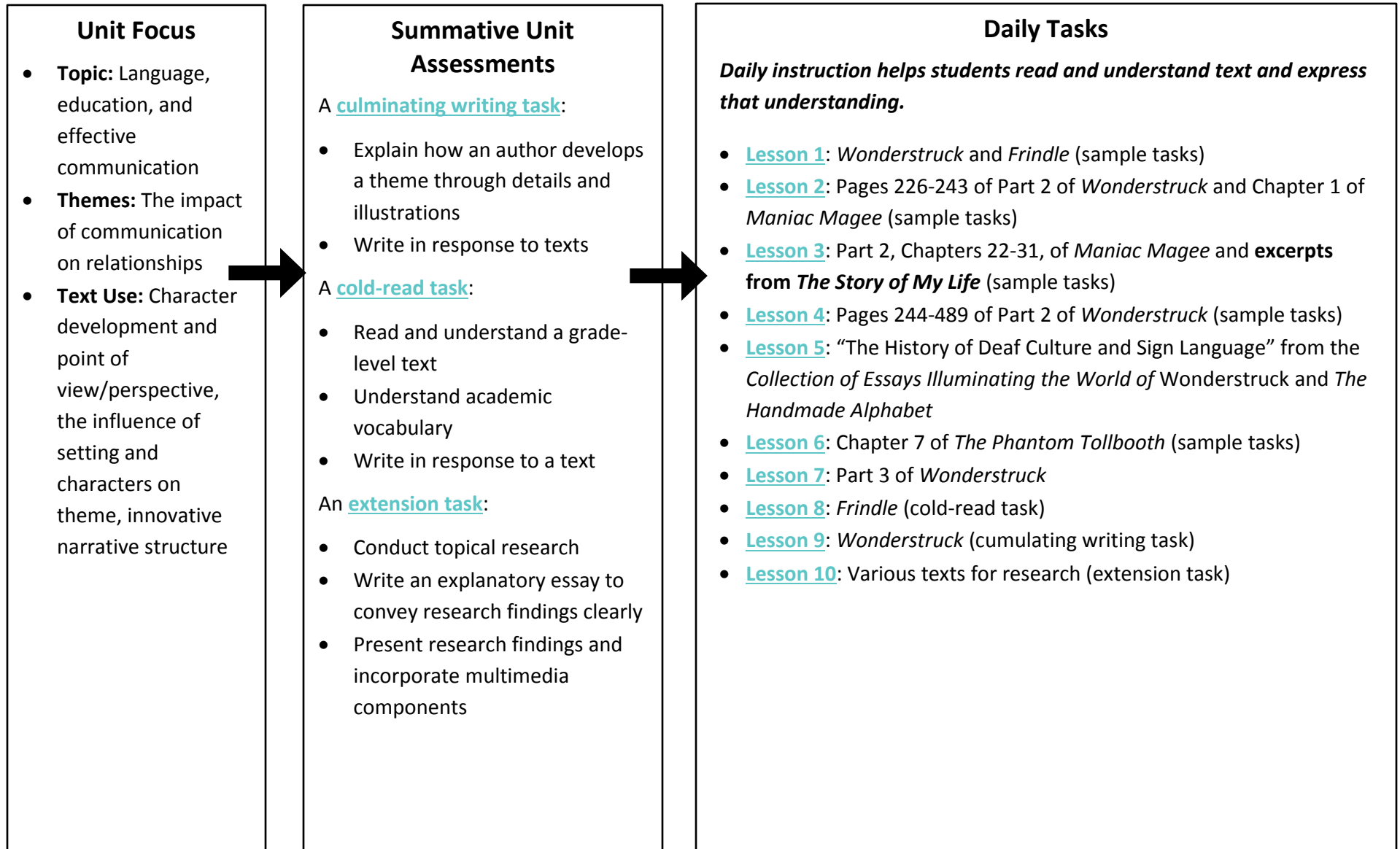


## UNIT: WONDERSTRUCK

<p><b>ANCHOR TEXT</b></p> <p><i>Wonderstruck</i>, Brian Selznick (literary)</p> <p><b>RELATED TEXTS</b></p> <p><u>Literary Texts (Fiction)</u></p> <ul style="list-style-type: none"> <li>Excerpts from <i>The Phantom Tollbooth</i>, Norton Juster</li> <li>Excerpts from <i>Maniac Magee</i>, Jerry Spinelli</li> <li><i>Frindle</i>, Andrew Clements</li> </ul> <p><u>Informational Texts (Nonfiction)</u></p> <ul style="list-style-type: none"> <li>“The History of Deaf Culture and Sign Language” from the <a href="#">Collection of Essays Illuminating the World of Wonderstruck</a>, Carol Padden and Tom Humphries</li> <li>Part I, Chapter IV, from <a href="#">The Story of My Life</a>, Helen Keller</li> </ul> <p><u>Nonprint Texts (Fiction or Nonfiction) (e.g., Media, Video, Film, Music, Art, Graphics)</u></p> <ul style="list-style-type: none"> <li><i>The Handmade Alphabet</i>, Laura Rankin (Wordless Picture Book)</li> </ul>	<p><b>UNIT FOCUS</b></p> <p>Students learn about the importance of language, education, and communication. By determining how characters respond to challenges of language barriers and ineffective communication, students learn how language and stories can connect us or divide us, and that bridging differences requires effective communication.</p> <p><b>Text Use:</b> Character development and point of view/perspective, the influence of setting and characters on theme, innovative narrative structure</p> <p><b>Reading:</b> RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, RL.5.7, RL.5.9, RL.5.10, RI.5.1, RI.5.2, RI.5.3, RI.5.4, RI.5.6, RI.5.7, RI.5.8, RI.5.9, RI.5.10</p> <p><b>Reading Foundational Skills:</b> RF.5.3a, RF.5.4.a-c</p> <p><b>Writing:</b> W.5.1a-d, W.5.2a-e, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9a-b, W.5.10</p> <p><b>Speaking and Listening:</b> SL.5.1a-d, SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6</p> <p><b>Language:</b> L.5.1a-e; L.5.2a-b, d-e; L.5.3a; L.5.4a-c; L.5.5a-c; L.5.6</p>
	<p><b>CONTENTS</b></p> <p><b>Page 1:</b> Text Set and Unit Focus</p> <p><b>Page 2:</b> <i>Wonderstruck</i> Unit Overview</p> <p><b>Pages 3-5:</b> Summative Unit Assessments: Culminating Writing Task, Cold-Read Task, and Extension Task</p> <p><b>Page 6:</b> ELA Instructional Framework</p> <p><b>Pages 7-21:</b> Text Sequence and Use for Whole-Class Instruction</p>

