

KSD 5th Grade Reading (Literary and Information) Units of Study



First Quarter - 9 Weeks (Metacognition/Monitoring, Schema/Making Connections, Visualizing/Mental Images) DESE Item Specifications

Metacognition and Monitoring - 3 Weeks

Unit 1	Student Language	Instructional Considerations	* Priority Standards and Supporting Standards
Week 1	<ul style="list-style-type: none"> ★ I can choose books that are just right for my understanding and aligned to my purpose. ★ I can think while I read so that I understand. ★ I can stop, think, and fix it when something does not make sense. ★ I can think about and discuss text genres. ★ I can use phonics strategies and context clues to help me understand unknown words. ★ I can write and talk about what I read. 	<ul style="list-style-type: none"> ★ Use a variety of genres in this unit ★ Book shopping/checking out routines ★ Teacher expectations ★ Student expectations ★ Academic vocabulary- genre, sub-genres (historical fiction, mystery, biography, etc), metacognitive ★ Connect phonics work with comprehension <ul style="list-style-type: none"> ○ Context clues ○ Affixes/Roots ○ Decoding strategies ★ Foster accountability and build independence and collaboration for producing evidence of reading (example- both record rally robin, timed) 	<p><u>Independently Read and Produce Evidence</u> No Scale 5.R.1.D.a reading text that is developmentally appropriate 5.R.1.D.b producing evidence of reading</p> <p><u>Speaking and Listening</u> 5.SL.1.A.b Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others</p> <p>5.SL.1.A.d Listening for speaker's message and summarizing main points based on evidence</p> <p><u>F/NF Drawing Conclusions and Text Evidence</u> 5.R.1.A.g Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>5.R.1.A.b Drawing conclusions and inferring by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><u>Affixes and Roots for Meaning</u> 5.R.1.B.a Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context</p> <p>5.R.1.B.b</p>
Weeks 2/3	<ul style="list-style-type: none"> ★ I can think while I read so that I understand. ★ I can stop, think, and fix it when something does not make sense. ★ I can think about and discuss text genres. ★ I can think about and discuss text structure. ★ I can create a summary of fiction/nonfiction text. ★ I can use phonics strategies and context clues to help me understand unknown words. ★ I can write and talk about what I read. 	<ul style="list-style-type: none"> ★ Review text structure ★ Review summarizing <ul style="list-style-type: none"> ○ Fiction summary organizer that includes central message/lesson/moral ○ Nonfiction summary organizer ○ Consider using a variety of print and digital texts ○ Attend to vocabulary changes: conflict, resolution, internal traits, external traits ★ Connect phonics work with comprehension <ul style="list-style-type: none"> ○ Context clues ○ Affixes/Roots ○ Decoding strategies ★ Write and apply about what is read 	<p><u>Affixes and Roots for Meaning</u> 5.R.1.B.a Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context</p> <p>5.R.1.B.b</p>

		<ul style="list-style-type: none"> ○ Summary organizers ○ Reader's response journals ○ Sticky notes <p>★ Foster accountability and build independence and collaboration for producing evidence of reading</p>	<p>Using context to determine meaning of unfamiliar or multiple-meaning words</p> <p>NF Text Features 5.R.3.A.g Use multiple text features and graphics to locate information and gain an overview of the contents of text information</p> <p>5.R.1.A.c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p>5.R.3.A.c. interpret factual or quantitative information</p> <p>5.R.4.A.e. explaining textual and graphics features of a web page and how they help readers to comprehend text</p> <p>5.RF.4.A.a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p> <p>5.SL.1.A.a. Following agreed upon rules for listening and fulfilling discussion rules independently</p> <p>5.SL.1.A.c. following, restating, and giving multi-step instructions from or to others in collaborative groups</p> <p>5.SL.2.A.a. evaluating and modifying own active listening skills</p> <p>5.SL.3.A.a. summarizing points made by others before presenting own ideas</p>
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Schema and Making Connections - 3 Weeks			
Unit 2	Student Language	Instructional Considerations	* Priority Standards and Supporting Standards
Week 1	<p>★ I can think about what I know to help me understand a text.</p> <p>★ I can write and talk about what I read.</p> <p>★ I can use my schema to create a summary of fiction/nonfiction text.</p> <p>★ I can use 5th grade academic vocabulary. (conflict, resolution, internal traits, external traits)</p>	<p>★ Use a variety of genres in this unit.</p> <p>★ Schema is our background knowledge that we build upon and use for understanding</p> <p>★ Graphic organizers to document schema and new learning</p> <ul style="list-style-type: none"> ○ KWL charts ○ Schema folders ○ Venn diagrams ○ Character traits <p>★ Use schema and connections to support creating a summary</p>	<p><u>Independently Read and Produce Evidence</u> No Scale 5.R.1.D.a reading text that is developmentally appropriate 5.R.1.D.b producing evidence of reading</p> <p><u>Speaking and Listening</u> 5.SL.1.A.b Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others</p> <p>5.SL.1.A.d</p>

