

**Unit Overview**

This unit teaches students to embrace the complexities of their high-interest nonfiction texts. Students will investigate the ways nonfiction texts are becoming more complex, and they'll learn strategies to tackle these new challenges, such as expecting to encounter multiple main ideas, some taught implicitly. Instruction emphasizes the strong foundational skills, such as fluency, orienting to texts, and word solving, that are required to read complex nonfiction. Students will pursue independent inquiry projects, drawing on all their skills to tackle complex texts. You'll extend the teaching from Unit 1 on writing about fiction reading, to help students write about their nonfiction reading in ways that are similarly engaging and productive. Reading analytically is critical for fifth-graders. You'll support students in analyzing differences in perspective across texts, particularly differences that tie into the author's craft or structure decisions. You'll also support skills such as cross-text synthesis. Your fifth-graders will make their own connections and spark their own ideas as they think deeply about a text, so they can contribute their own thinking to conversations on their topics. Across this unit, you'll communicate to students that following their interests matters and is valued in your classroom.

For additional information regarding the unit please see TCRWP User's Guide and Units of Study for Teaching Reading Grade 5 Book 2.

## Overarching Standards Aligning with Grade 5 Unit 2, Tackling Complexity

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

**Overarching Standards Aligning with Grade 5 Unit 2, Tackling Complexity**

Session	Writing Standards	Reading Standards	Speaking & Listening Standards
1		<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.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.</p>	
		<p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RF.5.4 Read with sufficient accuracy and fluency to support comprehension.</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.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p>	<p>SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
5		<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	
		<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.</p>	
7		<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>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two</p>	

**Grade 5 Unit 2- Tackling Complexity: Moving Up Levels of Nonfiction**

**Reading Workshop: Oct./Dec.**

		or more texts.  RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	
		RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	
9		RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
10	<p>W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>W.5.7 Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.</p> <p>W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.</p>	RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.	SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
11		<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.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.</p> <p>RI.5.8 . Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	

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12	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<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.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
13	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<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.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
14	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<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>	
15	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<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>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
16	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<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>	
17	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p> <p>RI.5.5 Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.</p> <p>RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>RI.5.9 Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.</p>	
18	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	<p>RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a <i>grade 5 topic or subject area</i>.</p>	

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		RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.	
19	W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.		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.  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.  SL.5.6 Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

Enduring Understandings	Essential Questions	Performance Expectations
<ul style="list-style-type: none"> <li>● Readers build theories about what the text is telling and suggesting.</li> <li>● Readers critique texts with an analytical lens</li> <li>● Readers read across several texts about one topic to gain information.</li> <li>● Readers read from various non-fiction text formats paying attention to the text structure.</li> <li>● Readers read thoughtfully in order to write well about reading.</li> <li>● Readers read to gather information about a topic.</li> <li>● Readers synthesize information and determines important as they read.</li> </ul>	<ul style="list-style-type: none"> <li>● How can I read tons of high-interest nonfiction texts, reading to learn all that I can, and to read faster, smoother, with absorption—while also learning from the texts?</li> <li>● How can I understand what I read, aware not just of the content but also of the structure and of reasons why that structure is a good one for carrying the content?</li> <li>● How can I build theories about what the text says, in noting not just what it actually says but also what it suggests?</li> </ul>	<ul style="list-style-type: none"> <li>● Compare and contrast texts, analyze arguments, and investigate points of view.</li> <li>● Conduct research on a specific topic within their reading.</li> <li>● Determine importance and synthesize information in expository nonfiction.</li> <li>● Develop critical thinking and note taking skills.</li> <li>● Explain how an author uses reasons and evidence to support a particular point in a text.</li> <li>● Read from various nonfiction text structures.</li> </ul>
Suggested Strategies	Suggested Differentiation Methods	Suggested Materials/Resources
<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> </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</li> </ul>	<p><b>Mentor Text &amp; Read-Aloud</b></p> <ul style="list-style-type: none"> <li>● See Reading Units Grade 5 Book 2.</li> </ul> <p>UNIT 2: Tackling Complexity: Moving Up Levels of Nonfiction</p> <p>Demonstration Texts</p> <ul style="list-style-type: none"> <li>● Bats! by Nicole Iorio (HarperCollins)</li> <li>● “The Amazing Octopus” by Anna Gratz Cockerille</li> <li>● “Ready New York: NYC in an Emergency”</li> </ul>

## Grade 5 Unit 2- Tackling Complexity: Moving Up Levels of Nonfiction

*Reading Workshop: Oct./Dec.*

<ul style="list-style-type: none"><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 to assess and develop on-going reading goals.</li><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</li></ul>	<p>charts</p> <ul style="list-style-type: none"><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>video</p> <ul style="list-style-type: none"><li>● “Earthquake Alert” from Super Science Magazine (September 2014)</li><li>● How People Learn: Brain, Mind, Experience, and School by Committee on Developments in the Science of Learning (National Academy Press)</li><li>● “Six Reading Habits to Develop in Your First Year at Harvard” from the Harvard Library website</li><li>● “Hagfish Slime Could Be Eco-Friendly Fabric” by Rachel Kaufman (National Geographic)</li></ul> <p>Read-Aloud Texts</p> <ul style="list-style-type: none"><li>● When Lunch Fights Back: Wickedly Clever Animal Defenses by Rebecca Johnson (Lerner Publishing)</li><li>● Alien Deep: Revealing the Mysterious Living World at the Bottom of the Ocean by Bradley Hague (National Geographic)</li><li>● Extreme Laboratories by Ann Squire (Scholastic)</li><li>● Scientists in the Field series (Houghton Mifflin Harcourt)</li></ul>
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example digital journals.		<p>Suggested Texts and Resources</p> <ul style="list-style-type: none"><li>● Farewell speech by Lou Gehrig</li><li>● “You Make Your Own Future” speech by Barack Obama</li><li>● Speech to the United Nations by Malala Yousafzai</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.

<b>Suggested Assessment Methods</b>		
<b>Diagnostic Assessments</b>	<b>Formative Assessments</b>	<b>Summative Assessments</b>
<ul style="list-style-type: none"> <li>● Running Records</li> <li>● Spelling Inventory</li> <li>● Conferring</li> <li>● Performance Assessment: Nonfiction Pre-Assessment - Tackling Complexity</li> <li>●</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: Nonfiction Post-Assessment - Tackling Complexity</li> <li>●</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.