



INSTRUCTIONAL EXCELLENCE

Unit Overview

Grade 5: English/Language Arts

Unit 1: Perspectives and Points of View

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Using This Resource




The Unit Overview provides all the standards and learning targets that should be taught over the course of the unit. It is designed to be used in conjunction with the Unit-at-a-Glance. Teachers should refer to the Overview to locate specific standards and their corresponding learning targets when designing lesson plans and assessments. *While Text Suggestions are provided throughout the unit, they are intended as suggestions only. We recognize that elements of some of these texts may be controversial; however, we intentionally left them in this unit for their educational value and the teaching moments they present. Individual teachers should use their discretion when selecting texts to meet their students' needs. The additional resources included in the Overview promote the most effective research-based teaching practices and should be considered when planning and assessing students.

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Unit Overview

“You never really understand a person until you consider things from his point of view...”

— Harper Lee, *To Kill a Mockingbird*

“When given the choice between being right and being kind, choose kind.”

— Dr. Wayne W. Dyer

The unifying theme for the first unit of Grade 5 is **Perspectives and Points of View**. Similar to the Grade 4 Character Development unit, students will think purposefully about their own thoughts and feelings and how they have developed over time. Through reading a variety of text (literary and informational) that increase in complexity, fifth graders will analyze how different circumstances and life events shape perspectives. Additionally, they will examine points of view and determine how perspectives and points of view are closely connected. By the end of the unit, students will have a firm understanding of how points of view impacts how we read and write.

Throughout the unit, Reading Foundational skills (fluency and word analysis) should be assessed, monitored and taught explicitly as needed. Lesson Seeds are woven into the framework to intentionally teach the essential skills of reading (phonemic awareness, phonics, vocabulary, fluency and comprehension). Additionally, research-based instructional strategies are suggested to promote teaching across multiple strands of the standards (reading, speaking and listening, language, and writing) in a given lesson. See *Appendix B: Instructional Strategies for Diverse Learners* for information on specific strategies mentioned in the Unit-at-a-Glance.

While a variety of short texts will be studied over the course of the unit, the novel *Wonder* was chosen to model how to teach to the learning targets using an extended text. Through reading *Wonder*, students experience how having empathy and showing kindness can impact lives indefinitely, as they read about a fifth-grade boy born with a craniofacial abnormality. Since the book invites the reader into the main character’s life and also shares five other characters’ perspectives, the story lends itself to considering how points of view influences *how* we read. Additionally, *Wonder* provides a multitude of opportunities for developing skills such as making inferences, examining language and word choice, analyzing characters and their relationships, and learning how to quote accurately.

Fifth graders will write routinely for both short and extended time frames. They will use evidence from text to defend their ideas while refining their grammar and language skills. Emphasis will be placed on opinion writing and writing to inform as students explore points of view. Over the course of the unit, the importance of speaking and listening skills will be emphasized as students learn research-based strategies that teach effective communication and collaboration skills.

Students will conduct a short research report, selecting online information to supplement informational and literary sources. Furthermore, they will use technology to produce and publish their writing. Lastly, they will present their work to their classmates in order to refine both their oral language and speaking and listening skills.

Essential Questions

- In what ways do our circumstances and life events influence our perspectives and points of view?
- How does word choice contribute to readers' understanding of text and help readers determine points of view?
- In what ways does our individual background knowledge impact our reading comprehension?
- How does points of view influence *how* we read and write?
- How can our speaking and listening skills enhance or hinder our ability to effectively communicate?

Standards and Learning Targets

Reading Foundational Skills (RF)

Code	Standard	Learning Targets
RF.3	Know and apply grade-level phonics and word analysis skills in decoding words.	See RF.3.a below.
RF.3.a	Use a combined knowledge of all letter-sound correspondences, syllabication patterns and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	<ul style="list-style-type: none">● Generalize and apply phonics to unfamiliar multisyllabic words.● Increase knowledge of roots and affixes.● Understand the relationship between words with common roots.● Understand that an affix may change the meaning or part of speech of a word.
RF.4	Read with sufficient accuracy and fluency to support comprehension.	See RF.4.a below.
RF.4.a	Read on-level text with purpose and understanding.	<ul style="list-style-type: none">● Listen to daily Interactive Read-Alouds of complex text in a variety of text structures in order to attend to and apply models of fluent reading.● Demonstrate fluent reading in order to fully comprehend text by responding accurately (e.g., discussion, written response).