		<ul style="list-style-type: none"> ○ Fiction summary organizer that includes central message/lesson/moral ○ Nonfiction summary organizer ○ Consider using a variety of print and digital texts ○ Attend to vocabulary changes: conflict, resolution, internal traits, external traits <p>★ Continue discussing and writing about text</p>	<p>Listening for speaker's message and summarizing main points based on evidence</p> <p><u>F/NF Drawing Conclusions and Text Evidence</u> 5.R.1.A.a Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>5.R.1.A.b Drawing conclusions and inferring by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p>
Weeks 2/3	<p>★ I can think about what I know to help me understand a text.</p> <p>★ I can write and talk about what I read.</p> <p>★ I can use my schema to make connections (text to self/text/world)</p> <p>★ I use my schema to make connections that help me understand characters and lesson.</p> <p>★ I can use text structure (the way texts are organized) to understand information.</p> <p>★ I can use my schema about word knowledge to help me figure out unknown words and phrases.</p>	<p>★ Graphic organizers to document schema and new learning</p> <ul style="list-style-type: none"> ○ KWL charts ○ Schema folders ○ Venn diagrams ○ Character traits <p>★ Use schema of different text structures to understand information within a text</p> <p>★ Use schema to understand character traits and development</p> <p>★ Use your schema to help understand words or phrases in context</p> <ul style="list-style-type: none"> ○ Context Clues ○ Figurative Language ○ Affixes/Roots ○ Decoding strategies 	<p><u>Affixes and Roots for Meaning</u> 5.R.1.B.a Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context</p> <p>5.R.1.B.b Using context to determine meaning of unfamiliar or multiple-meaning words</p> <p><u>Idioms/Figurative Language</u> 5.R.1.B.d Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</p> <p><u>Fiction-Compare/Contrast Characters in Depth</u> 5.R.2.A.a Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</p> <p><u>NF Text Features</u> 5.R.3.A.a Use multiple text features and graphics to locate information and gain an overview of the contents of text information</p> <p><u>NF- Text Structure Influence</u> 5.R.3.C.c Analyze how the pattern of organization of a text influences the relationships</p> <p>5.R.1.B.c. constructing analogies</p> <p>5.R.2.C.c. evaluate the critical impact of sensory details, imagery, and figurative language</p>

			<p>5.R.3.A.c. interpret factual or quantitative information</p> <p>5.RF.4.A.a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>
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Visualizing (Making Mental Images) - 3 Weeks			
Unit 3	Student Language	Instructional Considerations	* Priority Standards and Supporting Standards
Week 1	<ul style="list-style-type: none"> ★ I can use mental images to remember details. ★ I can use mental images to draw conclusions and understand as I read. ★ I can use mental images to determine the meaning of figurative language. 	<ul style="list-style-type: none"> ★ Creating mental images helps us understand what is happening and remember details ★ Model using text evidence to back up mental images <ul style="list-style-type: none"> ○ Listen and sketch ○ Podcast, Audiobook, etc ○ Consider using poetry ★ Identify figurative language and determine meaning when encountered in a text <ul style="list-style-type: none"> ○ Idioms (review) ○ Adages ○ Similes (review) ○ Metaphors (review) ○ Hyperboles (review) 	<p><u>Independently Read and Produce Evidence</u> No Scale 5.R.1.D.a reading text that is developmentally appropriate 5.R.1.D.b producing evidence of reading</p> <p><u>Speaking and Listening</u> 5.SL.1.A.b Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others</p> <p>5.SL.1.A.d Listening for speaker's message and summarizing main points based on evidence</p> <p><u>F/NF Drawing Conclusions and Text Evidence</u> 5.R.1.A.g</p>
Week 2	<ul style="list-style-type: none"> ★ I can use mental images to draw conclusions and understand as I read. ★ I can use features in a book to sharpen my mental images. ★ I can use text structure to visualize the relationships among the ideas. ★ I can provide text evidence for my mental images. 	<ul style="list-style-type: none"> ★ Nonfiction focus ★ Use text features to assist in visualizing information ★ Use text structure to visualize the relationships among ideas (cause-effect, problem-solution, etc.) ★ Model using text evidence to back up mental images 	<p>Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>5.R.1.A.b Drawing conclusions and inferring by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><u>Idioms/Figurative Language</u> 5.R.1.B.d</p>
Week 3	<ul style="list-style-type: none"> ★ I can use mental images to draw conclusions and understand as I 	<ul style="list-style-type: none"> ★ Fiction focus ★ Identify figurative language and determine 	<p>Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</p>

	<p>read.</p> <ul style="list-style-type: none"> ★ I can use mental images to determine the meaning of figurative language. ★ I can visualize to compare and contrast characters including their traits and actions. 	<p>meaning when encountered in a text</p> <ul style="list-style-type: none"> ○ Idioms (review) ○ Adages ○ Similes (review) ○ Metaphors (review) ○ Hyperboles (review) <ul style="list-style-type: none"> ★ Compare and contrast characters <ul style="list-style-type: none"> ○ Traits (internal, external) ○ Conflicts (internal/external) 	<p><u>Fiction-Compare/Contrast Characters in Depth</u> 5.R.2.A.a Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</p> <p><u>NF Text Features</u> 5.R.3.A.a Use multiple text features and graphics to locate information and gain an overview of the contents of text information</p> <p><u>NF- Text Structure Influence</u> 5.R.3.C.c Analyze how the pattern of organization of a text influences the relationships</p> <p>5.R.1.B.c. constructing analogies</p> <p>5.R.1.B.e. identifying and using words and phrases that signal contrast, addition, and relationships</p> <p>5.R.2.B.a. Explain how poets use sound and visual elements in poetry</p> <p>5.R.2.C.c. evaluate the critical impact of sensory details, imagery, and figurative language</p> <p>5.R.3.A.c. interpret factual or quantitative information</p> <p>5.RF.4.A.a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>
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Second Quarter - 7 Weeks (Questioning and Inferring)

DESE Item Specifications

This quarter contains short weeks. There should be 7 full content weeks.

