

**Unit Name: Making Meaning Through Questioning and Inferring**

**Unit Description:** In this unit, students will further develop their questioning and inferring skills, actively using a combination of background knowledge and text clues to deepen their understanding of texts. Students will ask questions with a purpose, knowing when they need to ask a surface-level (thin) question to clarify understanding of plot or actions versus when they need to ask a deeper (thick) question to allow them to draw conclusions. Students will use inferring skills to consider the author’s purpose for texts.

**Length:** 5-6 weeks (10/27-12/5)

<p><b>Enduring Understandings</b></p>	<p>Active readers ask questions and think about their questions to fuel thinking. Readers use background knowledge and text clues to infer meaning and draw conclusion. Readers think about the intended message or purpose of a text and use inferences to draw their own conclusions.</p>
<p><b>Essential Questions</b></p>	<ul style="list-style-type: none"> <li>▪ Why do readers ask questions?</li> <li>▪ What types of questions fuel thinking?</li> <li>▪ What is the relationship between questioning and inferring?</li> <li>▪ How do readers use explicit information to make inferences?</li> <li>▪ How do readers read between the lines?</li> </ul>
<p><b>Common Core Standards</b> <i>Primary</i> <i>Secondary</i></p>	<p><b>Primary:</b> CC.5.R.L.1 &amp; CC.5.R.I.1 Key Ideas and Details: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.  CC.5.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  CC.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  CC.5.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><b>Secondary:</b> CC.5.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. CC.5.L.4.a Vocabulary Acquisition and Use: Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  CC.5.R.L.2 Key Ideas and Details: 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.  CC.5.W.1.b Text Types and Purposes: Provide logically ordered reasons that are supported by facts and details.</p>

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	<p>CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</p>
<p><b>Goal and Assessments</b> <b>(D) Diagnostic</b> <b>(F) Formative</b> <b>(S) Summative</b></p>	<p>Diagnostic: [based on discussions from the previous unit]</p> <p>Formative: exit tickets, responses in reading journal, contributions to large and small group discussions.</p> <p>Summative: Students will read a fresh text, and use details from the text plus their own background knowledge to infer the author's purpose.</p> <p>Writing: Students will create their own Debate It, writing the (neutral) introduction, as well as both sides of the argument (for=yes, against=no).</p>
<p><b>Texts/Resources</b></p>	<p><b>Literature:</b> Morning Girl, by Michael Dorris selections from House on Mango Street by Sandra Cisneros selections from America Street, edited by Anne Mazer The Chi'Lin Purse (from Reading Street basel)</p> <p><b>Informational:</b> At Ellis Island: A History of Many Voices, by Louise Peacock (both fiction &amp; nonfiction) Our New Home: Immigrant Children speak, by Emily Hearn Immigrant Kids, by Russell Freedman I Was Dreaming to Come to America: Memories of the Ellis Island Project, by Veronica Lawler various NYTimes articles on current immigration issues various informational articles from Achieve3000</p>
<p>Learning Activities</p>	<p style="text-align: center;"><b>Week 1 (10/27)</b></p> <p><b>Reading Objective:</b> Students will be able to use questions to fuel their thinking. <i>Questions help us build a bridge to inferences. Readers ask thin questions to recall and thick questions to set a purpose, gain clarity, and feel connected with and involved in a text.</i></p> <p>Mini Lesson: Students will be able to understand different types of questions. (Thin and thick) <i>What did the character do? (Recall: one answer) Why did the character act this way? (Motivation/infer to understand: many possible answers)</i></p> <p>Mini Lesson: Students will be able to identify the purpose of different types of questions, which type fulfills their need. <i>When meaning is breaking, readers should ask thin questions. When they want to construct deeper meaning and identify what the author is trying to say, readers should ask thick questions.</i></p>

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Mini Lesson: Students will be able to use questioning with a text to deepen their understanding.

*(Model thick questions) Students will use fresh read to ask questions to deepen their understanding. (Recall/infer)*

Writing: Introduce debate structure, analyze components.

Minilesson: Good writers use mentor texts to prepare for writing

Minilesson: Good writers analyze the components of a mentor text.

**Week 2 (11/3: only 4 days of school)**

**Reading Objective:** Students will use questioning with non-fiction texts to determine importance.

Mini Lesson: Students will be able to ask questions when reading a nonfiction text.

*Asking questions to determine what's important in a text and gain information.*

Model: Students will be able to use non-fiction text features to set a purpose for their reading.

*Looking at headings and examining background knowledge: what do I not know here -- Comp Tool Kit Page 13*

Mini Lesson: Students will be able to determine purpose by asking questions.

*Formulating questions from non-fiction features and background knowledge to set a purpose for reading.*

**Writing objective:** Good writers research to find data to support arguments (for and against) as they brainstorm ideas for their work.

Good writers research and take notes to prepare for writing.

Good writers combine their notes with their own ideas to begin drafting their text.

**Week 3-4**

**(11/10: only two days of school, 11/17: 11/18 network PD)**

**Reading Objective:** Students will be able to read with a question in mind. (Engaging themselves in the process, asking different types of questions that lead to inferences)

Mini Lesson: Students will be able to determine which strategies to use to answer their questions. [Callback to week three]

*Go back to the text? Does it require background knowledge? Do I need to read on? Does it depend on my opinion?*

Mini Lesson: Students will be able to answer questions by looking at text clues and using their background knowledge.

*Text clues + background knowledge = inference. Connect back to the*

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*beginning of the year: what is reading? How do we make meaning? reading + thinking = understanding.*

Mini Lesson: Students will be able to identify relevant information to answer their question.

*Reading between the lines. Specific part of the text.*

**Writing objectives:** Good writers synthesize their research with their own ideas. Good writers strengthen their work through peer review and revision.

Good writers begin drafting using a combination of their research and their own ideas.

Good writers use their peers as sounding boards.

Good writers collaborate with their peers to revise their writing.

**Weeks 5-6 (11/24: only 2 days of school), 12/1)**

**Reading Objective:** Students will be able to use questions and inferences to help them draw conclusions about what they read.

Mini Lesson: Students will be able to ask (and answer) the question: what lesson is the author trying to teach me? [call back to week 4: determining importance]

*Students will use inferences + text evidence to consider: What does the author want me to learn? What is the author trying to teach me?*

Mini Lesson: Students will be able to identify the theme of the text.

*Preview to next unit! Infer using text evidence. Wrap Your Mind Around the Big Idea (Comprehension Tool Kit Page 56).*

Mini Lesson: Students will be able to identify the difference between main idea and the theme.

*Addressing misconceptions, refocusing on the bigger (umbrella) picture ideas, not ideas specific to one text.*

**Writing objectives:** Good writers strengthen their work through revision and editing. Good writers publish their work.

Good writers revise their work.

Good writers edit and prepare their work for publication.

Good writers celebrate their published work.