

Grade Level/Subject 5th/Reading Unit 1- Interpretation Book Clubs

Phoenixville Area School District Understanding by Design Template

Stage 1 Desired Results		
<p>Overarching PA Core or National Standards:</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>	Transfer	
	<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>	
	Meaning-Making	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Readers analyze parts of a story in relation to the whole story. - Readers identify craft techniques the author used - Readers determine more than one theme that the story develops - Readers compare and contrast story elements and themes - Readers recognize the perspective of characters 	<p>ESSENTIAL QUESTIONS</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</p>

inferences. E05.A-K.1.1.1

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

story elements and themes?

How do readers recognize the perspective of characters?

Knowledge and Skills Acquisition

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

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

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).

Students will know how to...

- Use literary language to write about how a part or story element is important to the whole story
- Discuss how a part of the story supports a larger idea or theme in the text
- Identify the craft techniques the author uses and write about the goals the writer might have had in mind. (Techniques and goals that align with the PSSA Glossary)

Techniques	Goals
Description	Introduce Characters/Show Character's motivation
Dialogue	Create a setting
1 st Person	Set up the problem/Show resolution
Metaphor (introducing)	Support the theme
Narrator/Speaker	
Point of View	
Plot line(s)	

- Use literary language in their response
- Write about how the text would have been different if the author had made different craft choices

Students will be skilled at...

What discrete skills and processes should students be able to use?

- Correctly use appropriate literary language when responding to prompts.
- Identify and connect ideas across texts.
- Identifying themes in stories
- Identifying goals and techniques author's use in literature.

<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.</p> <p>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.</p> <p>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</p> <p>CC.1.3.5.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>JU.3-5.12 - I know when people are</p>	<ul style="list-style-type: none"> - Write about more than one theme that a story develops - Discuss how parts of the text develop each theme, and mentioned key details - Discuss the technique(s) the author uses to highlight at least one of the themes - Read several texts and discuss how the same theme was developed in similar and different ways across the texts - Discuss how author’s craft was used differently in each text to develop the theme. <p>VOCABULARY: Theme, compare/contrast, author’s craft, story elements, Parts of Plot (Beginning, problem, event, high point, solution, ending), similarities/differences, flashback, tension, perspective, setting, character (main/minor), Time</p>	
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<p>treated unfairly, and I can give examples of prejudice words, pictures and rules.</p> <p>JU.3-5.13 - I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm.</p> <p>JU.3-5.14 - I know that life is easier for some people and harder for others based on who they are and where they were born.</p>		
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Stage 2 – Evidence

Evaluative Criteria	Assessment Evidence	
<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p>PERFORMANCE TASK(S): Calkins UoS Unit 1: Quiz (Formally known as Preassessment)</p> <ul style="list-style-type: none"> - After Session 3: Quiz #1 (Analyzing Parts of a Story in Relation to the Whole) - After Session 12: Quiz #3 (Determining Theme/Cohesion) - After Session 17: Quiz # 4 (Comparing/Contrasting Story Elements and Themes) - After Session 19: Quiz #2 (Analyzing Author’s Craft) <p>Calkins UoS Unit 1: Post Test (Summative)</p> <p>How will students demonstrate their understanding (meaning-making and transfer) through complex performance?</p>	<p>Differentiation Considerations: Sentence Frames (Scaffolded Response) Graphic Organizer</p>

<p>What criteria will be used in each assessment to evaluate attainment of the desired results?</p>	<p>OTHER EVIDENCE: Small Group Instruction Book Club Conversations (Rubric, Reflections) Writing about your Thinking Teacher Conferences What other evidence will you collect to determine whether Stage 1 goals were achieved?</p>	<p>Differentiation Considerations: Leveled book clubs Choice</p>
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