Questioning - 3 Weeks

Unit 1	Student Language	Instructional Considerations	* Priority Standards and Supporting Standards
Week 1	<ul style="list-style-type: none"> ★ I can tell the difference between surface level and deep questions. ★ I can ask and answer questions throughout the reading process. ★ I can provide text evidence for my answers. ★ I can document my questions and answers 	<ul style="list-style-type: none"> ★ Review surface vs. deep questions ★ Anchor chart <ul style="list-style-type: none"> ○ Sort questions ○ T chart for questions (before and during reading) and answers (during and after reading) ★ Ask a variety of questions across genres <ul style="list-style-type: none"> ○ F&P Strategic Actions Wheel ★ Evidence of reading can include journals, sticky notes, annotations 	<p><u>Independently Read and Produce Evidence</u> No Scale 5.R.1.D.a reading text that is developmentally appropriate 5.R.1.D.b producing evidence of reading</p> <p><u>Speaking and Listening</u> 5.SL.1.A.b Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others</p> <p>5.SL.1.A.d Listening for speaker's message and summarizing main points based on evidence</p> <p><u>F/NF Drawing Conclusions and Text Evidence</u> 5.R.1.A.a Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>5.R.1.A.b Drawing conclusions and inferring by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><u>Affixes and Roots for Meaning</u> 5.R.1.B.a Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context</p> <p>5.R.1.B.b Using context to determine meaning of unfamiliar or multiple-meaning words</p>
Week 2	<ul style="list-style-type: none"> ★ I ask and answer questions to <ul style="list-style-type: none"> ○ infer ○ draw conclusions ○ identify and define figurative language (idioms) ○ compare and contrast characters ○ understand the theme, moral, conflict, and resolution of a story ★ I can provide text evidence for my answers. ★ I can document my questions and answers 	<ul style="list-style-type: none"> ★ Fiction Focus ★ Ask a variety of questions <ul style="list-style-type: none"> ○ F&P Strategic Actions Wheel ★ Thinking stems and questions - choose questioning options that will best support student needs <u>cDrawing Conclusions</u> <ul style="list-style-type: none"> ○ What can you infer based on ___? ○ What evidence do you have to support your answers? ○ How does the writer want people to change after reading this book? Give an example. <u>Figurative Language/Idioms</u> <ul style="list-style-type: none"> ○ What did the author really mean when they said ___? ○ Is that phrase literal? What does that phrase imply? <u>Character Work</u> <ul style="list-style-type: none"> ○ Were you able to understand events better by seeing them 	

		<p>through the eyes of the characters?</p> <ul style="list-style-type: none"> How does this character interact with the main character? Character relationship mapping <p><u>Theme, Moral, Conflict/Resolution</u></p> <ul style="list-style-type: none"> What is the message of the text? How do you know? What is the importance of this message? How does the message of this book make you think about your own life? 	<p><u>Idioms/Figurative Language</u> <u>5.R.1.B.d</u> Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</p> <p><u>Fiction-Compare/Contrast Characters in Depth</u> <u>5.R.2.A.g</u> Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</p> <p><u>Fiction- Theme, Moral, Lesson, Conflict/Resolution</u> <u>5.R.2.A.b</u> Explain the theme or moral lesson, conflict, and resolution in a story or novel</p>
Week 3	<ul style="list-style-type: none"> ★ I can ask and answer questions to <ul style="list-style-type: none"> infer and draw conclusions define words by using morphemes analyze text features analyze text structure ★ I can provide text evidence for my answers. ★ I can document my questions and answers. 	<ul style="list-style-type: none"> ★ Nonfiction Focus ★ Ask a variety of questions <ul style="list-style-type: none"> <u>F&P Strategic Actions Wheel</u> ★ Thinking stems and questions - choose questioning options that will best support student needs <p><u>Drawing Conclusions</u></p> <ul style="list-style-type: none"> What can you infer based on ___? What evidence do you have to support your answers? How does the writer want people to change after reading this book? Give an example <p><u>Affixes/Roots</u></p> <ul style="list-style-type: none"> What affixes/roots do you notice? What do those morphemes mean? Does this make sense in the context of the material? <p><u>Text Features</u></p> <ul style="list-style-type: none"> What conclusions can you draw about the topic from the text features and graphics? Why do you think the author chose to present information this way? <p><u>Text Structure</u></p> <ul style="list-style-type: none"> What text structure can you identify? Why did the author choose this structure to tell about the topic? 	<p><u>NF Text Features</u> <u>5.R.3.A.g</u> Use multiple text features and graphics to locate information and gain an overview of the contents of text information</p> <p><u>NF- Text Structure Influence</u> <u>5.R.3.C.c</u> Analyze how the pattern of organization of a text influences the relationships</p> <p>5.R.1.B.c. constructing analogies</p> <p>5.R.1.B.e. identifying and using words and phrases that signal contrast, addition, and relationships</p> <p>5.R.2.A.d. recognize foreshadowing</p> <p>5.R.2.B.a. explain how poets use sound and visual elements in poetry</p> <p>5.R.2.C.c. evaluate the critical impact of sensory details, imagery, and figurative language</p> <p>5.R.3.A.c. interpret factual or quantitative information</p> <p>5.R.3.C.a. identify devices used in biographies and autobiographies, including how an author presents major events in a person's life</p> <p>5.R.3.C.d. explain the difference between a stated and implied purpose for an expository text</p> <p>5.RF.4.A.a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>