Code	Standard	Learning Targets
RF.4.c	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	<ul style="list-style-type: none"> ● Use prior knowledge and experiences to confirm or self-correct word recognition and understanding. ● Use context clues, sentence structure and visual clues to guide self-correction.

Reading Literature (RL)

Code	Standard	Learning Targets
RL.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> ● Apply appropriate strategies before reading, viewing or listening to a text: <ul style="list-style-type: none"> ▶ Preview and survey the text. ▶ Access prior knowledge about the text. ▶ Formulate purpose-setting questions. ▶ Make predictions. ● Apply appropriate strategies to monitor understanding when reading, viewing or listening to a text: <ul style="list-style-type: none"> ▶ Reread as necessary. ▶ Determine main ideas of portions of the text. ▶ Periodically restate, retell, paraphrase, summarize and/or synthesize information. (See CCSS SL.5.4. 5.5., 5.6) ▶ Connect ideas within the text. ▶ Make, confirm and/or modify questions, inferences and predictions. ▶ Visualize. ● Demonstrate understanding, either orally or in writing, after reading, viewing or listening to a text: <ul style="list-style-type: none"> ▶ Explain what is directly stated in the text by citing specific details and examples from the text. ▶ Explain inferences, conclusions and generalizations by citing appropriate details and examples from the text. ▶ Connect prior knowledge or experience to the text. ● Determine when best to paraphrase and when best to quote directly when responding either orally or in writing to text-specific questions. <ul style="list-style-type: none"> ▶ Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions. (See CCSS L.4.2.b)

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> ● Participate actively and appropriately in discussions about literary text. (See CCSS SL.5.1, 5.2, 5.3)
RL.2	Determine a theme of a story, drama or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.	<ul style="list-style-type: none"> ● Summarize a literary text either orally or in writing, including key events from the beginning, middle and end of the text. (See CCSS W.5.9; SL.5.4, 5.6) ● Analyze details about characters, setting and plot in a literary text to infer a theme. <ul style="list-style-type: none"> ▶ Analyze the conflicts encountered by the characters in a literary text, including how characters respond to those conflicts. ▶ Analyze the development of the plot, including exposition, rising action, climax, falling action and denouement, as well as subplots. ● Participate actively and appropriately in discussions about literary text. (See CCSS SL.5.1, 5.2, 5.3)
RL.3	Compare and contrast two or more characters, settings or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).	<ul style="list-style-type: none"> ● Analyze similarities and differences among traits of specific characters, focusing on how they affect the plot. ● Analyze similarities and differences among different events, focusing on how they affect the characters, mood and plot. ● Participate actively and appropriately in discussions about literary text. (See CCSS SL.5.1, 5.2, 5.3) ● Apply academic and domain-specific vocabulary when discussing or writing about literature. (See CCSS W.5.9; L.5.6)
RL.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.	<ul style="list-style-type: none"> ● Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS L.5.4.a) ● Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. ● Analyze how word choice affects meaning.
RL.6	Describe how a narrator’s or speaker’s points of view influences how events are described.	<ul style="list-style-type: none"> ● Analyze word choice to determine the points of view of a literary text, including the way in which the narrator tells the story (e.g., in an amusing way, in a serious way, etc.). ● Explain the effect of the narrator’s or the speaker’s points of view on other elements of the text (e.g., events, characters, etc.).

