# 5th Grade ELA – Reading Curriculum

## Scope and Sequence:

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1: Strengthening Your Reading Life</td>
<td>Topic 1: Lifting our Reading Lives to a New Level</td>
</tr>
<tr>
<td></td>
<td>2: Interpretation Book Clubs</td>
<td>Topic 1: Writing about Reading with Voice and Investment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Raising the Level of Writing and Talking about Literature</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Thematic Text Sets – Turning Text Inside Out</td>
</tr>
<tr>
<td>2</td>
<td>3: Tackling Complexity: Moving Up Levels of Nonfiction</td>
<td>Topic 1: Working with Text Complexity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Applying Knowledge about Nonfiction Reading to Personal Inquiry Projects</td>
</tr>
<tr>
<td>3</td>
<td>4: Gem Unit: Recommitting to Reading</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5: Argument and Advocacy – Researching Debatable Issues</td>
<td>Topic 1: Launching into Investigating Issues</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Raising the Level of Research</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Studying a New Research Issue with More Agency and Independence</td>
</tr>
<tr>
<td>4</td>
<td>6: Gem Unit: Literary Craft Techniques</td>
<td>Topic 1: Finding Poetry in Short Texts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Reading for Deeper Comprehension</td>
</tr>
<tr>
<td>4</td>
<td>7: Fantasy Book Clubs</td>
<td>Topic 1: People, Places, and Plots</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 2: Developing Thematic Understanding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topic 3: Literary Traditions</td>
</tr>
<tr>
<td>4</td>
<td>8: Gem Unit: Launching a Summer Reading Life</td>
<td></td>
</tr>
</tbody>
</table>
Curriculum Revision Tracking Spring, 2017

- Standards in each unit have been re-coded to align with the Missouri Learning Standards.
- Moved the Fantasy Book Club Unit to be the very last unit of the year.
- Removed the Author Study Unit.
- Added a new unit that will span third and fourth quarter, The Study of Short Text.
  This unit was previously in 4th grade and has been adapted to meet the revised Missouri Learning Standards.

Curriculum Revision Tracking Spring, 2018

- The title for Unit 2: Social Issues Book Clubs was changed to “Interpretation Book Clubs” to mirror the same language as the unit resources.
- The Study of Short Text unit was condensed to a 2-week Gem Unit focusing on literary craft techniques to better align with the Missouri Learning Standards.
- Committing to a Summer Reading Life, a 2-week Gem Unit, was added to the end of the school year.

Curriculum Revision Tracking Spring, 2019

- Editing changes for standard coding
Unit 1: Strengthening Your Reading Life

**Subject:** Reader’s Workshop  
**Grade:** 5th Grade  
**Name of Unit:** Agency and Independence  
**Length of Unit:** 3 weeks; 15 days

**Overview of Unit:** During Bend 1 of the unit, you will invite readers to author their own reading lives and you will pull out all the stops in an effort to lay a foundation for a year that helps all of your students become avid readers. Your students will share techniques that they have used in the past to get stronger at working toward a goal, such as practicing or having a mentor text. They will also spend some time analyzing their own reading lives, really evaluating and weighing where they are as readers, and setting ambitious goals for themselves. Note that several of the engaging experiences outlined in this unit focus on behaviors of readers, and encouraging readers. Because of this, you will see “N/A” listed as the priority standards for experiences that focus on these behaviors.

**Getting Ready for the Unit:**
- Gather a variety of high interest texts for students that will get them excited about reading  
- See popular book lists on TCRWP website  
- Read Lucy Calkins’ *Agency and Independence* unit—Bend 1 only  
- Go over classroom system for checking out books (e.g. traditional check-out, book shopping, etc.)  
- Make decisions about routines and procedures in regards to reading logs  
- Prepare your own materials on how you will display your personal reading life to students. It is so important for students to see you as a reader, too! This could be your own reading timeline that has book covers of the titles you have loved and those you have not. Be honest with students about when you have liked or disliked reading. Another option is to fill out an ideal bookshelf and have students do the same for the EE in which it applies.  
- During this unit, time will be spent collecting information to assess fluency. This is reported out as a foundational skill, separate from the work of this unit, however will need to be collected through conferences.  
- Feel free to take some time to set up reader’s notebooks and expectations with your students prior to the beginning of the unit, or during the first few lessons.