Inferring - 4 Weeks			
Unit 2	Student Language	Instructional Considerations	* Priority Standards and Supporting Standards
Weeks 1/2	<ul style="list-style-type: none"> ★ I can make inferences to draw conclusions, predict, and analyze. ★ I can provide text evidence for my inferences. ★ I can use my schema and text evidence to support my inferences about <ul style="list-style-type: none"> ○ moral, theme, or lesson ○ conflict and resolution ○ characters and their relationships ★ I can make inferences to <ul style="list-style-type: none"> ○ compare and contrast characters ○ determine meaning of figurative language 	<ul style="list-style-type: none"> ★ Fiction Focus ★ Inferring is using your schema and text evidence to draw conclusions, predict, and analyze ★ Inferring is “reading between the lines”. Sometimes the writer says something and means more. ★ Evidence of reading can include journals, sticky notes, annotations ★ Inferences match the Beyond and About the Text sections of the Strategic Actions Wheel ★ Make inferences connected to a text <ul style="list-style-type: none"> ○ characters’ actions ○ comparing and contrasting characters ○ figurative language ○ theme ○ moral ○ conflict & resolution ★ Thinking stems and questions (Prompting Guide 2 pg 23) <ul style="list-style-type: none"> <u>Figurative Language/Idioms</u> <ul style="list-style-type: none"> ○ What did the author really mean when they said ___? ○ Is that phrase literal? What does that phrase imply? <u>Character</u> <ul style="list-style-type: none"> ○ What things do you know about the character(s) from the way they think or behave? ○ What lesson does the character learn? ○ Are there any powerful (or weak) characters in the story? What makes them that way? <u>Theme</u> 	<p><u>Independently Read and Produce Evidence</u> No Scale 5.R.1.D.a reading text that is developmentally appropriate 5.R.1.D.b producing evidence of reading</p> <p><u>Speaking and Listening</u> 5.SL.1.A.b Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others</p> <p>5.SL.1.A.d Listening for speaker’s message and summarizing main points based on evidence</p> <p><u>F/NF Drawing Conclusions and Text Evidence</u> 5.R.1.A.a Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>5.R.1.A.b Drawing conclusions and inferring by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><u>Affixes and Roots for Meaning</u> 5.R.1.B.a Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context</p> <p>5.R.1.B.b Using context to determine meaning of unfamiliar or multiple-meaning words</p> <p><u>Idioms/Figurative Language</u> 5.R.1.B.d Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</p>

		<ul style="list-style-type: none"> ○ What is the big message of this book (explicitly stated/implied)? ○ What is the importance of the message? <p><u>Plot</u></p> <ul style="list-style-type: none"> ○ What events in the story were not written down, but could be understood as happening by reading between the lines? ○ What can you infer about the conflict/resolution in the story? 	<p><u>Fiction-Compare/Contrast Characters in Depth</u> 5.R.2.A.a Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</p> <p><u>Fiction- Theme, Moral, Lesson, Conflict/Resolution</u> 5.R.2.A.b Explain the theme or moral lesson, conflict, and resolution in a story or novel</p> <p><u>NF Text Features</u> 5.R.3.A.a Use multiple text features and graphics to locate information and gain an overview of the contents of text information</p>
Weeks 3/4	<ul style="list-style-type: none"> ★ I can make inferences to draw conclusions, predict, and analyze. ★ I can make inferences about text features to gain an overview of the topic. ★ I can make inferences about why the author chose a particular text structure. ★ I use my schema and text evidence to support my inferences. 	<ul style="list-style-type: none"> ★ Nonfiction Focus ★ Make inferences to draw conclusions, predict, and analyze. ★ Make inferences connected to a text about <ul style="list-style-type: none"> ○ unknown words ○ text features ○ text structure ★ Thinking stems and questions <p><u>Drawing Conclusions</u></p> <ul style="list-style-type: none"> ○ What can you infer based on ___? ○ What evidence do you have to support your answers? ○ How does the writer want people to change after reading this book? Give an example. <p><u>Text Features</u></p> <ul style="list-style-type: none"> ○ What conclusions can you draw about the topic from the text features and graphics? ○ The author used a (graphic) instead of plain text because ___. <p><u>Text Structure</u></p> <ul style="list-style-type: none"> ○ What text structure can you identify? ○ Why did the author choose this structure to tell about the topic? 	<p><u>NF- Text Structure Influence</u> 5.R.3.C.c Analyze how the pattern of organization of a text influences the relationships</p> <p>5.R.1.B.c constructing analogies</p> <p>5.R.1.B.e identifying and using words and phrases that signal contrast, addition, and relationships 5.R.2.A.d. recognize foreshadowing</p> <p>5.R.2.C.c evaluate the critical impact of sensory details, imagery, and figurative language</p> <p>5.R.3.A.c interpret factual or quantitative information</p> <p>5.R.3.C.d. explain the difference between a stated and implied purpose for an expository text</p> <p>5.R.4.A.e explaining textual and graphics features of a web page and how they help readers to comprehend text</p> <p>5.RF.4.A.a. use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>



Third Quarter- 10 Weeks (Determining Importance, Synthesizing)

