

**Unit Overview**

In this unit, students will work in clubs to become deeply immersed in the fantasy genre and further develop higher level thinking skills to study how authors develop characters and themes over time. Students read analytically as they consider how authors begin a book by establishing the setting as both a physical and a psychological place. You'll lead students to think metaphorically as well as analytically, teaching them to explore the quests and themes within and across their novels. You'll also help students engage more deeply by considering the implications of conflicts, themes, and lessons learned. Later in the unit, you'll focus students on dealing with the challenges that harder novels pose. Kids will work on their habits as readers—going outside the book to build knowledge, or studying how authors introduce hard words and using strategies to learn new vocabulary as they read. In addition, readers investigate fantasy as a literary tradition and study how the thinking developed through reading fantasy novels will apply to other genres.

For additional information regarding the unit please see TCRWP User's Guide and Units of Study for Teaching Reading Grade 5 Book 4.

Overarching Standards Aligning with Grade 5 Unit 5, *Fantasy Book Clubs*

| Session | Writing Standards                          | Reading Standards  | Speaking & Listening Standards                         | Language Standards  |
|---------|--|--|--|---|
| 1       | W.5.3, W.5.9.a                             | RL.5.1, RL.5.2, <b>RL.5.3</b> , <b>RL.5.5</b> , <b>RL.5.7</b> , RL.5.10  | SL.5.1, SL.5.2, SL.5.4, SL.5.6                         | L.5.1, L.5.2, L.5.6   |
| 2       | W.5.3, W.5.9.a                             | <b>RL.5.1</b> , <b>RL.5.2</b> , <b>RL.5.3</b> , RL.5.4, RL.5.5, RL.5.7, RL.5.9, RL.5.10  | SL.5.1, SL.5.2, SL.5.4, SL.5.6                         | L.5.1, L.5.2, L.5.3, L.5.5, L.5.6                               |
| 3       | W.5.3, W.5.9.a                             | RL.5.1, <b>RL.5.2</b> , RL.5.3, RL.5.5, RL.5.6, RL.5.9, RL.5.10  | SL.5.1, <b>SL.5.4</b> , SL.5.5, SL.5.6                 | L.5.1, L.5.2, L.5.3, L.5.6                                      |
| 4       | W.5.3, <b>W.5.9.a</b>                      | <b>RL.5.1</b> , <b>RL.5.2</b> , <b>RL.5.3</b> , RL.5.5, RL.5.6, RL.5.9, RL.5.10  | SL.5.1, SL.5.2, SL.5.3, SL.5.4, SL.5.6                 | L.5.1, L.5.2, L.5.3, L.5.6                                      |
| 5       | W.5.3, <b>W.5.9.a</b>                      | RL.5.1, RL.5.2, RL.5.3, RL.5.9, RL.5.10  | <b>SL.5.1</b> , <b>SL.5.4</b> , <b>SL.5.5</b> , SL.5.6 | L.5.1, L.5.2, L.5.3, L.5.6                                      |
| 6       | W.5.3, <b>W.5.9.a</b>                      | <b>RL.5.1</b> , <b>RL.5.2</b> , <b>RL.5.3</b> , <b>RL.5.4</b> , RL.5.5, <b>RL.5.6</b> , <b>RL.5.7</b> , <b>RL.5.9</b> , RL.5.10        | SL.5.1, SL.5.2, SL.5.6                                 | L.5.1, L.5.2, L.5.3, <b>L.5.5</b> , L.5.6                       |
| 7       | W.5.3, <b>W.5.9.a</b>                      | RL.5.1, <b>RL.5.2</b> , <b>RL.5.3</b> , RL.5.5, <b>RL.5.6</b> , <b>RL.5.9</b> , RL.5.10  | SL.5.1, SL.5.2, SL.5.4, SL.5.5, SL.5.6                 | L.5.1, L.5.2, L.5.3, L.5.6                                      |
| 8       | W.5.3, <b>W.5.9.a</b>                      | <b>RL.5.1</b> , <b>RL.5.2</b> , <b>RL.5.3</b> , <b>RL.5.5</b> , RL.5.6, <b>RL.5.9</b> , RL.5.10  | SL.5.1, SL.5.2, <b>SL.5.4</b> , SL.5.6                 | L.5.1, L.5.2, L.5.3, L.5.6                                      |
