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| **Grade 5****Unit Overview*****Learning Through Reading: Westward Expansion*** |
| **Focus Teaching Points** | * Reading with focused expectations by considering how the information is presented
* Paying attention to main ideas and how those ideas are developed
* Using text structure to identify the most important ideas in a text
* Considering the main idea of one *part* of a text and thinking about how that fits with other parts of the text
* Using the structure of one part of a text to figure out how it fits with the larger ideas of the text
* Making a plan for what to read to support research
* Jotting notes quickly, in your own words, to track what is important
* Writing to grow ideas, using thought prompts
* Reading harder, more complex texts after learning about a topic
* Reading across texts to consider how learning is similar and different
* Building theories from research by considering what texts have in common and what is different about ideas presented in texts
* Building theories by considering the point of view of an author of a particular text
* Considering how the structure of a text supports an author’s point of view
* Celebrating learning from research by sharing with others
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| **Key CCSS Standards** | ***Reading Standards for Information (RI)**** *1, 2, 3, 4, 5, 6, 7, 8, 9, 10*

***Reading Standards: Foundational Skills (RF)**** *3, 4*

***Speaking and Listening Standards (SL)**** *1, 2, 3, 4, 5, 6*

***Language Standards (L)**** *1, 3, 4, 5, 6*
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| **Recommended Professional Resource(s) to Guide Instruction** | * “Learning Through Reading: Western Expansion” from the *If. . .Then . . .Curriculum: Assessment-Based Instruction* from the *Units of Study for Teaching Reading, Grade 5* by Calkins et al, 2015
* Suggested resources to accompany this research unit, including digital resources, can be found on the [Resources to Support the Teaching of Learning Through Reading](http://ppsgrade5.weebly.com/teaching-resources4.html) document on the Teaching Resources page of this unit on the Literacy Coach website
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| **Bends in the Road** | * Reading nonfiction about westward expansion and summarizing with structure in mind
* Learning about an aspect of westward expansion through reading
* Building theories and reading critically
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| **Recommended Anchor/Mentor Texts** | * See [Resources to Support the Teaching of Learning Through Reading](http://ppsgrade5.weebly.com/teaching-resources4.html) on the Teaching Resources page of this unit on the Literacy Coach website, as well as pages 167 – 170 of the unit, for read aloud suggestions and texts for students to use in their research
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| **Tips for the Unit** | * This unit is a wonderful opportunity to integrate reading, writing, and social studies. As you plan for this unit, you will want to think about the best way to integrate these content areas. For many grade 5 teachers, time runs out before getting to the topic of Westward Expansion at the end of the year. This reading unit, accompanied by the writing unit, *The Lens of History: Research Reports*, provides an opportunity for students to study this time period when they otherwise may not. If you find that teaching Westward Expansion is out of sequence in relation to the other historical time periods you are studying in social studies, we suggest making a timeline readily available to students. This timeline can help students orient themselves to the place of Westward Expansion in American history.
* You will want to begin this reading unit before beginning the companion writing unit, *The Lens of History,* to give students an opportunity to begin their research before writing about it. See the table on page 169 for a way to align the content areas for maximum benefit. If you are not able to use some social studies time to introduce this time period to students, spend the first day of this unit in the reading workshop giving students a basic orientation to the topic.
* As part of your planning for this **reading** unit, it will be helpful to read the “Welcome to the Unit” section of the **writing** unit, *The Lens of History: Research Reports,* to help you with the overall understanding of how the units work together (see pages vi-ix). The writing unit has many helpful resources for research, which are listed on the [Resources to Support the Teaching of Learning Through Reading](http://ppsgrade5.weebly.com/teaching-resources4.html) document on the Literacy Coach website for finding those resources a bit easier.
* To support your students in conducting the research for this unit, organize students into research teams. See page 169 of the unit for an effective way to do this. If your students are not familiar with this process from *Argument and Advocacy*, they will be from prior years, as it is how students select their topics in every grade prior to grade 5 for nonfiction research. See the possible topics of inquiry on page 169.
* It will be helpful for teachers to collaborate at a grade level to create Google classrooms for each research club to access links for digital resources. Each teacher at a grade level could be responsible for creating certain digital classrooms of resources, then share the codes for those classrooms with their grade-level colleagues. Students will also be using print resources to research, but this collaboration lightens the load for compiling access to digital resources.
* During Bend I, students will be reading about the time period in general ways, building background knowledge and practicing the nonfiction reading skills they learned in previous years. If students need support in organizing the information they are learning, teach lessons on using text structure as a way of organizing information. Spend about a week and a half on this bend; see pages 170 – 177 for more specific information, including language for possible anchor charts.
* During Bend II, students will focus on a particular aspect of the time period, so that they can become experts on a subtopic about which they will teach others through their report writing in the accompanying writing workshop unit. Students will work in research teams, use what they know about learning more with easier texts then progressing into more complex texts, and practice a variety of note-taking strategies. At the beginning of this bend, begin the accompanying writing unit, *The Lens of History: Research Reports.* Spend about a week and a half in this bend; see pages 177 – 186 for more specific information, including conversation prompts to support their research talk and note-taking strategies.
* During Bend III, students learn to read in a way that allows them to build a theory and think more critically about their research. They will consider how different authors present information on the same subtopic and how that supports a particular point of view. Spend about a week and a half on this bend as well; see pages 187 – 193 for more specific information, including questions to ask when viewing primary documents and lenses for reviewing their research notes.
* Ultimately, we hope that students can transfer their learning and apply it to other topics in the future. It is important not to linger too long during Bends I and II, otherwise you will not get to Bend III, which is a very important part of this unit. It is important from a standards perspective (author’s craft, point of view) as well as from a social studies perspective, as it is the time of the unit students will most consider bias and intent of an author, even when relating “facts.” This is the part of the unit in which we teach students to be true critical readers.
* See pages 194 – 195 for a possible trajectory of teaching points for this unit.
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| **Assessment** | * This unit supports a focus on the strands of “Main Ideas and Supporting Details/Summary,” “Cross-Text Synthesis/Cohesion,” and “Analyzing Perspective” from the Informational Reading Learning Progression. See page 167 for suggestions on how to assess growth in these areas during this unit.
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| **Celebrations** | * You may want to hold a joint reading/writing/social studies celebration to celebrate the work of this unit. One way to do this is to hold an expert fair, in which students prepare a display booth and a short speech to highlight important information about their research for visitors. This is an excellent way to authentically incorporate teaching and learning about [speaking](http://www.ppsliteracycoachconnect.com/teaching-speaking-and-listening-including-pvlegs.html) skills. See page 193 for more specific information on this type of celebration.
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