## Wonderstruck Unit Overview



## SUMMATIVE UNIT ASSESSMENTS

### CULMINATING WRITING TASK<sup>1</sup>

Determine how the details of *Wonderstruck* and the illustrations help to develop the theme, “Effective communication develops strong relationships.” Then write a multi-paragraph essay explaining how the theme unfolds through each part of the text and the illustrations. (RL.5.2, RL.5.5, RL.5.7)

**Teacher Note:** Students should introduce and explain how a theme is developed over the course of *Wonderstruck*. (W.5.2a, W.5.9a) The completed writing should use appropriate transitions, precise and grade-appropriate language, and a variety of sentence patterns for meaning, interest, and style, and should provide a relevant conclusion. (W.5.2c, d, e; W.5.4, L.5.3a, L.5.6) The essay should also demonstrate proper grammar and usage. (L.5.1b-d; L.5.2a-b, d-e) Use peer and teacher conferencing in the process of developing the essay. (W.5.5)

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Language, education, and effective communication</li> <li>• <b>Themes:</b> The impact of communication on relationships</li> <li>• <b>Text Use:</b> Character development and point of view/perspective, the influence of setting and characters on theme, innovative narrative structure</li> </ul>	This task assesses: <ul style="list-style-type: none"> <li>• Explaining how an author develops a theme through details and illustrations</li> <li>• Writing in response to texts</li> </ul>	<b>Read and understand text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 1</a> (sample tasks included)</li> <li>• <a href="#">Lesson 2</a> (sample tasks included)</li> <li>• <a href="#">Lesson 4</a> (sample tasks included)</li> <li>• <a href="#">Lesson 7</a></li> </ul> <b>Express understanding of text:</b> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> <li>• <a href="#">Lesson 6</a> (sample tasks included)</li> <li>• <a href="#">Lesson 9</a> (use this task)</li> </ul>

<sup>1</sup> Culminating Writing Task: Students express their final understanding of the anchor text and demonstrate meeting the expectations of the standards through a written essay.

## **COLD-READ TASK**<sup>2</sup>

Read *Frindle* by Andrew Clements independently and then **answer** a combination of multiple-choice and constructed-response questions<sup>3</sup> about the text, using evidence for all answers. Sample questions:

1. How does Nick respond to the assignment Mrs. Granger gives him? **(RL.5.2)**
2. Describe how Nick and Mrs. Granger interact over the course of the story. Refer to Chapter 3 when they meet, Chapter 5 when Nick gives his report, Chapter 8 when Mrs. Granger challenges Nick’s word, or Chapter 14 when the Frindle is famous. **(RL.5.1, RL.5.3)**
3. Years later in her letter to Nick, Mrs. Granger writes, “A person can watch the sunset, but he cannot slow it down or stop it or make it go backward.” What does Mrs. Granger mean by this? **(L.5.5a)** How does she use this reflection to comment on her experience with the word “frindle”? **(RL.5.4)**
4. Determine a theme of *Frindle* based on the ideas of education and communication. Use notes from class discussions and details from the text to support your response. **(RL.5.2)**

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"><li>• <b>Topic:</b> Language, education, and effective communication</li><li>• <b>Themes:</b> The impact of communication on relationships</li><li>• <b>Text Use:</b> Character development and point of view/perspective, the influence of setting and characters on theme, innovative narrative structure</li></ul>	<p>This task focuses on:</p> <ul style="list-style-type: none"><li>• Reading and understanding a grade-level text</li><li>• Understanding academic vocabulary</li><li>• Writing in response to a text</li></ul>	<p><b>Read and understand text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 1</a> (sample tasks included)</li><li>• <a href="#">Lesson 2</a> (sample tasks included)</li><li>• <a href="#">Lesson 3</a> (sample tasks included)</li><li>• <a href="#">Lesson 4</a> (sample tasks included)</li><li>• <a href="#">Lesson 6</a> (sample tasks included)</li></ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"><li>• <a href="#">Lesson 8</a> (use this task)</li></ul>

<sup>2</sup> Cold-Read Task: Students read a text or texts independently and answer a series of multiple-choice and constructed-response questions. While the text(s) relate to the unit focus, the text(s) have not been taught during the unit. Additional assessment guidance is available at <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/end-of-year-assessments>.

<sup>3</sup> Ensure that students have access to the complete texts as they are testing.

### **EXTENSION TASK**<sup>4</sup>

Have students select an innovation in communication (e.g., printing press, hearing aids, telephones, cochlear implants, e-mail, Internet, etc.) and investigate the history of the innovation and its various evolutions over time.

- What is the history of your innovation? (How was it invented? Who invented it? How long did it take?) **(RI.5.2, RI.5.8)**
- How is the innovation connected to other innovations? How did it lead to further innovations? **(RI.5.3)**
- What made the innovation successful?
- Has the innovation been replaced today? If so, what replaced it and why is it no longer used? **(RI.5.6)**
- Identify the various ways that people can communicate and connect with one another all over the world.

Ensure students gather relevant information from several sources. **(RI.5.7, RI.5.9, RI.5.10, W.5.7, W.5.8)** Provide credible sources for students to begin their research. As needed, conduct mini-lessons in locating and determining relevant information and taking notes from research.

After completing research, ask students to write a multi-paragraph explanatory essay in response to the following prompt: Describe and explain your selected innovation. How was it invented? How has it evolved and changed over time? How is it connected to or how did it lead to other communication innovations? Introduce your topic and organize your information, then develop the topic with facts and relevant information from research using appropriate transitions, precise language, and a relevant conclusion. **(W.5.2a-e, W.5.9b, W.5.10)**

Ensure that the writing uses grade-appropriate words, phrases, and conjunctions, and demonstrates command of the conventions of standard English grammar and usage, capitalization, punctuation, and spelling. **(L.5.1b-e; L.5.2a-b, d-e; L.5.6)** Students should also use a variety of sentence patterns for meaning, interest, and style. **(W.5.4, L.5.3a)** Use peer and teacher conferencing in the process of developing the essay. **(W.5.5)**

Then ask students to present their findings to the class in a formal multimedia presentation, demonstrating the use of their innovation for communication (e.g., if students chose Internet, they should demonstrate how it can be used to collaborate with others, or if students chose sign language, they should demonstrate how to say something in sign language). **(W.5.6)**

Evaluate the presentations based on whether students sequenced their ideas logically, used appropriate facts and relevant details from research to support their main ideas, spoke clearly in a style appropriate to the task and situation, and used visuals and multimedia components effectively to enhance their ideas. **(SL.5.4, SL.5.5, SL.5.6)**

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<sup>4</sup> **Extension Task:** Students connect and extend their knowledge learned through texts in the unit to engage in research or writing. The research extension task extends the concepts studied in the set so students can gain more information about concepts or topics that interest them. The writing extension task either connects several of the texts together or is a narrative task related to the unit focus.