| 9       | W.5.3, W.5.6, <b>W.5.9.a</b>               | RL.5.1, <b>RL.5.2</b> , <b>RL.5.3</b> , <b>RL.5.5</b> , <b>RL.5.6</b> , <b>RL.5.9</b> , RL.5.10  | SL.5.1, SL.5.2, <b>SL.5.4</b> , SL.5.6                 | L.5.1, L.5.2, L.5.3, L.5.6                                      |
| 10      | W.5.3, W.5.5, <b>W.5.9.a</b>               | <b>RL.5.1</b> , <b>RL.5.2</b> , <b>RL.5.3</b> , <b>RL.5.5</b> , RL.5.6, RL.5.9, RL.5.10  | SL.5.1, SL.5.4, SL.5.6                                 | L.5.1, L.5.2, L.5.3, L.5.6                                      |
| 11      | W.5.3, W.5.5, W.5.7, W.5.8, <b>W.5.9.a</b> | <b>RL.5.1</b> , <b>RL.5.2</b> , <b>RL.5.3</b> , RL.5.4, RL.5.5, RL.5.6, RL.5.9, RL.5.10, <b>RI.5.1</b> , <b>RI.5.2</b> , <b>RI.5.3</b> | SL.5.1, SL.5.2, SL.5.6                                 | L.5.1, L.5.2, L.5.3, L.5.6                                      |
| 12      | W.5.3, W.5.9.a                             | RL.5.1, RL.5.2, RL.5.3, <b>RL.5.4</b> , RL.5.10, RF.5.3  | SL.5.1, <b>SL.5.6</b>                                  | L.5.1, L.5.2, L.5.3, <b>L.5.4</b> , <b>L.5.5</b> , <b>L.5.6</b> |
| 13      | W.5.3, W.5.9.a                             | <b>RL.5.1</b> , <b>RL.5.2</b> , <b>RL.5.3</b> , <b>RL.5.6</b> , RL.5.9, RL.5.10, RF.5.4  | SL.5.1, SL.5.5, SL.5.6                                 | L.5.1, L.5.2, L.5.3, L.5.6                                      |
| 14      | W.5.3, <b>W.5.9.a</b>                      | <b>RL.5.1</b> , <b>RL.5.2</b> , <b>RL.5.3</b> , <b>RL.5.4</b> , RL.5.5, RL.5.6, <b>RL.5.7</b> , RL.5.9, RL.5.10                        | SL.5.1, SL.5.2, SL.5.4, SL.5.6                         | L.5.1, L.5.2, L.5.3, L.5.5, L.5.6                               |
| 15      | W.5.3, <b>W.5.9.a</b>                      | <b>RL.5.1</b> , <b>RL.5.2</b> , <b>RL.5.3</b> , <b>RL.5.4</b> , RL.5.5, <b>RL.5.6</b> , RL.5.9, RL.5.10                                | SL.5.1, SL.5.3, SL.5.4, SL.5.6                         | L.5.1, L.5.2, L.5.3, <b>L.5.5</b> , L.5.6                       |
| 16      | W.5.3, <b>W.5.9.a</b>                      | RL.5.1, <b>RL.5.2</b> , <b>RL.5.3</b> , RL.5.4, RL.5.5, <b>RL.5.6</b> , <b>RL.5.7</b> , <b>RL.5.9</b> , RL.5.10                        | SL.5.1, SL.5.6   | L.5.1, L.5.2, L.5.3, <b>L.5.6</b>                               |
| 17      | W.5.3, <b>W.5.9.a</b>                      | <b>RL.5.1</b> , <b>RL.5.2</b> , <b>RL.5.3</b> , <b>RL.5.5</b> , RL.5.6, <b>RL.5.9</b> , RL.5.10  | SL.5.1, SL.5.2, SL.5.3, SL.5.6                         | L.5.1, L.5.2, L.5.3, L.5.6                                      |
| 18      | W.5.3, <b>W.5.9.a</b>                      | RL.5.1, <b>RL.5.2</b> , <b>RL.5.3</b> , <b>RL.5.6</b> , <b>RL.5.9</b> , RL.5.10  | SL.5.1, SL.5.2, SL.5.4, SL.5.6                         | L.5.1, L.5.2, L.5.3, L.5.6                                      |
| 19      | W.5.3, <b>W.5.9.a</b>                      | <b>RL.5.1</b> , <b>RL.5.2</b> , <b>RL.5.3</b> , RL.5.4, RL.5.5, RL.5.6, RL.5.7, <b>RL.5.9</b> , RL.5.10                                | SL.5.1, <b>SL.5.4</b> , SL.5.6                         | L.5.1, L.5.2, L.5.3, L.5.6                                      |
| 20      | W.5.3, <b>W.5.9.a</b>                      | RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10  | SL.5.1, <b>SL.5.4</b> , <b>SL.5.5</b> , SL.5.6         | L.5.1, L.5.2, L.5.3, <b>L.5.6</b>                               |