Reading Informational Text (RI)

Code	Standard	Learning Targets
RI.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	<ul style="list-style-type: none"> ● Apply appropriate strategies before reading, viewing or listening to a text: <ul style="list-style-type: none"> ▶ Preview and survey the text. ▶ Access prior knowledge about the text. ▶ Formulate purpose-setting questions. ▶ Make predictions. ● Apply appropriate strategies to monitor understanding when reading, viewing or listening to a text: <ul style="list-style-type: none"> ▶ Reread as necessary. ▶ Determine main ideas of portions of the text. ▶ Periodically restate, retell, paraphrase, summarize and/or synthesize information. (See CCSS SL.5.4, 5.6) ▶ Connect ideas within the text. ▶ Make, confirm and/or modify questions, inferences and predictions. ● Demonstrate understanding, either orally or in writing, after reading, viewing or listening to a text: <ul style="list-style-type: none"> ▶ Determine and explain main ideas (explicit or inferred) of the text. ▶ Summarize the text. ▶ Explain what is directly stated in the text by citing specific details and examples from the text. ▶ Explain inferences, conclusions and generalizations by citing appropriate details and examples from the text. ● Determine when best to paraphrase and when best to quote directly when responding either orally or in writing to text-specific questions. <ul style="list-style-type: none"> ▶ Use commas and quotation marks correctly when punctuating direct quotations in written responses to text-specific questions. (See CCSS L.5.2.b)
RI.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a Grade 5 topic or subject area.	<ul style="list-style-type: none"> ● Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (CCSS L.5.4.a) ● Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (CCSS L.5.5.c)

Code	Standard	Learning Targets
RI.6	Analyze multiple accounts of the same event or topic, noting important similarities and differences in the points of view they represent.	<ul style="list-style-type: none"> ● Explain the relationship between how an event or topic is presented and what can be inferred about the author's points of view. ● Gather relevant textual evidence for comparing and contrasting two or more accounts of the same event or topic. ● Draw conclusions about the effect of different types of accounts on the same event or topic. ● Use general academic and domain-specific vocabulary when explaining either orally or in writing the organizational structure of a text or part of a text. (See CCSS W.5.9; L.5.6)

Writing (W)

Code	Standard	Learning Targets
W.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	<ul style="list-style-type: none"> ● Apply the prewriting and planning stages of the writing process, including: <ul style="list-style-type: none"> ▶ Formulating an opinion. ▶ Generating support that includes facts and details. ▶ Grouping support logically by categories. ● Draft an introduction that: <ul style="list-style-type: none"> ▶ Orients the reader to the topic or text. ▶ States the points of view or opinion. ▶ Anticipates an organizational structure (e.g., several paragraphs, as appropriate). (See CCSS W.5.4, 5.6) ● Draft the body to argue an opinion or points of view through effective organization of support. <ul style="list-style-type: none"> ▶ Establish the focus of each paragraph with a topic sentence. ▶ Organize paragraphs effectively (e.g., list, cause/effect, order of importance). ▶ Link opinion and reasons using words, phrases and clauses (e.g., consequently, specifically). ● Draft a conclusion that paraphrases the opinion or points of view. (See CCSS W.5.4, 5.6) ● Apply the revision and editing stages of the writing process.

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> ● Prepare the final product for presentation and/or publication, including: <ul style="list-style-type: none"> ▶ Using word-processing technology. ▶ Applying cursive handwriting skills neatly and legibly when handwriting is preferable, or technology is unavailable. ▶ Delivering oral presentations.
W.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.	See CCSS W.5.1, 5.2, 5.3, 5.7; SL.5.1.
W.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.	See CCSS W.5.1, 5.2, 5.3, 5.7; SL.5.1, 5.4, and 5.5.
W.6	With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.	<ul style="list-style-type: none"> ● Use technology to enhance learning. ● Use technology to collaborate and to express ideas. ● Use technology to locate, evaluate and gather information and/or data. ● Apply cursive handwriting skills to produce neat and legible documents when handwriting is preferable, or technology is unavailable.
W.7	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.	<ul style="list-style-type: none"> ● Defining a problem, formulating questions, and refining a problem and/or question. ● Locate and select sources to meet the information need. ● Find data and/or information within a variety of sources. ● Paraphrase when taking notes from sources. ● Use a variety of formats to prepare findings/conclusions for sharing.