UNIT FOCUS	UNIT ASSESSMENT	DAILY TASKS
<b>What should students learn from the texts?</b>	<b>What shows students have learned it?</b>	<b>Which tasks help students learn it?</b>
<ul style="list-style-type: none"> <li>• <b>Topic:</b> Language, education, and effective communication</li> <li>• <b>Themes:</b> The impact of communication on relationships</li> <li>• <b>Text Use:</b> Character development and point of view/perspective, the influence of setting and characters on theme, innovative narrative structure</li> </ul>	<p>This task focuses on:</p> <ul style="list-style-type: none"> <li>• Conducting topical research</li> <li>• Writing an explanatory essay to convey research findings clearly</li> <li>• Presenting research findings and incorporating multimedia components</li> </ul>	<p><b>Read and understand text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 3</a> (sample tasks included)</li> <li>• <a href="#">Lesson 4</a> (sample tasks included)</li> <li>• <a href="#">Lesson 5</a></li> </ul> <p><b>Express understanding of text:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Lesson 10</a> (use this task)</li> </ul>

## INSTRUCTIONAL FRAMEWORK

In English language arts (ELA), students must learn to read, understand, and write and speak about grade-level texts independently. To do this, teachers must select appropriate texts and use those texts so students meet the standards, as demonstrated through ongoing assessments. To support students in developing independence with reading and communicating about complex texts, teachers should incorporate the following interconnected components into their instruction.

Click [here](#)<sup>5</sup> to locate additional information about this interactive framework.

### Whole-Class Instruction

This time is for grade-level instruction. Regardless of a student's reading level, exposure to grade-level texts supports the language and comprehension development necessary for continual reading growth.

***This plan presents sample whole-class tasks to represent how standards might be met at this grade level.***

### Small-Group Reading

This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level using texts at their reading level;
2. instruction for different learners using grade-level texts to support whole-class instruction;
3. extension for advanced readers using challenging texts.

### Small-Group Writing

Most writing instruction is likely to occur during whole-class time. This time is for supporting student needs that cannot be met during whole-class instruction. Teachers might provide:

1. intervention for students below grade level;
2. instruction for different learners to support whole-class instruction and meet grade-level writing standards;
3. extension for advanced writers.

### Independent Reading

This time is for increasing the volume and range of reading that cannot be achieved through other instruction but is necessary for student growth. Teachers can:

1. support growing reading ability by allowing students to read books at their reading level;
2. encourage reading enjoyment and build reading stamina and perseverance by allowing students to select their own texts in addition to teacher-selected texts.

<sup>5</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources>



## TEXT SEQUENCE AND SAMPLE WHOLE-CLASS TASKS

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 1:</b><sup>6</sup></p> <p>Part 1 of <i>Wonderstruck</i>, Brian Selznick</p> <p>Independent reading of <i>Frindle</i>, Andrew Clements</p>	<p><b>TEXT DESCRIPTION:</b> Part 1 of <i>Wonderstruck</i> introduces the reader to Ben, the main character. Ben lives with his aunt and uncle, as his mother passed away and he does not know his father. The story opens with Ben dreaming of a place that he has never been and ends with his house being struck by lightning, causing Ben to become completely deaf.</p> <p>In <i>Frindle</i>, after a lesson on words and their origin, Nick decides to invent a new word “frindle” to replace the word “pen.” The story shows the importance of effective communication. As Nick’s word becomes more popular, Mrs. Granger begins to see a transformation in Nick and his power to change student language with the invention of one word.</p> <p><b>ILLUSTRATION DESCRIPTION:</b> The illustrations in <i>Wonderstruck</i> tell a different story than the text. It is only at the end of the story that the text and illustrations come together. In Part 1, the illustrations show a young girl admiring a woman—Lillian Mayhew—in a magazine. She sneaks from her home to watch a movie starring Mayhew. Returning home through her window, the young girl finds a note from her father telling her that she is in trouble. The reader learns here that the girl may be deaf, as her father leaves a book from her tutor to practice lip reading. The girl sees an ad in the newspaper that notes Mayhew will be performing in New York, so she leaves her home in Michigan to find Mayhew.</p> <p><b>TEXT FOCUS:</b> In this unit students explore a variety of ways that characters communicate, as well as methods of communication. Part 1 introduces students to Ben and offers an opportunity for discussion surrounding the importance of language, education, and communication. Reading and summarizing Part 1 will help students understand the importance of communicating effectively. (<b>RL.5.1, RL.5.2, RL.5.3</b>)</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read and determine a theme of Part 1 of <i>Wonderstruck</i> then use a graphic organizer to compare and contrast the written and illustrated stories. Following a discussion, students write a paragraph relating text to the unit focus.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Divide the class into small groups. Have students read Part 1 in small groups and <b>summarize</b><sup>7</sup> both stories (Ben’s story through text and the young girl’s story through illustrations). (<b>RL.5.2</b>) Ask students to record their written summaries in a journal or reading log. (<b>W.5.10</b>) Then have the groups share their summaries and conduct an initial discussion about the images in Part 1. Ensure students understand that the images tell a separate story.</li> </ul>

<sup>6</sup> **Note:** One lesson does not equal one day. Teachers should determine how long to take on a given lesson. This will depend on each unique class.