\*Bold indicates Priority Standards that are a major emphasis.

| Overarching Standards Aligning with Grade 5 Unit 5, <i>Fantasy Book Clubs</i> |   |  |   |                    |
|---|---|--|---|--------------------|
| Session   | Writing Standards   | Reading Standards  | Speaking & Listening Standards  | Language Standards |
| 1   |   | <p>RL.5.3 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).</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.7 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>   |   |                    |
| 2   |   | <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 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.</p> <p>RL.5.3 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).</p> |   |                    |
| 3   |   | <p>RL.5.2 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.</p>  | <p>SL.5.4 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.</p> |                    |
| 4   | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a</p> | <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 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.</p> <p>RL.5.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text</p>                                  |   |                    |

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|   | drama, drawing on specific details in the text [e.g., how characters interact]).  | (e.g., how characters interact).  |   |   |
| 5 | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> |   | <p>SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 5 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>b. Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p>c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p>d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p> <p>SL.5.4 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.</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes</p> |   |
| 6 | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>  | <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama</p> |   | <p>L.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the</p> |

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|   | <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>  | <p>respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p> <p>RL.5.3 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).</p> <p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> |   | <p>development of main ideas or themes.</p> |
|   | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> | <p>RL.5.2 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.</p> <p>RL.5.3 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).</p> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>   |   |   |
| 8 | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two</p>   | <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 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.</p>   | <p>SL.5.4 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.</p> |   |

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|    | <p>or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>  | <p>RL.5.3 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).</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p>   |   |  |
| 9  | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> | <p>RL.5.2 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.</p> <p>RL.5.3 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).</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.9 Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.</p> | <p>SL.5.4 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.</p> |  |
| 10 | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> | <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 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.</p> <p>RL.5.3 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).</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>  |   |  |

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| <p>11</p> | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> | <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 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.</p> <p>RL.5.3 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).</p> <p>RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.</p> |  |   |
| <p>12</p> |   | <p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p>  | <p>SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. (See grade 5 Language standards 1 and 3 on page 28 for specific expectations.)</p> | <p>L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 5 reading and content</i>, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.</p> <p>b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>photograph, photosynthesis</i>).</p> <p>c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and</p> |

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|    |  |   |  | <p>determine or clarify the precise meaning of key words and phrases.</p> <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figurative language, including similes and metaphors, in context.</p> <p>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</p> <p>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</p> <p>L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> |
| 13 |  | <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 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.</p> <p>RL.5.3 Compare and contrast two or more characters, settings, or</p> |  |  |