DESE Item Specifications

Determining Importance - 5 Weeks

Unit 1	Student Language	Instructional Considerations	* Priority Standards and Supporting Standards
Weeks 1-3	<ul style="list-style-type: none"> ★ I can document my understanding of the important parts of a text. ★ I can determine what text evidence is important and make inferences to draw conclusions. ★ I can identify and draw conclusions about the meaning of figurative language, including <ul style="list-style-type: none"> ○ Idioms ○ Adages ○ Similes ○ Metaphors ○ Hyperboles ★ I can use root words/affixes and context clues to determine word meaning. ★ I can think about the importance of how characters interact with one another. ★ I can compare and contrast the traits, actions, and motivations of characters. ★ I can determine and explain the theme and/or moral lesson of a story. ★ I can determine how the point of view helps me understand the story in different ways. 	<ul style="list-style-type: none"> ★ Fiction Focus ★ Define determining importance? (We filter our thinking and use the most important information to help our understanding) ★ Evidence of reading can include highlighting, annotations, post its, book talks, discussion, reports, response journals ★ Model using the determining importance strategy to draw conclusions. <ul style="list-style-type: none"> ○ Conclusions can be drawn about characters, point of view, and writer's craft, to meet prioritized standards; but does not have to be limited to these areas. ○ Determine what text evidence is important to support inferences and conclusions ★ Thinking stems and questions <u>Context Clues/Figurative Language</u> <ul style="list-style-type: none"> ○ What is the author really trying to say? ○ Think about what the writer really means but does not say. ○ What is the author implying when (s)he says ____? <u>Character Work</u> <ul style="list-style-type: none"> ○ Which characters changed and which didn't? Is the character change important? ○ How did the characters feel about one another? ○ What do the character's 	<p><u>Independently Read and Produce Evidence</u> No Scale 5.R.1.D.a reading text that is developmentally appropriate 5.R.1.D.b producing evidence of reading</p> <p><u>Speaking and Listening</u> 5.SL.1.A.b Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others</p> <p>5.SL.1.A.d Listening for speaker's message and summarizing main points based on evidence</p> <p><u>F/NF Drawing Conclusions and Text Evidence</u> 5.R.1.A.a Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p>5.R.1.A.b Drawing conclusions and inferring by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><u>Affixes and Roots for Meaning</u> 5.R.1.B.a Determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context</p> <p>5.R.1.B.b Using context to determine meaning of unfamiliar or multiple-meaning words</p>

		<p>relationships show about them?</p> <ul style="list-style-type: none"> How do the characters' actions affect other people in the story? What challenges do the characters encounter and how do they deal with them? <p><u>Theme, Moral Lesson</u></p> <ul style="list-style-type: none"> What lesson does the character learn? What message does this story teach about life? What evidence supports your thinking about the big ideas? How did your thinking change as a result of what you learned from this character? <p><u>Narrator Point of View</u></p> <ul style="list-style-type: none"> From whose perspective was the text written? How did that affect what was included and what was left out? <p>★ Reteaching</p> <ul style="list-style-type: none"> Review story elements and plot Use determining importance to summarize 	<p><u>Idioms/Figurative Language</u> 5.R.1.B.d Explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text</p> <p><u>Fiction-Compare/Contrast Characters in Depth</u> 5.R.2.A.a Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</p> <p><u>Fiction- Theme, Moral Lesson, Conflict/Resolution</u> 5.R.2.A.b Explain the theme or moral lesson, conflict, and resolution in a story or novel</p> <p><u>Fiction- Narrator Perspective</u> 5.R.2.A.c Describe how a narrator's or speaker's point of view influences others</p> <p><u>NF Text Features</u> 5.R.3.A.a Use multiple text features and graphics to locate information and gain an overview of the contents of text information</p> <p><u>NF- Text Structure Influence</u> 5.R.3.C.c Analyze how the pattern of organization of a text influences the relationships</p>
Weeks 4/5	<p>★ I can determine what text evidence is important and make inferences to draw conclusions.</p> <p>★ I can use root words/affixes and context clues to determine word meaning.</p> <p>★ I can determine what is important about text features and graphics to understand the text</p> <p>★ I can determine how an author organizes information</p> <ul style="list-style-type: none"> question and answer chronological/sequential problem and solution cause and effect description 	<p>★ Nonfiction Focus</p> <p>★ This unit helps extract the important knowledge learned so that thinking can become deeper and analytical. Think about what questions students might encounter in the <i>About the Text</i> section of F&P benchmarks and lessons.</p> <p>★ Model using the determining importance strategy to draw conclusions.</p> <ul style="list-style-type: none"> Conclusions can be drawn about text features, text structure, and writer's craft, to meet prioritized standards; but does not have to be limited to these areas. Determine what text evidence is important to support inferences 	<p>5.SL.3.A.b providing and evaluating evidence to support opinion</p> <p>5.R.1.A.c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p>5.R.1.B.c. constructing analogies</p> <p>5.R.1.B.e identifying and using words and phrases that signal contrast, addition, and relationships</p> <p>5.R.1.B.f using a dictionary, a glossary, or a thesaurus to determine pronunciations, parts of speech, meanings, and alternate word choices</p> <p>5.R.2.A.g. introduce different forms of third person points of view in stories</p> <p>5.R.2.C.c. evaluate the critical impact of sensory details, imagery, and figurative language</p>

	<ul style="list-style-type: none"> ○ compare and contrast <p>★ I can understand how text structure shows the relationships between ideas</p>	<p>and conclusions.</p> <p>★ Review text structures and text features to determine meaningful information.</p> <p>★ Review how genre impacts text structure</p> <p>★ Thinking stems and questions</p> <p><u>Text Features</u></p> <ul style="list-style-type: none"> ○ What information do the graphics give you? ○ Where did you find that information? ○ How do the graphics enhance or support the message of the text? <p><u>Text Structure</u></p> <ul style="list-style-type: none"> ○ How did the author organize the information? ○ What text structure did the author use? ○ How did the author use the text structure to show the relationships between ideas? <p>Reteaching</p> <ul style="list-style-type: none"> ○ Use determining importance to summarize 	<p>5.R.3.A.b. interpret details from procedural text to complete a task, solve a problem, or perform an action</p> <p>5.R.3.A.c. interpret factual or quantitative information</p> <p>5.R.3.C.a identify devices used in biographies and autobiographies, including how an author presents major events in a person's life</p> <p>5.R.4.A.c. identifying the point of view of media presentation</p> <p>5.R.4.A.e. explaining textual and graphics features of a web page and how they help readers to comprehend text</p> <p>5.RF.4.A.a use context to confirm or self-correct word recognition and understanding, rereading as necessary</p>
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Synthesizing - 5 Weeks			
Unit 2	Student Language	Instructional Considerations	* Priority Standards and Supporting Standards
Weeks 1-3	<p>★ I can use all of the comprehension strategies to synthesize text.</p> <p>★ I can monitor how my thinking changes as I read.</p> <p>★ I can draw conclusions to synthesize about:</p> <ul style="list-style-type: none"> ○ Text features ○ Text structure ○ Explicit and implicit relationship between ideas ○ Persuasive text 	<p>★ Introduction & Fiction Focus</p> <p>★ Synthesizing a text is the process of pulling together background knowledge, newly learned ideas, connections, inferences and summaries into a complete and original understanding of the text. When students synthesize, they are made aware of how their thinking changes and evolves as they read a text.</p> <p>★ Evidence of reading can include highlighting, annotations, post its, book talks, discussion, reports, response journals</p>	<p><u>Independently Read and Produce Evidence</u></p> <p>No Scale</p> <p>5.R.1.D.a reading text that is developmentally appropriate</p> <p>5.R.1.D.b producing evidence of reading</p> <p><u>Speaking and Listening</u></p> <p>5.SL.1.A.b</p> <p>Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others</p> <p>5.SL.1.A.d</p>