<sup>7</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>



TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• <b>Independent Reading:</b> Provide structured time in class (approximately 20 minutes daily) for students to read <i>Frindle</i> independently. Students might also need to read at home if they are not able to finish during class. Ensure students are keeping track of their progress in the novel and recording any questions or reflections they may have in a journal or on sticky notes. Students should be held accountable for their independent reading. In this unit, the cold-read task is based on the independent reading. <b>(RL.5.10; RF.5.4.a, c)</b></li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• After the first reading of Part 1, have students reread the text independently and take notes using sticky notes or a graphic organizer to record Ben’s search for his father. Have students note specific details in the text that show how Ben responds to the challenge of finding his father, including his response to the memorabilia (e.g., book <i>Wonderstruck</i>, the bookmark, the locket) found in his mother’s bedroom. <b>(RL.5.2)</b> Have students share their notes and display them. Then conduct a class discussion to determine a theme of Part 1 based upon the shared details. <b>(RL.5.1, RL.5.2, SL.5.1a-d, SL.5.2)</b> <ul style="list-style-type: none"> <li>○ What item did Ben find that prompted him to wonder if his mother had “other secrets hidden in her room”? <b>(RL.5.1)</b></li> <li>○ On page 95, the text states, “It felt strange, and wrong, to go through her things, but he couldn’t stop.” Explain why Ben felt that he couldn’t stop. <b>(RL.5.2)</b></li> </ul> </li> <li>• Then, facilitate a whole-class discussion of the images: What details do you notice? What story is being told? How do the images contribute to the text? Who might this young girl be? <b>(RL.5.7)</b></li> <li>• Next, have students work in pairs to complete a two-column graphic organizer. The columns should be labeled “Ben” and “Young Girl” and the rows should be labeled (1) Description, (2) Setting, (3) Actions/events. Instruct the students to compare and contrast Ben and the young girl in the images, the settings of the text and illustrations, and the actions of each character and events in both stories. <b>(RL.5.1, RL.5.3, RL.5.9)</b> Have students continue to complete this graphic organizer throughout the unit to trace the two characters, various settings, and events. At the end of the unit, prompt students to use this organizer to express understanding of the text.</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students write a paragraph to demonstrate understanding of the text. Students write in response to the following questions: What forms of communication were used in Part 1 of <i>Wonderstruck</i>? How did the forms of communication offer Ben a possible lead to finding his father? (Possible responses may include details regarding the phone call leading to lightning, letters in mother’s belongings, notes in the hospital.) Prompt students to support their answers with relevant evidence from the text, their notes, and the classroom discussion. <b>(RL.5.1, W.5.2a-e, W.5.9a, W.5.10)</b></li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>As needed, provide students with an <a href="#">answer frame</a><sup>8</sup> to support them in organizing their writing. Have students share their written paragraph with a partner, who reviews the writing with a student-developed rubric to evaluate whether the evidence supports the answer and whether the explanation of the evidence is logical. <b>(W.5.5)</b></li> </ul>
<p><b>LESSON 2:</b></p> <p>Pages 226-243 of Part 2 of <i>Wonderstruck</i>, Brian Selznik</p> <p>Chapter 1 of <i>Maniac Magee</i>, Jerry Spinelli</p>	<p><b>TEXT DESCRIPTION:</b> In these pages of <i>Wonderstruck</i>, the reader finds Ben on a bus, then in a crowded city. Chapter 1 of <i>Maniac Magee</i> introduces the reader to Jeffrey Magee and sets the background for his story. His parents are killed in a crash, so he is orphaned and sent to live with his aunt and uncle. After eight years of his aunt and uncle arguing, Jeffrey gets fed up and runs away.</p> <p><b>ILLUSTRATION DESCRIPTION:</b> In this section of the illustrations, the young girl finds her way to New York City and discovers that Lillian Mayhew will be performing the following night.</p> <p><b>TEXT FOCUS:</b> Students will be able to draw parallels between Ben and Jeffrey, describing how both characters respond to the challenges they face <b>(RL.5.2)</b>, and comparing and contrasting the two texts on their approaches to similar themes. <b>(RL.5.9)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read Part 2 of <i>Wonderstruck</i> and Chapter 1 of <i>Maniac Magee</i> then compare and contrast the main characters in small groups. Students end the lesson by participating in a discussion of the characters of Ben and Jeffrey using text evidence gathered from the small group work.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>Divide the class into small groups. Have students read pages 226-243 of Part 2 of <i>Wonderstruck</i> in small groups and <a href="#">summarize</a><sup>9</sup> both stories (Ben’s story through text and the young girl’s story through illustrations). <b>(RL.5.2)</b> Ask students to record their written summaries in a journal or reading log. <b>(W.5.10)</b> Then have the groups share their summaries and conduct an initial discussion about the images in Part 2 and how they contribute to the text. Focus students on noticing how the images are building a story separate from Ben’s story and how the author is able to develop a story without using any words. <b>(RL.5.5, RL.5.7)</b></li> <li>Assign Chapter 1 of <i>Maniac Magee</i> to be read independently and then have students summarize the text in a journal or reading log. <b>(RL.5.2, RL.5.10)</b></li> <li>Provide time for students to read <i>Frindle</i> independently over the course of the unit to prepare for the cold-read task. <b>(RL.5.10; RF.5.3a; RF.5.4a, c)</b></li> </ul>

<sup>8</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>9</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students reread pages 226-243 of Part 2 in pairs and then ask the pairs to continue comparing and contrasting Ben and the young girl by filling out the two-column comparison and contrast graphic organizer begun in Lesson 1. <b>(RL.5.1, RL.5.3, RL.5.9)</b> Have student pairs present their comparisons and contrasts based on evidence from the text and illustrations. <b>(SL.5.1a-c, SL.5.4, SL.5.6)</b> As students present, prompt the audience to ask questions and identify details or evidence they did not include and/or details or evidence that need to be revised. <b>(SL.5.1d, SL.5.3)</b> Have student pairs make the necessary revisions to their organizers based on the presentations.</li> <li>• Then have students work in small groups to compare and contrast Ben from <i>Wonderstruck</i> and Jeffrey from <i>Maniac Magee</i> using a Venn diagram labeled “Ben” and “Jeffrey.” Ask students to refer back to both texts as needed to compare and contrast the family life, the challenges, and how communication affects the lives of these two characters. <b>(RL.5.1, RL.5.2, RL.5.9)</b> Prompt students to list textual evidence that supports the traits, motivations, and feelings of each character outside each circle. <b>(W.5.9a)</b></li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Conduct a class discussion based on the following questions: <ul style="list-style-type: none"> <li>○ How are Ben and Jeffrey’s home lives alike? How are they different?</li> <li>○ What challenge does Ben face? How is his challenge different from Jeffrey’s challenge?</li> <li>○ Explain how communication has affected Ben.</li> <li>○ How are Jeffrey’s challenges with communication different from Ben’s?</li> </ul> </li> </ul> <p>Remind students to use their Venn diagrams as a reference during the discussion. Ensure students use <b>accountable talk</b><sup>10</sup> throughout the discussion to pose and respond to the questions of others and refer to specific textual details, quoting accurately. <b>(RL.5.1, RL.5.9, SL.5.1a-d, SL.5.3, SL.5.4, SL.5.6)</b></p>
<p><b>LESSON 3:</b></p> <p>Part 2, Chapters 22-31, of <i>Maniac Magee</i>, Jerry Spinelli</p> <p>Part I, Chapter IV, of <i>The</i></p>	<p><b>TEXT DESCRIPTION:</b> In <i>Maniac Magee</i>, Jeffrey Magee goes to the zoo to sleep because he is homeless. The groundskeeper, Grayson, finds Jeffrey sleeping in the buffalo exhibit. The two form a bond (e.g., Grayson gives Jeffrey a place to sleep and food to eat, and Jeffrey teaches Grayson to read). Grayson passes away in his sleep, leaving Jeffrey, once again, without a guardian. In Chapter IV of <i>The Story of My Life</i>, Helen meets Anne Sullivan, who teaches her to communicate through sign language.</p>