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|    |   | <p>events in a story or drama, drawing on specific details in the text (e.g., how characters interact).</p> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>   |  |  |
| 14 | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> | <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 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.</p> <p>RL.5.3 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).</p> <p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> |  |  |
| 15 | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> | <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 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.</p> <p>RL.5.3 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).</p> <p>RL.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.</p> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p>  |  | <p>L.5.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>a. Interpret figurative language, including similes and metaphors, in context.</li> <li>b. Recognize and explain the meaning of common idioms, adages, and proverbs.</li> <li>c. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.</li> </ol> |

**Grade 5 Unit 5- Fantasy Book Clubs**

**Reading Workshop: Apr./Jun.**

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| 16 | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> | <p>RL.5.2 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.</p> <p>RL.5.3 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).</p> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).</p> <p>RL.5.9 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> |  | <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> |
| 17 | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> | <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 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.</p> <p>RL.5.3 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).</p> <p>RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> <p>RL.5.9 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>           |  |   |
| 18 | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>  | <p>RL.5.2 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.</p>  |  |   |

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|    | <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p>  | <p>RL.5.3 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).</p> <p>RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.</p> <p>RL.5.9 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p>   |   |   |
| 19 | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> | <p>RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RL.5.2 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.</p> <p>RL.5.3 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).</p> <p>RL.5.9 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.</p> | <p>SL.5.4 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.</p>   |   |
| 20 | <p>W.5.9.a Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grade 5 Reading standards</i> to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).</p> |   | <p>SL.5.4 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.</p> <p>SL.5.5 Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or theme</p> | <p>L.5.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., <i>however, although, nevertheless, similarly, moreover, in addition</i>).</p> |

| Enduring Understandings   | Essential Questions   | Performance Expectations   |
|---|---|--|
| <ul style="list-style-type: none"> <li>● Fantasy novels teach readers to deal with complexity.</li> <li>● Fantasy readers develop thematic understandings of texts.</li> <li>● Fantasy readers envision the story in their mind, creating the world the author is trying to portray.</li> <li>● Readers ask questions about a text as they read to build comprehension .</li> <li>● There are many fantasy archetypes, quest structures, and thematic patterns.</li> <li>● Using strategies and creating goals will help them to</li> <li>● make sense of complex texts.</li> </ul> | <ul style="list-style-type: none"> <li>● How can I tackle the demanding and complex genre of fantasy reading?</li> <li>● What will my strategies and goals are that help me to make sense of multiple plot lines, layered characters, complex themes?</li> <li>● What strategies can I use to hold onto the story line when plot get tangled and the main characters seem confusing?</li> <li>● What strategies can I use when the setting is unfamiliar and hard to envision?</li> <li>● How can I use all I have learned about how authors develop themes to study the way authors approach common themes in fantasy?</li> <li>● How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made - especially thinking about symbolism, allusion and craft?</li> </ul> | <ul style="list-style-type: none"> <li>● Actively participate in discussions about texts during book club .</li> <li>● Analyze a text by asking questions about the characters, theme. structure, and author's craft .</li> <li>● Consider how a story portrays cultures and represents characters.</li> <li>● Notice patterns across texts.</li> <li>● Read complex texts developing skills of synthesis and interpretation.</li> <li>● Think about how the work they have done in the fantasy unit applies to other genres.</li> <li>● Think metaphorically about a text.</li> </ul> |