**Pre-Assessment (given prior to starting the unit):**
- Reading Interest-A-Lyzer by Donalyn Miller and Joseph S. Renzulli

Based on information obtained in this assessment, provide students one book as a “book gift” from your classroom or school library. This helps them to see that you value who they are as a reader and want to make sure they have the resources to be successful.
Running Records--With the data collected you can give explicit small group instruction based on need. Due to the fact that these standards are considered “supporting” for this unit they will be tied to Engaging Experiences, but not have explicit lessons pertaining to them.

Read aloud considerations:
- As you consider your first read alouds of the year, you might choose stories in which you have strong feelings towards. This will allow you to articulate what it is about the story that you appreciate. You can use this as a way to model your love of reading as students reflect on their identities as readers.

Essential Questions:
1. How can I draw upon what I know about reading in order to read with greater agency and independence, knowing when and how to draw upon my repertoire of strategies as I tackle more complex texts?
2. How can I set up goals for my own reading life and begin to work deliberately towards those goals?

Enduring Understanding/Big Ideas:
1. Understanding who I am as a reader allows me to set goals for future work
2. Readers challenge themselves to grow, taking note of when reading becomes difficult
3. Reading is a personal and social experience. I can learn from readers around me and create reading relationships with my peers.

Priority Standards for unit:
- 5.R.1.D.a: Read independently for multiple purposes over sustained periods of time by reading text that is developmentally appropriate.
- 5.R.1.D.b: Read independently for multiple purposes over sustained periods of time by producing evidence of reading.

Supporting Standards for unit:
- 5.R.1.A.c: develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down.
- 5.SL.2.A.a: Develop and apply effective listening skills and strategies in formal and informal settings by evaluating own active listening.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.R.1.D.a</td>
<td>For multiple purposes over sustained periods of time by text that is developmentally appropriate</td>
<td>Read independently</td>
<td>Remember</td>
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<tr>
<td>5.R.1.D.b</td>
<td>For multiple purposes over sustained periods of time</td>
<td>Read independently</td>
<td>Remember</td>
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</tbody>
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Board Approved: June 7, 2018
Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>quote</td>
<td>inferences</td>
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<td>know</td>
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<td>word analysis</td>
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<td>accuracy</td>
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<td></td>
<td>main ideas</td>
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<tr>
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<td>themes</td>
</tr>
</tbody>
</table>

**Topic 1: Lifting Our Reading Lives to a New Level**

**Engaging Experience 1**

**Teaching Point:** “Readers, today we are going to build our Reading Workshop expectations so that we become a community of readers. It’s important for us to know and value who we are as not only a classroom of readers, but also as individuals. In order to do this we are going to come to some agreements on ways we’ll make our classroom a learning and reading space for everyone to collaborate effectively.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

Priority: 5.R.1.D.a

**Detailed Description/Instructions:**

- **One way you can do this** is by creating an anchor chart of reading non-negotiables. It can be a T-chart with one side labeled “Student” and one side labeled “Teacher.”
  - Student: quiet, reads in bubble space, gets started right away, reads the whole time, and stays in one spot.
  - Teacher: confers individually with students, meets with book groups
- Transitions: Also note this is a great time for students to practice transitions like coming to the area and sitting next to their partner, turning and talking to a partner, going off to read independently, etc.
- Stamina: As you send students off to practice the agreed upon procedures you should work to begin building stamina. Start at 3-5 minutes and challenge students to add 2-5 minutes to their stamina a day. You can track this goal on a graph in order for students to keep momentum.
around reading longer and physically being able to see the growth. It’s important for students and teachers to remember that if the group expectations are broken during the “Practice and Application” component, you join back together as a class, talk about it, and try that minute increment again. You should not move up your minute goal until the previous one has been reached by all students committing to the classroom agreement made as a community of readers.

