



Course Outcome Summary

Course Information: Literacy 5

Description: This course is about explicitly teaching the skills and strategies of proficient reading that help students move up the ladder of text complexity.

Instruction Level: 5th

Course Standards:

Reading Literature

- Cite text evidence accurately and appropriately when explaining what the text says explicitly and when drawing inferences from the text
- 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
- Analyze how author's craft (tools and techniques) contribute to the meaning, tone, or beauty of a text (figurative language, similes, metaphors, idioms, and point of view)
- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 complexity band independently and proficiently
- Compare and Contrast two or more stories emphasizing details about story elements (characters, setting, plot) and theme

Reading Informational Text

- Cite text evidence from multiple print or digital sources accurately and appropriately when explaining what the text says explicitly and when drawing inferences from the text
- Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text
- Determine the meaning of the general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject
- Compare and contrast author's craft (text structure and point of view) and information from multiple print or digital sources
- Draw on information from multiple print or digital sources, demonstrating the ability to locate and answer to a question quickly or to solve a problem efficiently
- Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- By the end of the year, read and comprehend informational text, including history/social studies, science and technical texts at the high end of the grades 4-5 complexity band independently and proficiently

Speaking and Listening

- 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
- Summarize or paraphrase information when speaking about reading
- Report on a 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

Writing

- Write well about literary or informational texts
- Summarize or paraphrase information when writing about reading
- Draw evidence from literary or informational texts to support analysis, reflection, and research

Units

- 1. Analyzing Themes in Fiction**
- 2. Moving Up Levels of Nonfiction**
- 3. Researching Debatable Issues**
- 4. Themes and Symbols of Fantasy**

Unit Outlines

1. Analyzing Themes in Fiction

Standards:

- Cite text evidence accurately and appropriately
- Determine a theme (life-lesson or author's message) of fictional texts from details in the text
- Analyze how author's craft (tools and techniques a writer uses) contribute to fictional texts
- Fluently read and comprehend literature in the grades 4-5 complexity band independently
- Compare and Contrast two or more stories emphasizing details about story events, characters, setting, and theme
- Engage effectively in collaborative discussions with diverse partners building on others' ideas and expressing their own clearly when speaking and writing about fiction

Essential Question:

Students will be able to answer the question(s):

- How does text evidence support your development of ideas when reading fiction?
- How can I draw upon what I know about reading in order to read and comprehend fiction independently?
- How does identifying themes help a reader understand fictional texts?

- How does distinguishing similarities and differences between fiction texts help you understand both texts?
- What techniques do authors use when writing fiction?
- What does writing well about fiction look like?

Essential Knowledge:

- I can analyze the author’s craft by using literary language to identify techniques the author used in speaking or writing.
- I can analyze parts of a story in relation to the whole by using literary language to name the important part or story element in my speaking and writing.
- I can analyze author’s craft by writing about how the text would have been different if the author would have made different craft choices.
- I can determine more than one theme of a story by providing details that support the theme in speaking and writing.
- I can determine the theme by identifying techniques the author uses to highlight the theme.
- I can write well about fiction.
- I can compare and contrast story themes by discussing details that support themes from different texts.

2. Moving Up Levels of Nonfiction

Standards:

- Cite text evidence accurately and appropriately
- Determine main idea(s) of a text and explain how they are supported by key details; summarize the text
- Determine the meaning of vocabulary in nonfiction texts using multiple strategies
- Compare and contrast author’s craft (tools and techniques a writer uses) and information from multiple texts
- Demonstrate the ability to locate and answer a question quickly or to solve a problem efficiently using information from multiple sources
- Fluently read and comprehend nonfiction in the grades 4-5 complexity band independently
- Engage effectively in collaborative discussions with diverse partners building on others’ ideas and expressing their own clearly when speaking and writing about nonfiction

Essential Question:

Students will be able to answer the question(s):

- What text evidence best supports your ideas about a nonfiction text?
- How can I draw upon what I know about reading in order to read and comprehend nonfiction independently?
- How does identifying main ideas and key details help a reader understand nonfictional texts?

- How does distinguishing similarities and differences between nonfiction texts help you understand both texts?
- What techniques do authors use when writing nonfiction?
- What does writing well about nonfiction look like?

Essential Knowledge:

- I can write about more than one main idea in a nonfiction text and support each main idea with important details. (Summarize)
- I can write about relationships between subtopics or ideas in nonfiction texts.
- I can use academic vocabulary in my writing and speaking.
- I can identify craft technique/s used by the author and determine why the author may have used the technique/s.
- I can compare and contrast nonfiction texts in terms of perspective, craft and/or structure.
- I can write well about nonfiction.

3. Researching Debatable Issues

Standards:

- Cite text evidence accurately and appropriately
- Determine main idea(s) of a text and explain how they are supported by key details; summarize the text
- Determine the meaning of vocabulary in research-based argument essays using multiple strategies
- Determine the author’s point of view and reasons
- Form an opinion supported by reasons based on information in the text(s)
- Fluently read and comprehend research-based argument essays in the grades 4-5 complexity band independently
- Engage effectively in collaborative discussions with diverse partners building on others’ ideas and expressing their own clearly when speaking and writing about debatable issues

Essential Question:

- What text evidence best supports your opinion?
- How can I draw upon what I know about reading in order to read and comprehend research-based argument essays independently?
- How does identifying main ideas and key details help a reader understand research-based argument essays?
- What is the author’s point of view, and how do I know?
- What is my point of view on a debatable topic and reasons support my point of view?

Essential Knowledge:

- I can write about more than one main idea from a research-based argument essay and support each main idea with important details. (Summarize)
- I can write about relationships between subtopics or ideas in research-based argument essays.
- I can use academic vocabulary in my writing and speaking.

- I can determine the author’s point of view and probable reasons.
- I can develop my own opinions on a debatable topic and reasons to support my opinion.

4. Themes and Symbols of Fantasy

Standards:

- Cite text evidence accurately and appropriately
- Determine a theme (life-lesson or author’s message) of fantasy texts from details in the text
- Analyze how author’s craft (tools and techniques a writer uses) contribute to fantasy texts
- Fluently read and comprehend fantasies in the grades 4-5 complexity band independently
- Compare and contrast two or more stories emphasizing details about story events, characters, setting, and theme
- Engage effectively in collaborative discussions with diverse partners building on others’ ideas and expressing their own clearly when speaking and writing about fantasies

Essential Question:

- How does text evidence support your development of ideas when reading fantasy texts?
- How can I draw upon what I know about reading in order to read and comprehend fantasy texts independently?
- How does identifying themes help a reader understand fantasy texts?
- How does distinguishing similarities and differences between fantasy texts help you understand both texts?
- What techniques do authors use when writing fantasy texts?
- What does writing well about fantasy texts look like?

Essential Knowledge:

- I can analyze the author’s craft by using literary language to identify techniques the author used in speaking or writing.
- I can analyze parts of a story in relation to the whole by using literary language to name the important part or story element in my speaking and writing.
- I can analyze author’s craft by writing about how the text would have been different if the author would have made different craft choices.
- I can determine more than one theme of a story by providing details that support the theme in speaking and writing.
- I can determine the theme by identifying techniques the author uses to highlight the theme.
- I can write well about fantasy texts.
- I can compare and contrast story themes by discussing details that support themes from different texts.