| Suggested Strategies   | Suggested Differentiation Methods   | Suggested Materials/Resources   |
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| <ul style="list-style-type: none"> <li>● Create and refer to anchor charts.</li> <li>● Study pages from exemplar reader's notebooks.</li> <li>● Provide and present mentor texts as models.</li> <li>● Teach the Work of Readers Charts.</li> <li>● Teach children strategies for holding onto text, for example by using Post-its and graphic organizers.</li> <li>● Model (Talk Aloud) the strategies good readers use.</li> <li>● Model, provide, and use a reader's notebook.</li> <li>● Tap, sketch, or jot across a story as a way of retaining information and details.</li> <li>● Study book introductions and endings.</li> <li>● Practice creating mental movies as you read.</li> <li>● Investigate figurative language and descriptive vocabulary and how authors use them.</li> <li>● Turn and Talk the dialogue in a story to bring the characters' feelings alive.</li> <li>● Set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation.</li> <li>● Provide checklists and reading progressions</li> </ul> | <p><i>The design of reading workshop allows for individualized instruction and independent growth for every child.</i></p> <ul style="list-style-type: none"> <li>● Provide leveled books appropriate for all reading levels</li> <li>● Provide support as needed through conferencing</li> <li>● Provide support as needed through strategy groups</li> <li>● Provide support as needed through guided reading groups</li> <li>● Provide individualized copies of teaching charts</li> <li>● Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning</li> <li>● Scaffold or stretch learning through the use of various strategies</li> <li>● Provide appropriate reading partners</li> </ul> | <p><b>Mentor Text &amp; Read-Aloud</b></p> <ul style="list-style-type: none"> <li>● See Reading Units Grade 5 Book 4.</li> </ul> <p>UNIT 4: Fantasy Book Clubs</p> <p>Demonstration Texts</p> <ul style="list-style-type: none"> <li>● The Thief of Always by Clive Barker (Idea + Design Works)</li> <li>● Lord of the Rings, video clip</li> <li>● The Hunger Games, video clip</li> <li>● Harry Potter and the Deathly Hallows, video clip</li> <li>● The Lion, the Witch, and the Wardrobe, video clip</li> <li>● Image of the Carta Marina</li> <li>● Image of the Hunt-Lenox globe</li> <li>● The Paper Bag Princess by Robert Munsch (Firefly Books)</li> <li>● The Hobbit, video clip</li> <li>● The Story of Ruby Bridges by Robert Coles (Scholastic)</li> <li>● I Am Rosa Parks by Rosa Parks and Jim Haskins (Penguin)</li> <li>● Mufaro’s Beautiful Daughters by John Steptoe (Penguin)</li> <li>● “Great Zimbabwe (eleventh - fifteenth centuries) from Heilbrunn Timeline of Art History (<a href="http://www.metmuseum.org">www.metmuseum.org</a>)</li> <li>● “Jabberwocky” by Lewis Carroll from The Random House Book of Poetry for Children (Random House)</li> <li>● St. George Slays the Dragon, 1378-84 by Altichiero da Zevio</li> </ul> |