Code	Standard	Learning Targets
		<ul style="list-style-type: none"> ● Differentiate between original and borrowed ideas and cite sources appropriately.
W.8	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	<ul style="list-style-type: none"> ● Access prior knowledge (e.g., from science investigations, personal experiences, interactions with others, etc.). ● Take purposeful notes in a variety of formats that meet the demands of the writing task and medium (e.g., differentiate between relevant and irrelevant or important and unimportant information based on the need).
W.9	Draw evidence from literary or informational texts to support analysis, reflection and research.	<ul style="list-style-type: none"> ● Write in response to grade-level print, nonprint, and digital literary or informational text(s).
W.10	Write routinely over extended time frames (for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.	<ul style="list-style-type: none"> ● Adjust the writing process as appropriate for different writing tasks, purposes, and audiences and time frames.

Speaking and Listening (SL)

Code	Standard	Learning Targets
SL.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on Grade 5 topics and texts, building on others' ideas and expressing their own clearly.	<ul style="list-style-type: none"> ● Access prior knowledge and experiences to extend the topic. ● Use relevant information to engage in discussion. ● Collaborate with peers to create rules to ensure respectful group discussions. ● Ask appropriate questions about the topic. ● Use personal experiences, prior knowledge of the topic and the information presented to draw conclusions about a topic. ● Speak at an appropriate rate, volume and tone.

Code	Standard	Learning Targets
SL.2	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively and orally.	<ul style="list-style-type: none"> Summarize text using main idea and key supporting details.
SL.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.	<ul style="list-style-type: none"> Interpret information to create new understandings and knowledge related to the topic. With guidance, edit/review/revise/practice the presentation of the information product. Demonstrate command of the conventions of standard English grammar and usage when speaking. (CCSS L.4.1) Use appropriate nonverbal techniques to enhance communication, e.g., posture, eye contact, facial expressions, gestures. Speak at an appropriate rate, volume and tone.
SL.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.	<ul style="list-style-type: none"> Recognize and speak appropriately for audience, environment and purpose. Use appropriate nonverbal techniques to enhance communication, e.g., posture, eye contact, facial expressions, gestures. Speak at an appropriate rate, volume and tone.

Language (L)

Code	Standard	Learning Targets
L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> Differentiate between a sentence, a phrase and a clause. Form the perfect tenses of verbs using appropriate tense of to have and past participles. Recognize verb tense as an organizational aid to understanding text. Analyze writing models for correct use of verb tenses.

Code	Standard	Learning Targets
L.2	Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.	<ul style="list-style-type: none"> ● Distinguish between direct and indirect dialogue in text. ● Identify capitalization rules for dialogue. ● Demonstrate correct placement of commas and quotation marks in dialogue. ● Analyze writing models for correct capitalization. ● Demonstrate use of underlining, quotation marks or italics to identify titles. ● Apply learned spelling patterns and generalizations to spell grade-appropriate words correctly. ● Use knowledge of word structure and word origins to spell grade-appropriate words.
L.3	Use knowledge of language and its conventions when writing, speaking, reading or listening.	<ul style="list-style-type: none"> ● Demonstrate command of conventions of standard English grammar and usage. (See CCSS L.5.1) ● Strengthen writing by revising to expand, combine and reduce sentences. ● Analyze writing models or speech for effect of sentence types on meaning, reader/listener interest and style.
L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 5 reading and content, choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> ● Use relationship of ideas in the text to determine meaning of a word or phrase. ● Connect prior knowledge and experiences to determine the meaning of a word or phrase. ● Discuss words and word meanings daily as they are encountered in text, instruction and conversation.
L.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.	<ul style="list-style-type: none"> ● Use context to determine the meaning of figurative language. ● Explain how figurative language contributes to constructing meaning in a text. ● Define and identify the purpose of idioms, adages, proverbs. ● Consult reference materials including dictionaries, glossaries, thesauruses and online resources to identify the relationship between words.
L.6	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases,	<ul style="list-style-type: none"> ● Through modeling and exposure to a variety of grade-appropriate texts, develop and enhance rich oral language and writing, including general academic and domain-specific words.