<sup>10</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><a href="#">Story of My Life</a>, Helen Keller (<a href="#">Sample lessons</a>)</p>	<p><b>TEXT FOCUS:</b> The relationship between Grayson and Jeffrey is built through communication. The two characters develop a bond because of their interest in education and learning. Similarly, in <i>The Story of My Life</i>, Helen and Anne develop a relationship through learning and communication.</p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read and summarize chapters 22-31 of <i>Maniac Magee</i> in small groups then read Chapter IV from <i>The Story of My Life</i> while taking notes on the interaction between the characters. Students participate in a philosophical chairs debate comparing Jeffery from <i>Maniac Magee</i> to Anne Sullivan, and then support their opinion on the topic in a written paragraph.</p> <p><b>READ AND UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Ask an expert reader to read aloud Chapter IV from <i>The Story of My Life</i> while students follow along with the text.</li> <li>• <b>Note for Small-Group Reading:</b> Teachers may choose to engage struggling readers with additional readings of whole-class texts either before or after the texts are read as a whole class. This will provide extra time for students to process the information. This can help students be more prepared to participate in the whole-class discussion. Have students who are struggling with reading fluency (a rubric for assessing reading fluency is available <a href="#">here</a><sup>11</sup>) listen to an <a href="#">audio recording of Chapter IV</a><sup>12</sup> of <i>The Story of My Life</i> while following along with the printed text in advance of reading the text in class. Students can then listen to the recording a second time and read the text out loud along with the recording to practice reading with the appropriate rate and expression. <b>(RF.5.4b)</b> Additional techniques for how to address fluency can be found with the <a href="#">ELA Instructional Framework</a>.<sup>13</sup></li> <li>• Create a vocabulary list from Chapter IV of <i>The Story of My Life</i> as a class. Include <i>immeasurable, dumb, expectant, vaguely, penetrated, lingered, unconsciously, marvel, bitterness, continually, languor, tangible, anxious, groped, supposed, uncomprehending, tussle, persisted, confounding, despair, renew, keenly, sentiment, discomfort, consciousness, revealed, quiver, vainly, repentance</i>. First, have students define the words in context. <b>(RI.5.4, L.5.4a)</b> Then provide students with a list of Greek and Latin affixes and roots, and have them verify the preliminary definitions of the words based on their affixes or using a dictionary. <b>(L.5.4b, c)</b> Reinforce understanding by having students illustrate the various relationships of the words (synonyms, antonyms, cause/effect, shades of meaning, etc.) through <a href="#">semantic maps</a>.<sup>14</sup> <b>(L.5.5c)</b></li> </ul>

<sup>11</sup> [http://www.timrasinski.com/presentations/multidimensional\\_fluency\\_rubric\\_4\\_factors.pdf](http://www.timrasinski.com/presentations/multidimensional_fluency_rubric_4_factors.pdf)

<sup>12</sup> [https://archive.org/details/story\\_my\\_life\\_1002\\_librivox](https://archive.org/details/story_my_life_1002_librivox)

<sup>13</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/small-group-reading>

<sup>14</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• Ask students to practice pronouncing the words on the vocabulary list with a partner. Then have the pairs <a href="#">take turns reading aloud a paragraph</a><sup>15</sup> from Chapter IV to each other. <b>(L.5.6)</b></li> <li>• Display or project the first paragraph: “The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.” Have students rewrite the paragraph in their own words.</li> <li>• Ask students, “What is the significance of the day Helen met Anne Sullivan? In the second sentence, what does ‘it’ refer to in the phrase, ‘between the two lives which it connects’? What is the meaning of “immeasurable contrasts”? What are the <i>two lives</i> Helen references?” <b>(RI.5.2, RI.5.3, L.5.1a, L.5.4a, L.5.5a, L.5.5c, L.5.6)</b></li> <li>• Then divide the class into pairs to compare and contrast Helen’s “two lives.” <b>(RI.5.3)</b> Provide students with a T-chart. Ask students to reread Chapter IV independently. As they read, have one partner in the pair locate details and words that describe Helen’s thoughts and attitude before she met Anne Sullivan. Have that student record his or her findings on the left side of the T-chart. Have the other partner locate details and words that describe Helen’s thoughts and attitude after she met Anne Sullivan and record their findings on the right side of the T-chart. <b>(RI.5.1, RI.5.4, RI.5.8, L.5.5a, L.5.6)</b> Have each partner share the details with the other partner. <b>(SL.5.1a-d)</b> Prompt the pairs to discuss and add any details that may have been missed.</li> <li>• Create a class summary of Chapter IV based on the T-charts created by each pair. Then determine the main ideas of the text as a class. <b>(RI.5.2)</b></li> <li>• Conduct a discussion in which students analyze the ways that Helen Keller develops her main ideas. <b>(RI.5.2, SL.5.1a-d, SL.5.4, SL.5.6)</b> Ensure students use <a href="#">accountable talk</a><sup>16</sup> throughout the discussion to pose and respond to the questions of others and refer to specific textual details, quoting accurately. <b>(RI.5.1)</b> <ul style="list-style-type: none"> <li>○ Reread paragraphs 2-4. How does Helen Keller develop the idea that she was <i>expectant</i>? What other sentences in the paragraph support this idea? <b>(RI.5.4, RI.5.8)</b> What devices does she use to develop the idea of expectancy? <b>(RI.5.3, L.5.3a, L.5.5a)</b> Why does she use the words <i>vaguely, unconsciously, and supposed</i>. Why doesn’t Helen know more fully what is about to happen to her? <b>(RI.5.3, RI.5.4)</b></li> </ul> </li> </ul>

<sup>15</sup> [http://www.fcrr.org/studentactivities/F\\_014c.pdf](http://www.fcrr.org/studentactivities/F_014c.pdf)