	<ul style="list-style-type: none"> ★ I can draw conclusions based on text evidence to support my change in thinking. ★ I can change my thinking about characters and compare and contrast them to other characters. ★ I can use the interactions of characters to help my thinking evolve and grow. ★ I can determine the theme/moral/lesson in the story. ★ I can think about an author or narrator's point of view and how it influences the story. 	<ul style="list-style-type: none"> ★ Teacher models how thinking changes as you read. "I thought ____, but now I think ____." ★ Thinking stems and questions <u>Drawing Conclusions</u> <ul style="list-style-type: none"> ○ How were the outcomes from the story different from what you had predicted? What evidence from the text led to the change in your thinking? ○ How did your thinking change? (based on what you learned from the story or character) What evidence from the text led to the change in your thinking? <p><u>Character Work</u></p> <ul style="list-style-type: none"> ○ What lessons does the main character learn? What did you learn from that? ○ Did the character make choices or decisions that you agreed with? Why or why not? ○ Were you able to understand events better by seeing them through the eyes of the characters? Explain. ○ How did the characters and their relationships change/evolve throughout the story? <p><u>Theme, Moral, Lesson</u></p> <ul style="list-style-type: none"> ○ What message does the story teach about life? <p><u>Narrator Perspective</u></p> <ul style="list-style-type: none"> ○ From whose perspective was the story written? Does this change the way you think about the text? ○ What did you notice about how the writer told the story? 	<p>Listening for speaker's message and summarizing main points based on evidence</p> <p><u>F/NF Drawing Conclusions and Text Evidence</u> <u>5.R.1.A.g</u> Drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text</p> <p><u>5.R.1.A.b</u> Drawing conclusions and inferring by providing textual evidence of what the text says explicitly as well as inferences drawn from the text</p> <p><u>Fiction-Compare/Contrast Characters in Depth</u> <u>5.R.2.A.g</u> Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</p> <p><u>Fiction- Theme, Moral, Lesson, Conflict/Resolution</u> <u>5.R.2.A.b</u> Explain the theme or moral lesson, conflict, and resolution in a story or novel</p> <p><u>Fiction- Narrator Perspective</u> <u>5.R.2.A.c</u> Describe how a narrator's or speaker's point of view influences others</p> <p><u>NF Text Features</u> <u>5.R.3.A.g</u> Use multiple text features and graphics to locate information and gain an overview of the contents of text information</p> <p><u>NF- Text Structure Influence</u> <u>5.R.3.C.c</u> Analyze how the pattern of organization of a text influences the relationships</p> <p>5.R.1.A.c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p>5.R.1.B.e identifying and using words and phrases that signal contrast, addition, and relationships</p> <p>5.R.2.A.g introduce different forms of third person points of view in stories</p>
Weeks 4/5	<ul style="list-style-type: none"> ★ I can use all of the comprehension strategies to synthesize text. ★ I can monitor how my thinking 	<ul style="list-style-type: none"> ★ Nonfiction Focus ★ Teacher models how thinking changes about the topic. "I thought ____, but now I 	

	<p>changes as I read.</p> <ul style="list-style-type: none"> ★ I can draw conclusions based on text evidence to support my change in thinking. ★ I can draw conclusions to synthesize about: <ul style="list-style-type: none"> ○ Text features ○ Text structure ★ I can use graphic features to understand, apply, and discuss the information I am learning. ★ I can synthesize to interpret information that helps my thinking grow and evolve. ★ I can identify text structure and understand why an author would choose to organize the information in this way. <ul style="list-style-type: none"> ○ question and answer ○ chronological/sequential ○ problem and solution ○ cause and effect ○ description ○ compare and contrast ★ I can think about how the organization affects the text and helps me synthesize what I am reading. 	<p>think ____.”</p> <ul style="list-style-type: none"> ★ Model drawing conclusions to synthesize: <ul style="list-style-type: none"> ○ Students can synthesize using text features and text structure, to meet prioritized standards; but are not limited to these areas. ★ Thinking stems and questions <p><u>Text Features</u></p> <ul style="list-style-type: none"> ○ What new information did you gain from the graphics? ○ How do the graphics enhance your understanding of the topic? <p><u>Text Structure</u></p> <ul style="list-style-type: none"> ○ How is the information organized? How does this organization help me add to my understanding of the topic? <p><u>General Synthesizing Questions</u></p> <ul style="list-style-type: none"> ○ How is what you learned different from what you understood about the topic before? ○ What do you know about this topic after reading this material? ○ Think about how your understanding of _____ has changed. What text evidence led you to change your thinking? 	<p>5.R.2.C.a analyze the similarities between and original text and its dramatic adaptation</p> <p>5.R.2.C.c evaluate the critical impact of sensory details, imagery, and figurative language</p> <p>5.R.3.A.b interpret details from procedural text to complete a task, solve a problem, or perform an action</p> <p>5.R.3.A.c interpret factual or quantitative information</p> <p>5.R.3.B.b analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p>5.R.4.A.e explaining textual and graphics features of a web page and how they help readers to comprehend text</p>
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Fourth Quarter - 9 Weeks (Analyzing Text, Critiquing Text)