Code	Standard	Learning Targets
	including those that signal contrast, addition and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).	<ul style="list-style-type: none"> Participate in collaborative conversations with diverse peers about Grade 5 topics and text, building on other's ideas and expressing their own clearly. (See CCSS SL.5.1)

Unit Assessments and Rubrics

Pre-Assessments and Formative Assessments

- Beginning-of-the-Year Assessments (Spelling Inventories, Informal Reading Inventories, Running Records, Writing Samples, etc.)
- Exit Slips
- Journal Entries
- ML1 Observation Checklist
- ML2 Observation Checklist
- Point of View Organizer
- Character Analysis Drawings

Summative Assessments

- Direct Dialogue Recorder
- Research report/presentations
- Points of View Writing Rubric

Vocabulary

High-frequency “Tier 2” words and academic vocabulary should be taught explicitly as students need to understand and apply these words across all content-areas in various situations. For more information on how to teach vocabulary while using standards, visit the following websites:

- www.edutopia.org/blog/teaching-ccss-critical-vocabulary-marilee-sprenger
- www.ascd.org/publications/educational-leadership/sept09/vol67/num01/Six-Steps-to-Better-Vocabulary-Instruction.aspx
- achievethecore.org/aligned/including-tier-2-vocabulary-instruction-in-curricular-materials/

Theme-Related

- Perspective
- Points of view

Reading

- Central theme
- Inference
- Rising action
- Falling action
- Conflict
- Climax
- Exposition
- Resolution
- Narrator

Writing

- Quote
- Paraphrase
- Summarize
- Opinion
- Transitions
- Revise
- Edit
- Cite vs. Site

Language

- Precise language
- Direct vs. indirect dialogue
- Italics
- Verb tense
- Multiple-meaning words
- Figurative language
- Synonyms
- Antonyms

Text Suggestions

The following texts have been chosen for their Lexile levels, interest levels and ease for planning to multiple standards. To find an up-to-date list of vetted texts — which clearly center diversity, equity and inclusion — visit our list of [Culturally Responsive Text Suggestions](#).

See *Appendix A: Text Complexity Considerations* for information on how to select complex text. Some Lexile (L) levels are listed below for reference.

Possible Extended Text Pairings (with *Wonder* by R.J. Palacio, 790L)

Auggie & Me: Three Wonder Stories by R.J. Palacio (690L)
Ella Cara Deloria: Dakota Language Protector by Diane Wilson
Focused by Alyson Gerber
It Doesn't Take a Genius by Olugbemisola Rhuday-Perkovich
Out of My Mind by Sharon M. Draper (700L)
Sam's Super Seats by Keah Brown
Schooled by Gordon Korman (740L)
The Strange Case of Origami Yoda by Tom Angleberger (760L)
Twins by Varian Johnson
Ungifted by Gordon Korman (730L)

Inferences

The Hungry Coat by Demi (AD860L)
The Invisible Boy by Trudy Ludwig (AD680L)
The Stranger by Chris Van Allsburg
Two Bad Ants by Chris Van Allsburg (780L)

Perspectives and Points of View

365 Days of Wonder by R.J. Palacio
Big Nate (graphic novel series) by Lincoln Peirce
Bud, Not Buddy by Christopher Paul Curtis (950L)
Bully by Patricia Polacco
The City of Ember by Jeanne DuPrau (680L)
Confessions of a Former Bully by Trudy Ludwig
Don't Laugh at Me by Steve Seskin
The Golden Rule by Ilene Cooper
Jacob's Eye Patch by Beth Kobliner Shaw and Jacob Shaw
The Julian Chapter by R.J. Palacio (AD590L)
The Name Jar by Yangsook Choi
Pinduli by Janell Cannon
The Potato Chip Champ by Maria Dismondy
Small Steps: The Year I Got Polio by Peg Kehret
Smile (graphic novel) by Raina Telgemeier (GN410L)
Socks by Beverly Cleary (890L)
Stand in My Shoes by Bob Sornson
Walk Two Moons by Sharon Creech (770L)

Educator Websites

(Websites change frequently. Preview sites ahead of time for content and accuracy.)