<sup>16</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Reread paragraphs 5-7. What distinction does Helen make between her finger spelling and knowing that “everything has a name”? What words or phrases in the paragraph support this distinction?<sup>17</sup> (RI.5.1, RI.5.2, RI.5.4, RI.5.8) Why does Helen <i>confound</i> the words “mug” and “water”? What does Anne Sullivan do to get Helen to understand the meaning of words? (RI.5.1, RI.5.3)</li> <li>○ Reread paragraphs 8-9. What is the significance of words to Helen? How does she explain her transformation? (RI.5.2, RI.5.3, RI.5.8, L.5.3a, L.5.5a, L.5.6)</li> <li>• Have students read Chapters 22-31 of <i>Maniac Magee</i> in small groups and then summarize the text with their group. (RL.5.1, RL.5.2, RL.5.10)</li> <li>• Facilitate a whole-class discussion in which students analyze the importance of communication in these texts. (RL.5.2, RI.5.2, RI.5.9) Ensure students use <b>accountable talk</b><sup>18</sup> throughout the discussion to pose and respond to the questions of others and refer to specific textual details, quoting accurately. (RI.5.1, SL.5.1a-d, SL.5.4, SL.5.6) <ul style="list-style-type: none"> <li>○ How do education and language through storytelling build the relationship between Grayson and Jeffrey?</li> <li>○ How do education and communication build the relationship between Helen and Anne?</li> <li>○ How does communication build Helen’s relationship with the world around her?</li> <li>○ How does language support the learning of both Grayson from <i>Maniac Magee</i> and Helen from <i>The Story of My Life</i>?</li> </ul> </li> <li>• Working in pairs, have students record evidence in their journals or reading logs from both texts to note the instances in which education and language played a role in the relationship between Grayson and Jeffrey and Helen and Anne. (RL.5.1, RL.5.2, RL.5.3, RI.5.1, RI.5.2, RI.5.9)</li> <li>• Continue to provide time for students to read <i>Frindle</i> independently over the course of the unit to prepare for the cold-read task. (RL.5.10; RF.5.3a; RF.5.4a, c)</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Conduct a <b>philosophical chairs debate</b><sup>19</sup> focused on the following question: Which character—Grayson or Jeffrey—is most like Anne Sullivan? (RL.5.1, RL.5.2, RL.5.3, RI.5.1, RI.5.9)</li> </ul>

<sup>17</sup> Possible answers: *imitate*, “I did not know that I was spelling a word or even that words existed,” “monkey-like imitation,” or *uncomprehending*

<sup>18</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>19</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ Prior to the debate, ask students to form an initial opinion. Have the two groups (one that selected Grayson and one that selected Jeffrey) work together to write an opening argument for the debate. The argument should present the group’s opinion and provide reasons and evidence from both texts as support, use grade-appropriate words and phrases, including transitions and conjunctions, and provide a relevant conclusion. <b>(RL.5.1, RI.5.1, W.5.1a-d, SL.5.1a-b)</b></li> <li>○ Form two lines facing each other, with one line representing Grayson and one line representing Jeffrey.</li> <li>○ Ask each group to present their opening argument. <b>(SL.5.4, SL.5.6)</b></li> <li>○ Have the students discuss their reasons and evidence, asking questions, challenging thoughts or evidence, and presenting additional reasons. Ensure that students explain how the ideas presented in the discussion support the discussion question and locate additional evidence that supports or negates the claims presented. <b>(SL.5.3)</b> The goal of the discussion is for students to convince other students to agree with their opinion. As students change their opinions, prompt them to change lines to represent the change in their opinion. <b>(SL.5.1c-d)</b></li> <li>○ After the debate, have students return to their original groups to review their initial claims and evidence given what was presented by others during the class discussion. <b>(W.5.8, SL.5.1d)</b></li> <li>● Then have students independently write an essay in response to the discussion prompt: Which character—Grayson or Jeffrey—is most like Annie Sullivan? Prompt students to state their opinions and provide logically ordered reasons that are supported by textual evidence. <b>(RL.5.1; RL.5.3; RI.5.1; RI.5.9; W.5.1a-d; W.5.4; W.5.9a-b; W.5.10; L.5.1b-d; L.5.2a-b, d-e; L.5.3a; L.5.6)</b></li> <li>● <b>Engage students in peer editing to ensure the essay meets expectations. (W.5.5)</b> <ul style="list-style-type: none"> <li>○ Have the class form a single circle. Each student in the circle must have a completed written response.</li> <li>○ Ask students to pass their written response two times to the left.</li> <li>○ Have students complete #1 below with the written response. Then have students pass the responses to the left one time. Have students complete #2 below with the new response. Repeat this process until all steps are complete.           <ol style="list-style-type: none"> <li>1. Read the first paragraph. Identify and underline the main idea sentence that states the student’s opinion. If there is no main idea sentence, write in the margin “Missing main idea sentence.”</li> <li>2. Locate the underlined main idea sentence. Verify the correct sentence is underlined. Read the full essay. Next to each paragraph, write a one-sentence summary. Underneath each summary sentence, list at least one detail that supports the main idea sentence.</li> </ol> </li> </ul> </li> </ul>

TEXT SEQUENCE	TEXT USE
	<ol style="list-style-type: none"> <li>3. Read the full essay. Put a star next to any textual details or examples used in the response. Put a plus sign next to the example if it supports the main idea. If it does not support the main idea, put a minus sign next to the example. <b>(RI.5.1, RI.5.8)</b></li> <li>4. Review the sentences and locate any transitions or conjunctions. Ensure the sentences with transitions or conjunctions are formed correctly. Highlight any possible errors in green. If no transitions or conjunctions are used, suggest where one could be added. (This may require a brief mini-lesson in which the teacher models how this can be done.) <b>(L.5.1a, L.5.1e, L.5.6)</b></li> <li>5. Focus on revising the sentences to increase reader interest or develop style. <b>(W.5.4, L.5.3a)</b> Select a simple sentence from the essay. Expand the sentence by adding details, examples, or grade-appropriate words and phrases, or combine the sentence with another sentence using a grade-appropriate conjunction. (This may require a brief mini-lesson in which the teacher models how this can be done.) <b>(L.5.1a, L.5.1e, L.5.6)</b></li> <li>6. Ensure the verb tense is consistent throughout the writing. Highlight any possible errors in pink. (This may require a brief mini-lesson in which the teacher models how this can be done and students practice with verb tense.) <b>(L.5.1b, L.5.1c, L.5.1d)</b></li> <li>7. Circle strong vocabulary words in the text. If necessary, make suggestions for how to improve the vocabulary (i.e., consulting a thesaurus). <b>(RI.5.4, L.5.6)</b></li> <li>8. Highlight any potential spelling or grammatical mistakes in yellow, including misusing commas. (This may require a brief mini-lesson on the grade-specific expectations.) <b>(L.4.1g, L.4.2a-d)</b></li> <li>9. Return the written response to the original owner and ask the owner to review the feedback. Have students rewrite their responses, revising sentences and strengthening their examples. <b>(W.4.4, W.4.5)</b></li> <li>10. Have students complete a final draft.</li> </ol>
<p><b>LESSON 4:</b></p> <p>Pages 244-489 of Part 2 of <i>Wonderstruck</i>, Brian Selznik</p>	<p><b>TEXT DESCRIPTION:</b> Ben, now in New York City, struggles through the crowd to find his way to an address he found in his mother’s bedroom—an address he assumes belongs to his father. After finding that the apartment did not belong to his father, he moves on and finds additional clues.</p> <p><b>ILLUSTRATION DESCRIPTION:</b> The young girl, sneaks backstage at the theater where Lillian Mayhew is performing. The illustrations show Lillian upset at the sight of the girl. The reader learns that Mayhew is the young girl’s mother. It is also confirmed for the reader that the young girl is deaf. Mayhew, eager to return to work, locks her daughter in her dressing room. The young girl sneaks out of the dressing room window and finds the American Museum of Natural History. There she finds her brother, Walter. The last images of Part 2 show the young girl, who the reader knows now as Rose, at her brother’s apartment.</p>