## Grade 5 Unit 5- Fantasy Book Clubs

*Reading Workshop: Apr./Jun.*

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| <p>to assess and develop on-going reading goals.</p> <ul style="list-style-type: none"><li>● Scaffold skills with strategies, for example using Post-its to identify key elements of a chapter.</li><li>● Write long about reading.</li><li>● Practice alternating the speed a text is read to reflect tone and mood.</li><li>● Plan to celebrate the conclusion of classroom reading projects.</li><li>● Use technology in the reading classroom; for example digital journals.</li></ul> |  | <ul style="list-style-type: none"><li>● The Maiden and the Unicorn, 1602 by Domenichino</li></ul> <p>Read-Aloud Texts</p> <ul style="list-style-type: none"><li>● The Thief of Always by Clive Barker (Idea +Design Works)</li><li>● The Paper Bag Princess by Robert Munsch (Firefly Books)</li><li>● Mufaro’s Beautiful Daughters by John Steptoe (Penguin)</li></ul> <p>Suggested Texts for Book Clubs</p> <p>Levels T–U (readers at benchmark)</p> <ul style="list-style-type: none"><li>● Animorphs by K. A. Applegate (T–U) (Scholastic)</li><li>● Gregor the Overlander by Suzanne Collins (U–V) (Scholastic)</li><li>● Books of Ember by Jeanne DuPrau (R–U) (Random House)</li><li>● Warriors by Erin Hunter (R–T) (HarperCollins)</li><li>● The Chronicles of Narnia by C. S. Lewis (T–V) (HarperCollins)</li><li>● Percy Jackson and the Olympians by Rick Riordan (U–W) (Penguin)</li><li>● Deltora Quest by Emily Rodda (R–T) (Scholastic)</li><li>● Rowan of Rin by Emily Rodda (T–V) (HarperCollins)</li><li>● Harry Potter by J. K. Rowling (U–Z) (Scholastic)</li><li>● The Edge Chronicles by Paul Stewart (R–U) (Random House)</li></ul> <p>Levels M–S (readers below benchmark)</p> <ul style="list-style-type: none"><li>● The Secrets of Droon by Tony Abbott (M–O) (Scholastic)</li></ul> |
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|  |  | <ul style="list-style-type: none"><li>● The Spiderwick Chronicles by Tony DiTerlizzi and Holly Black (Q–R) (Simon &amp; Schuster)</li><li>● Books of Ember by Jeanne DuPrau (R–U) (Random House)</li><li>● Warriors by Erin Hunter (R–T) (Harper Collins)</li><li>● The Dragon Slayers’ Academy by Kate McMullan (N–P) (Grosset &amp; Dunlap)</li><li>● Deltora Quest by Emily Rodda (R–T) (Scholastic)</li><li>● The Edge Chronicles by Paul Stewart (R–U) (Random House)</li></ul> <p>Levels V–Z (readers above benchmark)</p> <ul style="list-style-type: none"><li>● Artemis Fowl by Eoin Colfer (W–X) (Hyperion)</li><li>● Gregor the Overlander by Suzanne Collins (U–V) (Scholastic)</li><li>● Redwall by Brian Jacques (Y–Z) (Penguin)</li><li>● The Chronicles of Narnia by C. S. Lewis (T–V) (HarperCollins)</li><li>● The Golden Compass by Phillip Pullman (Y–Z) (Random House)</li><li>● Percy Jackson and the Olympians by Rick Riordan (U–W) (Penguin)</li><li>● Rowan of Rin by Emily Rodda (T–V) (HarperCollins)</li><li>● Harry Potter by J. K Rowling (U–Z) (Scholastic)</li></ul> <p>Other Resources</p> <ul style="list-style-type: none"><li>● Notice and Note: Strategies for Close Reading by Kylee Beers and Bob Probst (Heinemann)</li><li>● Maps by Aleksandra Mizielinska and Daniel Mizielinski (Candlewick Press)</li></ul> |
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|  |  | <ul style="list-style-type: none"><li>● Shades of Meaning: Comprehension and Interpretation in Middle School by Donna Santman (Heinemann)</li><li>● Reading for Their Life: (Re)Building the Textual Lineages of African American Adolescent Males by Alfred Tatum (Heinemann)</li><li>● Teaching Reading to Black Adolescent Males by Alfred Tatum (Stenhouse)</li></ul> |
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**Assessments**

Assessment in this unit takes three forms: diagnostic, formative, and summative. There are downloadable, digital versions of the assessment tools available through the online resources at; [www.readingandwritingproject.org/resources](http://www.readingandwritingproject.org/resources).

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one- to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

| Suggested Assessment Methods   |  |   |
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| Diagnostic Assessments   | Formative Assessments  | Summative Assessments   |
| <ul style="list-style-type: none"> <li>● Running Records</li> <li>● Spelling Inventory</li> <li>● Conferring</li> <li>● Performance Assessment: Pre-Assessment - Fantasy Book Clubs</li> </ul> | <ul style="list-style-type: none"> <li>● Teacher-student conferences including: individual, small group, strategy group, and guided reading</li> <li>● Daily observation of students' participation during the active engagement segment of each mini-lesson. Students' conversation with partners during Turn and Talk segment of mini-lessons.</li> <li>● Reading logs</li> <li>● Writing About Reading evidence (Post-its)</li> </ul> | <ul style="list-style-type: none"> <li>● Teacher-student conferences</li> <li>● Running Records</li> <li>● Spelling Assessments</li> <li>● Reading logs</li> <li>● and other evidence of students improving skills</li> <li>● Performance Assessment: Post-Assessment - Fantasy Book Clubs</li> </ul> |

**Scope and Sequence of Teaching Points**

The following teaching points and activities are adapted from Units of Study for Teaching Reading Grade 5 (Calkins et al., 2016) and serve as a loose framework for teachers, who will add and/or emphasize based on their students' needs.