Collaborative Learning Platforms

- <https://info.flipgrid.com/> FlipGrid is a free video discussion platform where teachers can post questions and students of all ages can respond via short videos. It's excellent for students who have challenges with written expression but excel through oral communication; however, all students can benefit from this creative form of expression.
- <https://www.peardeck.com/> Pear Deck is an add-on feature for Google Slides or PowerPoint which allows slides to become interactive. Teachers can leave audio instructions for independent work, post surveys or questions for real-time assessment, etc. These features allow for differentiation among students such as drawing responses, dragging answers, leaving video recordings, etc.
- <https://nearpod.com/> Nearpod is a platform that combines the most popular applications in one place, making teaching easier and more effective. It has interactive lessons, interactive videos, games and activities that allow for differentiation and real-time assessment of learning.
- www.padlet.com Padlet is a collaborative learning tool that visually organizes information (e.g., words, pictures, videos/links). Users can add comments, rate/score information, and/or respond to questions.

Instructional Resources

- www.wordcentral.com An online dictionary and thesaurus.
- wonderwebbook.weebly.com/other-wonder-ful-titles.html Offers activity suggestions for using *Wonder*.
- www.ccakids.org The website for children's craniofacial association which could be used for background knowledge to supplement *Wonder*.
- www.vocabulary.co.il/ Offers vocabulary, spelling and independent online student practice.
- www.wordle.net/ A program that allows you to create "word clouds" from text.
- www.achievethecore.org Provides resources for teaching the Common Core State Standards.
- tweentribune.com/category/tween56/ Provides editorials from today's news written with students in mind. Lexile levels are matched to grade levels.
- newsela.com/articles Has informational text articles ordered by grade level. You can also adjust the Lexile levels to differentiate the material while keeping to the same topic, based on students' reading levels.
- teachingkidsnews.com/tag/grade-5/ Provides kid-friendly articles to use for teaching timely, relevant news.
- www.washingtonpost.com/lifestyle/kidspost/ Has informational articles written for school-aged children.

- www.pbs.org/wgbh/aia/tguide/tguseprimary.html Provides primary source documents.
- mpt.pbslearningmedia.org/ Offers informational articles about current news events.
- www.readworks.org Provides informational text with question sets linked to the Common Core State Standards.
- www.k12reader.com/subject/reading-skills/reading-comprehension/5th-grade-reading-comprehension-worksheets/ Has short informational text aligned to the CCSS.

Lesson Sequence — Unit Progression

The Unit Progression gives weekly examples of how to teach to the unit-specific learning targets over the course of nine weeks. Teachers should adjust the pace as needed for their individual classes.

Week by Week

During the first week of the unit, instruction will focus on reading strategies. Fifth graders will be introduced to a variety of before-, during- and after-reading strategies, and they will have multiple opportunities to practice them using print and online text.

In Week 2, the terms “perspectives” and “points of view” are discussed as students read and listen to literature. The extended text *Wonder* is introduced this week and used to highlight these themes. Additionally, the impact of using figurative language and word choice in general are examined. In week three, the first model lesson helps students to dive deeper into the concept of “points of view.” They analyze how language can help them identify points of view as they read informational articles.

The second model lesson is included in week four. It focuses on dialogue and the importance of using correct punctuation and capitalization when quoting someone. Students learn about the need for dialogue and how it contributes to our understanding while reading.

During weeks five and six, fifth graders study the characters from the extended text in detail (including each character’s points of view) and identify the story elements. They will finish the text *Wonder* during week six.

The last three weeks of the unit are built around a research project where students read multiple accounts of the same topic and explain different points of view. Using science or social studies topics is encouraged as a way of promoting cross-curricular learning. Students will use their research notes to write a piece that informs. The unit will end with students creating presentations using technology and sharing them with the class.