DESE Item Specifications

Only eight weeks of pacing is included, due to MAP testing. Divide these weeks as needed, to ensure students meet priority standards.

Analyzing Text - 4 Weeks

Unit 1	Student Language	Instructional Considerations <i>*Choose from the large bank of considerations that will most benefit your class and go deep with analysis.</i>	* Priority Standards and Supporting Standards
Weeks 1/2	<ul style="list-style-type: none">★ I can understand genre and adjust my purpose for reading.★ I can use what I know about genre to interpret the author's purpose and analyze the text.★ I can analyze if the author was effective in meeting their purpose.★ I can analyze if the author supported their conclusions with text evidence. <p>Previously mastered standards to be retaught if needed</p> <ul style="list-style-type: none">★ I can identify text structure and analyze why an author would choose to organize the information in this way.<ul style="list-style-type: none">○ question and answer○ chronological/sequential○ problem and solution○ cause and effect○ description○ compare and contrast★ I can identify text features and analyze why the author chose to use them to convey information.	<ul style="list-style-type: none">★ Nonfiction Focus★ Analyzing- Noticing aspects of the writer's craft including text structure and author's purpose★ Understand genre and how it relates to the author's purpose<ul style="list-style-type: none">○ Understand that genres are not always clear (hybrid text)○ Identify fictional and factual features within a hybrid text○ How do our behaviors change as a reader when we read different genres written for different purposes?★ Thinking stems and questions <u>Author's Purpose</u><ul style="list-style-type: none">○ What was the author's purpose in writing the text?○ Why do you think the author wrote this text?○ Did the author achieve this purpose? Identify text evidence to support your answer.○ Is the author's conclusion supported by the evidence?<u>General Analyzing Questions</u><ul style="list-style-type: none">○ What did the author do to try to keep the reader interested?○ How did the writer make the information interesting?○ How has the writer prioritized particular information?	<p><u>Independently Read and Produce Evidence</u> No Scale 5.R.1.D.a reading text that is developmentally appropriate 5.R.1.D.b producing evidence of reading</p> <p><u>Speaking and Listening</u> 5.SL.1.A.b Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others</p> <p>5.SL.1.A.d Listening for speaker's message and summarizing main points based on evidence</p> <p><u>Fiction-Compare/Contrast Characters in Depth</u> 5.R.2.A.a Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</p> <p><u>Fiction- Theme, Moral, Lesson, Conflict/Resolution</u> 5.R.2.A.b Explain the theme or moral lesson, conflict, and resolution in a story or novel</p> <p><u>Fiction- Narrator Perspective</u> 5.R.2.A.c Describe how a narrator's or speaker's point of view influences others</p> <p><u>NF- Literary Techniques, Author's Purpose/Logic</u> 5.R.3.B.a</p>

		<p>*Previously mastered standards to be retaught if needed</p> <p><u>Text Structure</u></p> <ul style="list-style-type: none"> How is the information organized? Why do you think the author chose this organization to tell their ideas? <p><u>Text Features</u></p> <ul style="list-style-type: none"> Why did the author choose to use graphics instead of a body of text to convey this information? How do the graphics enhance or support the message of the text? 	<p>Evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim</p> <p>5.R.3.B.g</p> <p>Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning</p> <p>5.R.1.A.c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p>5.R.1.B.e identifying and using words and phrases that signal contrast, addition, and relationships</p>
Week 3	<ul style="list-style-type: none"> ★ I can adjust my reading strategies when I take a test. ★ I can use test taking tools that are available to me. 	<ul style="list-style-type: none"> ★ Test-Taking Genre ★ When we take a test, our purpose for reading is different, therefore our actions are different too. ★ Testing Genre Strategies ★ MAP Practice ★ Student Anchor Chart ★ MO LEAP Blocks ★ How do our behaviors change as a reader when we read different genres? ★ Consider using collaborative/interactive strategies. <ul style="list-style-type: none"> 4 corners Groups defend answer and identify strategies used Debate 	<p>5.R.2.A.g introduce different forms of third person points of view in stories</p> <p>5.R.3.B.b analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p>5.R.3.B.d identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument</p> <p>5.R.3.B.e recognize exaggerated, contradictory, or misleading statements</p> <p>5.R.3.B.f explain the type of evidence used to support a claim in a persuasive text</p> <p>5.R.3.C.d. explain the difference between a stated and implied purpose for an expository text</p> <p>5.R.4.A.c identifying the point of view of media presentation</p>
Weeks 4/5	<ul style="list-style-type: none"> ★ I can provide text evidence to support the analyses I make about a text. ★ I can analyze characters and think about their roles, actions, and their relationships with other characters. ★ I can analyze how the author conveys the theme/moral/lesson of the story. ★ I can analyze why an author chose to tell the story from a certain point of view and tell how that influences events in the story. 	<ul style="list-style-type: none"> ★ Fiction Focus ★ Notice how the author reveals main and supporting characters by what they do, think, or say, and what others say about them or how they respond to them ★ Analyze the role of supporting characters and how they are important (or unimportant) in the story and the development of the main character ★ Thinking stems and questions <p><u>Character Work</u></p> <ul style="list-style-type: none"> How does the author/illustrator reveal the character? How is the character's personality 	

