

# Grade Level/Subject 5<sup>th</sup> Reading

## Unit 4: Fantasy Book Clubs

### Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
<p><b>Overarching PA Core or National Standards:</b></p> <p>CC.1.3.5.A Determine a theme of a text from details in the text, including how characters in a story or drama respond to challenges; summarize the text. E05.A-K.1.1.2</p> <p>CC.1.3.5.B Cite textual evidence by quoting accurately</p> <p>CC.1.3.5.C Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text. E05.A-K.1.1.3 from the text to explain what the text says explicitly and make</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>Develop the life-long habit of reading across genres for enjoyment and knowledge/learning.</p> <p>Students employ effective speaking and active listening skills while engaging in a range of collaborative conversations in order to learn, reflect, and respond.</p> <p>Read closely and analytically to comprehend a range of increasing complex literary and informational text.</p>	
	<b>Meaning-Making</b>	
	<p><b>UNDERSTANDINGS</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>- Readers analyze parts of a story in relation to the whole story.</li> <li>- Readers identify craft techniques the author used</li> <li>- Readers determine more than one theme that the story develops</li> <li>- Readers compare and contrast story elements and themes</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b></p> <p><i>Students will keep considering...</i></p> <p>How do readers analyze parts of a story in relation to the whole?</p> <p>How do readers analyze author's craft?</p> <p>How do readers determine themes?</p> <p>How do readers compare and contrast story elements and themes?</p>

<b>Knowledge and Skills Acquisition</b>		
<p>inferences. E05.A-K.1.1.1</p> <p>CC.1.3.5.D Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. E05.A-C.2.1.1</p> <p>CC.1.3.5.E 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>CC.1.3.5.F Determine the meaning of words and phrases as they are used in grade level text, including interpretation of figurative language</p> <p>CC.1.3.5.G 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><i>Students will know how to...</i></p> <ul style="list-style-type: none"> <li>- Use literary language to write about how a part or story element is important to the whole story</li> <li>- Discuss how a part of the story supports a larger idea or theme in the text</li> <li>- Identify the craft techniques the author uses and write about the goals the writer might have had in mind</li> <li>- Use literary language in their response</li> <li>- Write about how the text would have been different if the author had made different craft choices</li> <li>- Write about more than one theme that a story develops</li> <li>- Discuss how parts of the text develop each theme, and mentioned key details</li> <li>- Discuss the technique(s) the author uses to highlight at least one of the themes</li> <li>- Read several texts and discuss how the same theme was developed in similar and different ways across the texts</li> <li>- Discuss how author's craft was used differently in each text to develop the theme.</li> </ul> <p><b>VOCABULARY:</b></p> <p>What 10-15 terms are critical to students' understanding of the entire unit?</p> <ul style="list-style-type: none"> <li>• Genre/fantasy</li> <li>• Part/whole</li> <li>• Theme</li> <li>• Story elements (setting, problem, main character)</li> <li>• External/internal struggle</li> <li>• Power</li> <li>• Quest</li> <li>• metaphorically</li> </ul>	<p><i>Students will be skilled at...</i></p> <p>What discrete skills and processes should students be able to use?</p>

CC.1.3.5.H Compare and contrast texts in the same genre on their approaches to similar themes and topics as well as additional literary elements.

CC.1.3.5.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.5.J Acquire and use accurately grade appropriate conversational, general academic, and domain specific words and phrases, including those that signal contrast, addition, and other logical relationships.  
E05.A-V.4.1.1  
E05.A-V.4.1.2

CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

## Stage 2 – Evidence

<b>Evaluative Criteria</b>	<b>Assessment Evidence</b>	
<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p><b>PERFORMANCE TASK(S):</b>                      How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</p>	<p>Differentiation Considerations:</p>
<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p><b>OTHER EVIDENCE:</b>                      What other evidence will you collect to determine whether Stage 1 goals were achieved?</p>	<p>Differentiation Considerations:</p>