

Language Arts 5



Interpretation Book Clubs

ELA 5 Curriculum

Power Objectives

P.O. #1: Read and comprehend complex literary texts independently and proficiently. ([P.O. #1 Proficiency Rubric](#))

P.O. #3: Know and apply reading foundational skills to support reading comprehension. ([P.O. #3 Proficiency Rubric](#))

P.O. #9: Based on grade 5 reading and content, determine or clarify the meaning of unknown and multiple-meaning words/phrases choosing flexibly from a range of strategies and demonstrate understanding of figurative language, word relationships, and nuances in word meanings through word study.

Academic Vocabulary

- ☐ goal-driven, deliberate work
- ☐ annotate text
- ☐ writerly consciousness
- ☐ thinking, exploring voice
- ☐ insights
- ☐ interpretive lenses
- ☐ theories
- ☐ thought prompts

- ☐ perspective
- ☐ shades of meaning
- ☐ parts, select, rank & compare
- ☐ cause and effect
- ☐ theme
- ☐ author's message
- ☐ constitution
- ☐ club conversation etiquette
- ☐ mental flexibility

- ☐ extend thinking
- ☐ provocative, debatable ideas
- ☐ self-assessment
- ☐ universal
- ☐ transferable
- ☐ compare and contrast
- ☐ nuanced
- ☐ precise
- ☐ author's craft

Enduring Understandings

Students understand that...

- In order to achieve intellectual independence and to ensure richly literate lives, students need to read thoughtfully with interpretive lenses and need to write well about their reading.
- Readers who write can see more in a text—they notice more and they make something of what they see.
- To strengthen analysis of text is to notice how different authors develop the same theme differently.

Essential Questions

- What does it mean to have a richly literate life?
- Why does your reading become different because you read as a writer?
- Why do studying universal themes across texts help you strengthen your reading skills?