		<p>shown?</p> <ul style="list-style-type: none"> ○ What characters changed? Is character change important in the story? <p><u>Theme/ Moral/ Lesson</u></p> <ul style="list-style-type: none"> ○ How do the events in the story help to convey the theme/moral/lesson? <p><u>Narrator Perspective</u></p> <ul style="list-style-type: none"> ○ Who was the voice the author chose as a narrator? ○ Does the point of view limit the reader's horizon or enlarge it? <p>*Previously mastered standards to be retaught if needed</p> <ul style="list-style-type: none"> ★ Notice the writer's use of figurative language and state how it specifically adds to the meaning or enjoyment of text 	
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Critiquing Text - 4 Weeks

Unit 2	Student Language	Instructional Considerations	* Priority Standards and Supporting Standards
Weeks 1/2	<ul style="list-style-type: none"> ★ I can share and produce evidence of my thoughts and evaluations of a text. ★ I can express my preferences in reading and support them with examples. ★ I can compare and contrast characters' roles, functions, and relationships throughout a plot. ★ I can explain and critique how the author presented the theme/lesson/ moral of stories. ★ I can discuss and describe how point of view influences a story. 	<ul style="list-style-type: none"> ★ Fiction Focus ★ Critiquing - Evaluating a text based on the reader's personal, world, or text knowledge ★ Share opinions about a text and give rationales and examples ★ Express preferences in reading and support choices with descriptions and examples of literary elements: genre, setting, plot, theme, characters, style, language, etc. ★ Evaluate aspects of a text that add enjoyment: humorous characters, surprising information, etc. ★ Give an opinion about the believability of a plot, character actions, or the resolution of a problem ★ Think critically about characters and their actions and share those opinions 	<p><u>Independently Read and Produce Evidence</u> No Scale 5.R.1.D.a reading text that is developmentally appropriate 5.R.1.D.b producing evidence of reading</p> <p><u>Speaking and Listening</u> 5.SL.1.A.b Posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others</p> <p>5.SL.1.A.d Listening for speaker's message and summarizing main points based on evidence</p> <p><u>Fiction-Compare/Contrast Characters in Depth</u> 5.R.2.A.a Compare and contrast the roles and functions of characters in various plots, their relationships, and their conflicts</p>

		<ul style="list-style-type: none"> ★ Thinking stems and questions <u>Character Work</u> <ul style="list-style-type: none"> ○ Were the characters and their relationships believable? <u>Theme/Moral/Lesson</u> <ul style="list-style-type: none"> ○ How effectively does the author communicate the message or theme of the story? ○ Does the theme emerge naturally or is it stated? <u>Narrator Perspective</u> <ul style="list-style-type: none"> ○ Is the point of view from which the story is told appropriate to the story? 	<p><u>Fiction- Theme, Moral, Lesson, Conflict/Resolution</u> <u>5.R.2.A.b</u> Explain the theme or moral lesson, conflict, and resolution in a story or novel</p> <p><u>Fiction- Narrator Perspective</u> <u>5.R.2.A.c</u> Describe how a narrator's or speaker's point of view influences others</p> <p><u>NF- Literary Techniques, Author's Purpose/Logic</u> <u>5.R.3.B.a</u> Evaluate if the author's purpose was achieved, identify reasons for the decision, and provide evidence to support the claim</p>
Week 3	<ul style="list-style-type: none"> ★ I can share and produce evidence of my thoughts and evaluations of a text. ★ I can express my preferences in reading and support them with examples. ★ I can think about the author's purpose in writing the text and evaluate if that purpose was achieved. ★ I can discuss my thoughts and opinions about an author's conclusion and provide evidence to support my thinking. ★ I can use information I interpret from texts to discuss how it helped me gain more knowledge on a topic. 	<ul style="list-style-type: none"> ★ Nonfiction Focus ★ Critiquing - Evaluating a text based on the reader's personal, world, or text knowledge ★ Share opinions about texts and give rationales and examples ★ It is important to teach students how to identify high quality and credible sources when reading in any type of media. <ul style="list-style-type: none"> ○ Author's credentials ○ Distinguish fact from opinion ○ Identify references from a text ★ Talk critically about what a writer does to make a topic interesting or important ★ Agree or disagree with a writer's arguments and give rationales for opinions ★ Thinking stems and questions <u>Author's Purpose</u> <ul style="list-style-type: none"> ○ Did the writer achieve their purpose? Explain. ○ Do you agree with how the author achieved their purpose? What would you have done differently when writing about this topic? 	<p><u>5.R.3.B.g</u> Use reasoning to determine the logic of an author's conclusion and provide evidence to support reasoning</p> <p>5.R.1.A.c. monitoring comprehension and making corrections and adjustments when understanding breaks down</p> <p>5.R.1.B.e identifying and using words and phrases that signal contrast, addition, and relationships</p> <p>5.R.2.A.g introduce different forms of third person points of view in stories</p> <p>5.R.3.B.b analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent</p> <p>5.R.3.B.d identify the author's viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument</p> <p>5.R.3.B.e recognize exaggerated, contradictory, or misleading statements</p> <p>5.R.3.B.f explain the type of evidence used to support a claim in a persuasive text</p> <p>5.R.3.C.d. explain the difference between a stated and implied purpose for an expository text</p> <p>5.R.4.A.c identifying the point of view of media presentation</p>