TEXT SEQUENCE	TEXT USE
	<p><b>TEXT FOCUS:</b> In this text, relationships are confused or strained due to trouble communicating. The two plots can be compared, as students should begin to make connections between the two stories at this point in the text. <b>(RL.5.5, RL.5.7, RL.5.9)</b> One of the text themes—troubles in relationships are the result of poor communication—is evident in this part of the text. As this part unfolds the plot of both stories, use details in the text, such as how Jamie responds to learning that Ben is deaf or how Rose’s mother responds to seeing her, to determine the theme. <b>(RL.5.2)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read and summarize Part 2 and participate in a fishbowl discussion about how communication affects the relationships in the text. Students continue to compare and contrast Ben and Rose then respond in writing to a prompt about point of view and communication.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Divide the class into pairs. Have pairs read pages 244-489 of Part 2 of <i>Wonderstruck</i> and <a href="#">summarize</a><sup>20</sup> both stories (Ben’s story through text and Rose’s story through illustrations). <b>(RL.5.2)</b> Ask students to record their written summaries in a journal or reading log. <b>(W.5.10)</b> Then have the pairs share their summaries and conduct an initial discussion about the images in the last section of Part 2 and how they contribute to the text (e.g., “Where is the young girl going and what does she hope to find?” and “What might be the relationship between the young girl and Mayhew?”). Focus students on noticing connections between the images and the text. What details are depicted in the images that are similar to details in Ben’s story? Predict what these connections might mean. <b>(RL.5.5, RL.5.7, RL.5.9)</b></li> <li>• Continue to provide time for students to read <i>Frindle</i> independently over the course of the unit to prepare for the cold-read task. <b>(RL.5.10; RF.5.3a; RF.5.4a, c)</b></li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Conduct a whole-class discussion in which students analyze the role of communication in the text. Ensure students use <a href="#">accountable talk</a><sup>21</sup> throughout the discussion to pose and respond to the questions of others and refer to specific textual details, quoting accurately. <b>(RL.5.1, RL.5.2, RL.5.3, RL.5.6, RL.5.9, SL.5.1a-d, SL.5.4, SL.5.6)</b> <ul style="list-style-type: none"> <li>○ How does Rose respond to the challenges of her disability?</li> <li>○ How are the various relationships (between Ben and his family, Ben and Jamie, Rose and Lillian, etc.) affected by poor communication?</li> </ul> </li> </ul>

<sup>20</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

<sup>21</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>○ What forms of communication could be used to strengthen these relationships?</li> <li>○ How did Ben respond to Jamie offering help? How did Ben’s language barrier affect the way that he responded to Jamie?</li> <li>○ What did Jamie assume when he approached Ben? How might Jamie have approached Ben differently if he knew about Ben’s disability?</li> </ul> <ul style="list-style-type: none"> <li>● Prompt students to continue working in pairs to compare and contrast Ben and Rose by filling out the two-column comparison and contrast graphic organizer begun in Lesson 1. <b>(RL.5.1, RL.5.3, RL.5.9)</b> Have student pairs present their comparisons and contrasts based on evidence from the text and illustrations. <b>(SL.5.1a-c, SL.5.4, SL.5.6)</b> As students present, prompt the audience to ask questions and identify details or evidence they did not include and/or details or evidence that need to be revised. <b>(SL.5.1d, SL.5.3)</b> Have student pairs make the necessary revisions to their organizers based on the presentations.</li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>● Have students write an answer to the following prompt: Describe how the narrator’s point of view influences how events are described, specifically on pages 366-368, when Ben and Jamie first meet. How would pages 366-368 be different if told from Jamie’s point of view? Explain the importance of language and communication in this scene. <b>(RL.5.1, RL.5.2, RL.5.6)</b> Provide students with an <a href="#">answer frame</a><sup>22</sup> to support them in organizing their response. <b>(W.5.9a, W.5.10, L.5.6)</b></li> </ul>
<p><b>LESSON 5:</b>  “The History of Deaf Culture and Sign Language” from the <a href="#">Collection of Essays Illuminating the World of Wonderstruck</a>, Carol Padden and Tom Humphries</p> <p><i>The Handmade Alphabet</i>, Laura Rankin (Wordless Picture Book)</p>	<p><b>TEXT DESCRIPTION:</b> “The History of Deaf Culture and Sign Language” explains American Sign Language and how it is used and informs the reader of the history of ASL. <i>The Handmade Alphabet</i> is a picture book that presents the handshape for each letter of the American manual alphabet.</p> <p><b>TEXT FOCUS:</b> Reading these texts will help students gain a greater understanding of the communication barrier that Ben and Rose are facing. Students will be able to integrate information from several texts on American Sign Language in order to speak about the subject knowledgeably. <b>(RI.5.9)</b> “The History of Deaf Culture and Sign Language” should be read aloud by an “expert reader” due to the unfamiliar vocabulary that appears in the text. Students may summarize the text in small groups or pairs. <b>(RI.5.2)</b> <i>The Handmade Alphabet</i> should be shown, discussed, and modeled in a whole group, as it presents the handshape for each letter of the American manual alphabet.</p>