- Start a “Readers…” anchor chart. Add the first bullet: value each other as readers

**Bloom’s Levels:** remember

**Webb’s DOK:** 1

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**Engaging Experience 2**

**Teaching Point:** “Today I want to teach you that whenever a person wants to really become more powerful at something—anything—the learner needs to consciously take hold of his or her life and say, ‘I can decide to work hard at this. I’m in charge of this. Starting today, I’m going to make deliberate decisions that help me learn this skill in leaps and bounds so that I can be as powerful as possible.’ That’s called agency. People who have agency strive—they work independently and incredibly hard at something in order to achieve it.”

**Suggested Length of Time:** 2 mini lessons

**Standards Addressed**

- Priority: 5.R.1.D.a

**Detailed Description/Instructions:**

- **One way you can do this** is to think aloud about a time in your life when you really were determined to learn something, and by applying agency—your drive to actively work toward this goal—you achieved it. Then tell students what you learned about yourself as a learner by reflecting on that moment in your life.

- Ask students to think about times they had to show agency to learn something. Were they trying to get stronger at playing soccer? Beating a video game? Learning to sing? Allow them to think for a few minutes, then share with a partner what this moment was in their life and what they learned about themselves as a learner because of it, and how those skills might be applied to reading. Draft an anchor chart together about who we are as a classroom of learners and readers. Provide students their book logs, telling them this is how they will show you their agency in their reading life and send them off to read.

- **Another way to do this**, is to have students discuss how reading has gone for them in the past. Ask them the question what is reading workshop? What does it look like? Sound like? Etc. Students can reflect on the question, “I’m the kind of reader who…”

- **Another way to do this**, is to have students create a “100 things about me as a reader” list at the start of their reading notebook. Students can create this list throughout the year, adding or erasing items as they uncover new characteristics about themselves as a reader.

- Add to “Readers…” anchor chart--exhibit agency in their reading lives; notice the qualities that build their personal reading identity

**Bloom’s Levels:** remember

**Webb’s DOK:** 1

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**Engaging Experience 3**

**Teaching Point:** “Today I want to teach you that people who take care of themselves--as athletes, as musicians,
and as readers, too—know that it is important to sometimes stop and say, ‘From this moment on, I’m going to…’, and then we name our hopes, our promises, our New Year’s resolutions. After that, we make sure our important resolution changes how we live in the future, so that our resolution will come true. Readers do that, too. We stop, we promise, and we look forward, saying, ‘From now on, I….’”

**Suggested Length of Time:** 1-2 mini lessons

**Standards Addressed**

- Priority: 5.R.1.D.a

**Detailed Description/Instructions:**

- **One way to do this** is to have students reflect on what habits have helped them to meet goals as readers, and what habits have gotten in the way. Model making a plus delta T-chart where you show students times in your life and good/bad habits that have helped and hurt your journey as a reader.

- **Another way to do this** is to review with students that resolutions should be important and realistic. Think back to the reflection they did yesterday and the goal they made in their life experience to try to learn something new. Have them apply this to their reading goals as well. Remind them that for the goal to be important they can’t have ten different things listed, but rather only one or two. That’s what makes it important. To help them think about a realistic goal you might give the example goal of writing down everything I ever read. Then you can think aloud with them about how you read texts and newspapers and magazine articles and books, and keeping track of all that is too much. So, if I want this to be a realistic goal, I’m just going to track the books I read. Decide on a goal for yourself based on your reflection of your reading life from yesterday, thinking aloud with students about making sure it was important and realistic.

- Remind students once again of their book log. As they begin to add books and notice more specifically who they are as a reader, let them know this will also be a powerful goal-setting tool.

- Add to “Readers…” anchor chart: Set attainable goals to become stronger readers

- **Another way to do this** is to introduce students to the idea of a 40 Book Challenge. More information can be found about this in *The Book Whisperer* by Donalyn Miller. This activity encourages students to set book goals, and keep track of what they are reading and where they are headed.