Appendix A: Text Complexity Considerations

When selecting books, text complexity matters. According to the Common Core State Standards Initiative, three factors should be considered when the teacher is choosing texts: 1) Qualitative Measures, 2) Quantitative Measures, and 3) Reader and Task Considerations. For more information on these measures, see the following website: www.corestandards.org/ELA-Literacy/standard-10-range-quality-complexity/measuring-text-complexity-three-factors/.

As a result of research conducted in 2013 on text complexity, updated information was added to Appendix A of the CCSS to reflect the new expectations required of students in order to meet College and Career Readiness (CCR) by high school graduation. The table below shows the six different measures found reliable for measuring text complexity and their corresponding grade levels.

Common Core Band	ATOS (Accelerated Reader)	Degrees of Reading Power®	Flesch-Kincaid	The Lexile Framework®	Reading Maturity	Text Evaluator
2nd-3rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	100 – 590
4th-5th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	405 – 720
6th-8th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	550 – 940
9th-10th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	750 – 1125
11th-CCR	11.20 – 14.10	67 – 74	10.34 – 14.20	1185 – 1385	9.57 – 12.00	890 – 1360

Table 1: Updated Text Complexity Grade Bands and Associated Ranges From Multiple Measures, taken from www.corestandards.org/wp-content/uploads/Appendix-A-New-Research-on-Text-Complexity-revised.pdf, which can be found on the website www.corestandards.org/other-resources/.

Appendix B: Instructional Strategies for Diverse Learners

When choosing instructional strategies, teachers should consider the multiple learning styles, backgrounds and abilities of all students. Research shows that to promote ELA/literacy skills, teachers should incorporate a mix of whole-group, peer-paired and independent activities into instructional procedures. Below is a list of research-based strategies recommended to promote literacy skills in the five essential areas of reading (comprehension, vocabulary, fluency, phonics and phonemic awareness).

Comprehension Strategies

- KWL Charts, Venn Diagrams, T-charts, etc.
- Interactive Read-Alouds, Think-Alouds, etc.
- Story Boards, Sketch to Stretch, etc.
- Question-Answer-Relationship (QAR) (e.g., www.youtube.com/watch?v=wsud7AQWva8)
- Focus Questions

Comprehension Strategies with Cooperative Learning (Collaboration)

- Guided Reading, Literature Circles, Book Talks, etc.
- Readers Theater, Role Play, Reciprocal Reading, etc.
- Shared/Buddy/Paired Reading
- Think-Pair-Share, Turn-and-Talk, etc.
- Jigsaw (e.g., www.ascd.org/publications/educational-leadership/nov18/vol76/num03/Let's-Get-Jigsaw-Right.aspx)
- Socratic Seminar (grade 2: www.youtube.com/watch?v=zBfH_fhAme0; for older students: www.youtube.com/watch?v=69Qv3l0nuNg)
- Fishbowl
- Four Corners (e.g., www.youtube.com/watch?v=M2XmJQ9FL5A)
- Gallery Walk (e.g., www.youtube.com/watch?v=nNT3PZP2obU)

Vocabulary Strategies

- Word Walls
- Word Analysis, Word Sorts (e.g., Making Words), Word Games (e.g., UpWords, BINGO)
- Word Ladders
- Concept Mapping (great for ELL students/differentiation), Concept Circles, Frayer Model, etc.

- Alpha Boxes (e.g., www.youtube.com/watch?v=iBGB7CiN0bQ)
- List-Group-Label (e.g., www.youtube.com/watch?v=K731qicwYcY)
- Non-Linguistic Strategies (visuals)
- Analogies, Connect-Two, etc.

Fluency Strategies

- Daily Read-Alouds, Think-Alouds, etc.
- Record Self/Listen to Self
- Listen to Stories Using Technology
- Repeated Readings
- Choral Reading

Phonemic Awareness/Phonics Strategies

- Making Words
- Word Ladders
- Centers/Literacy Stations
- Guided Reading
- Interactive Writing