<sup>22</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
<p><b>LESSON 6:</b></p> <p>Chapter 7 of <i>The Phantom Tollbooth</i>, Norton Juster</p>	<p><b>TEXT DESCRIPTION:</b> <i>The Phantom Tollbooth</i> is the story of a boy named Milo and the adventures he goes on when he is bored. Chapter 7 tells of Milo’s visit to the Royal Banquet, where he meets King Azaz the Unabridged. Due to miscommunication, Milo gets served lights instead of food.</p> <p><b>TEXT FOCUS:</b> This chapter shows the importance of communication and speaking the same language as the people that surround you, allowing students to determine the theme from details in the text. <b>(RL.5.2)</b> The chapter also allows students to recognize and explain the meaning of idioms. <b>(L.5.5b)</b></p> <p><b>MODEL TASKS</b></p> <p><b>LESSON OVERVIEW:</b> Students read the chapter and identify examples of idioms then participate in a discussion of their meaning in context. After participating in a discussion on how the theme is determined from details in the text, students respond in writing on the topic of miscommunication.</p> <p><b>READ THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have an “expert reader” read aloud Chapter 7 of <i>The Phantom Tollbooth</i> as students follow along. Prior to reading, inform students that they should pay careful attention to the play on words that this author uses.</li> <li>• Continue to provide time for students to read <i>Frindle</i> independently over the course of the unit to prepare for the cold-read task. <b>(RL.5.10; RF.5.3a; RF.5.4a, c)</b></li> </ul> <p><b>UNDERSTAND THE TEXT:</b></p> <ul style="list-style-type: none"> <li>• Have students reread Chapter 7 in collaborative groups and annotate the text by circling examples of figurative language, specifically idioms. Some examples from the text are: “The duke here can make mountains out of molehills” [85], “The minister splits hairs” [85], “a light meal” [86], “in one ear and out the other” [89]. Ask students to interpret the idioms in context. <b>(L.5.5a)</b></li> <li>• Then ask groups to share the examples they circled. Project the examples and conduct a class discussion about the meaning of the projected words and phrases based on their relationship to each other and the patterns the students notice in Juster’s word choice. <b>(SL.5.1a-d, SL.5.2, L.5.5b-c)</b></li> <li>• In pairs, have students create a three-column graphic organizer. In the first column, have students use their annotations to write the idioms they identified in Chapter 7. In the second column, have students use what they learned during the class discussion to write the meaning of the idiom and explain when a person would use the idiom. (Depending on the depth of the class discussion, students may need access to the Internet to look up the meanings of idioms from the text.) <b>(L.5.5a-b)</b> In the third column, have students write the textual details that explain what happened to the characters of the story when the idioms were used. <b>(L.5.6)</b></li> </ul>

TEXT SEQUENCE	TEXT USE
	<ul style="list-style-type: none"> <li>• Have students reread page 88. Facilitate a whole-group discussion based on the following prompts:               <ul style="list-style-type: none"> <li>○ How did Milo’s misunderstanding of language affect his dinner? <b>(RL.5.1, RL.5.2, RL.5.4)</b></li> <li>○ Describe how miscommunication and a variance in language results in Milo being sent on a dangerous journey. <b>(RL.5.1, RL.5.2)</b></li> <li>○ What might have been different if Milo would have understood the language at dinner? <b>(RL.5.1, RL.5.2)</b></li> <li>○ How does Juster use words and figurative language to create confusion of meaning in the text? <b>(RL.5.4, L.5.5a-b)</b> How does this confusion relate to a central message of the text? <b>(RL.5.2)</b></li> </ul> </li> </ul> <p><b>EXPRESS UNDERSTANDING:</b></p> <ul style="list-style-type: none"> <li>• Have students write a response to the following question to demonstrate understanding of the text: Explain how ineffective communication causes trouble during dinner in Chapter 7. <b>(RL.5.2, W.5.2a-e)</b> Provide students with an <a href="#">answer frame</a><sup>23</sup> to support them in organizing their response. <b>(W.5.9a, W.5.10, L.5.6)</b> Have students share their written paragraph with a partner who reviews the writing with a student-developed rubric to evaluate whether the evidence supports the main idea sentence and whether the explanation of the evidence is logical.</li> </ul>
<p><b>LESSON 7:</b></p> <p>Part 3 of <i>Wonderstruck</i>, Brian Selznick</p>	<p><b>TEXT DESCRIPTION:</b> In Part 3, the text and illustrations come together. Ben meets Rose in Kincaid Bookstore and learns that Rose is his grandmother. Rose takes Ben back to the museum, where he learns of past, including his father’s passing. The story ends with Ben, Jamie, and Rose on the roof of the museum looking at the stars.</p> <p><b>TEXT FOCUS:</b> Part 3 provides opportunities to analyze how the illustrations contribute to the meaning of the text. <b>(RL.5.7)</b> Consider how Parts 1, 2, and 3, text and illustrations, of <i>Wonderstruck</i> fit together to provide the overall structure of the story. <b>(RL.5.5)</b> For example, what is the meaning of the picture of the locket on pages 506-507? How does the size of this illustration show the reader the significance of this item? Why does the author choose to put the book <i>Wonderstruck</i> on two pages, 516-517? Explain why this illustration is more than just a picture of a book. How does the illustration on pages 618-619 contribute to the beauty of the text? What does this illustration show about Ben’s relationship with his grandmother and his friend?)</p>
<p><b>LESSON 8:</b></p> <p><i>Frindle</i>, Andrew Clements</p>	<p><b>TEXT DESCRIPTION:</b> In <i>Frindle</i>, after a lesson on words and their origin, Nick decides to invent a new word “frindle” to replace the word “pen.” The story shows the importance of effective communication. As Nick’s word becomes more popular, Mrs. Granger begins to see a transformation in Nick and his power to change student language with the invention of one word.</p>

<sup>23</sup> <http://www.louisianabelieves.com/resources/classroom-support-toolbox/teacher-support-toolbox/lesson-assessment-planning-resources/whole-class>

TEXT SEQUENCE	TEXT USE
	<p><b><u>MODEL TASK</u></b>            SAMPLE SUMMATIVE TASK: <a href="#">Cold-Read Task</a></p>
<p><b>LESSON 9:</b>  <i>Wonderstruck</i>, Brian Selznick</p>	<p><b><u>MODEL TASK</u></b>            SAMPLE SUMMATIVE TASK: <a href="#">Culminating Writing Task</a></p>
<p><b>LESSON 10:</b>            Various texts for research</p>	<p><b><u>MODEL TASK</u></b>            SAMPLE SUMMATIVE TASK: <a href="#">Extension Task</a></p>