grammar and usage; conventions of standard English, language conventions; domain specific/ academic word usage</p>
17	<p>W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a</p> <p>Targeted Skills: opinion; informative; narratives, organization; evidence-based writing</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9</p> <p>Targeted Skills: evidence-based response; theme, details; compare and contrast characters; point of view; compare and contrast stories; word meaning, figurative language; text structure; point of view; visual elements' impact on text; compare and contrast stories</p> <p>Writing about reading suggested activity Provide specific examples and evidence (either orally or in writing) to support written statements about the quality, accuracy, or craft of a text</p>	<p>SL.5.1, SL.5.4</p> <p>Targeted Skills: engagement in group discussion, report/present opinion sequentially and logically</p>	<p>L.5.1, L.5.2, L.5.3, L.5.4, L.5.6</p> <p>Targeted Skills: grammar and usage; conventions of standard English; language conventions; word meaning in context; domain specific/ academic word usage</p>

18	<p>W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a</p> <p>Targeted Skills: opinion; informative; narratives, organization; evidence-based writing</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.9</p> <p>Targeted Skills: evidence-based response; theme, details; compare and contrast characters; compare and contrast stories; word meaning, figurative language; text structure; point of view; compare and contrast stories</p> <p>Writing about reading suggested activity Comment on how layout contributes to the meaning and effectiveness</p>	<p>SL.5.1</p> <p>Targeted Skill: engagement in group discussion</p>	<p>L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6</p> <p>Targeted Skills: grammar and usage; conventions of standard English; language conventions, word meaning in context, figurative language interpretation, domain specific/ academic word usage</p>
19	<p>W.5.1, W.5.2, W.5.3, W.5.4, W.5.9.a</p> <p>Targeted Skills: opinion; informative; narratives, organization; evidence-based writing</p>	<p>RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.9</p> <p>Targeted Skills: evidence-based response; theme, details; compare and contrast characters; compare and contrast stories; word meaning, figurative language; text structure; point of view; compare and contrast stories</p> <p>Writing about reading suggested activity Critique the quality or authenticity of a text, including author's qualifications</p>	<p>SL.5.1</p> <p>Targeted Skill: engagement in group discussion</p>	<p>L.5.1, L.5.2, L.5.3, L.5.4, L.5.5, L.5.6</p> <p>Targeted Skills: grammar and usage; conventions of standard English; language conventions, word meaning in context, figurative language interpretation, domain specific/ academic word usage</p>
<p>20 Celebration</p>				