**Bloom’s Levels:** Remember

**Webb’s DOK:** 1

**Engaging Experience 4**

**Teaching Point:** “Today I want to teach you that there is more to choosing a just right book than thinking about if it will be too easy or too hard. A smart way to choose a just right book is to do some research. By doing this we can learn more about authors we love including their other titles, preferred topics, style, or genres. By doing this we reduce the likelihood that we’ll need to abandon a book.”

**Suggested Length of Time:** 1 mini lessons

**Standards Addressed**

- Priority: 5.R.1.D.a

**Detailed Description/Instructions:**

- **One way to do this** is to choose an author or book series that you love, showing students how to
find titles that are also by that author or other books that belong in that series. Websites like www.whatshouldireadnext.com and www.librarything.com can be helpful for this work. Additionally, remind them that their classroom community of readers is also a powerful resource for book recommendations.

- Let today be about drafting a “to read” list in their reader’s notebooks. Students can create a wish list that they can add to throughout the year.
- Add to “Readers…” anchor chart: know multiple strategies in choosing just right books.
- **NOTE:** If you have not yet given the reading interest survey, today would be a great day to do this, and begin distributing book stacks to children.

**Bloom’s Levels:** remember  
**Webb’s DOK:** 1

**Engaging Experience 5**

**Teaching Point:** “Today I want to teach you that at times, readers must make decisions to stop reading a book. This may happen because readers find that at this point in their life, it might not be something they are ready to read, or, it might not be a book that is right for you ever. And this is okay. I want to teach you that at times, but not always, we might need to walk away from a text.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed:**
- Priority: 5.R.1.D.a

**Detailed Description/Instructions:**

As a reader many things can cause a reader to want to set aside a book for now, but not forever.

- **The book is too long.** Reading a book takes commitment, and some books are more demanding than others. Occasionally, a book is so long that you get bogged down in it, or you switch to a faster-paced book for a while.

- **You have to, want to, and need to read something else first.** Your book club/book study meeting is next week and you haven’t started this month’s selection. You have a paper due, and all you can read is research. You borrowed a book from a friend and you need to return it. A book you’ve been eager to read just arrived in the mail, and you want to read it now. You prioritize what you read, and sometimes other reading moves ahead of your current book.

- **You’re worried that the book is about to get too scary or too sad.** You can feel it—the tension that authors build—foreshadowing something terrible is about to happen. You know the dog is about to die. You know the killer is going to catch them. Your heart can’t take it, not today.

- **You love the book so much that you don’t want it to end (or the series).** You’re attached to the characters. The writing delights you or resonates with you. You’re not ready to say goodbye. It can be emotionally wrenching when a book or series you love comes to an end. Savoring and prolonging books feels delicious. Go ahead. Pause for now, just not forever.

- **The book has not lived up to its promise (so far).** Everyone is talking about this book. It received a starred review. It won an award. All of your trusted friends think it’s amazing.
● You wanted a different book. You wanted vanilla and you got chocolate. You wanted historical fiction instead of science fiction. You’re just not in the mood for what this book has to offer, but that could change tomorrow.

It is our jobs as readers to acknowledge this and to make these decisions, so that they do not drag down our reading life. Have a class discussion: What causes you to hit pause on a book? When is it okay to stop reading a book for now, but not forever? When is a book worth finishing? When should we just abandon a book?

**Bloom’s Levels:** remember  
**Webb’s DOK:** 1

**Engaging Experience 6**  
**Teaching Point:** “Today I want to teach you that reading is both a personal and social experience. As readers, sometimes we find books that move us so much, we must share those books with others. When we go to share books with others, we call this book buzzing.”

**Suggested Length of Time:** 1 mini lesson  
**Standards Addressed:**  
-- **Priority Standard:** 5.R.1.D.a

**Detailed Description/Instructions:**  
● **One way to do this** is to model how to have a conversation about a book with a peer, without giving too much away. Your goal is to persuade others to read the text, and leave them wanting more. These conversations should be purposeful, and happen often within your classroom to keep reading motivation high.
  - The anchor chart for buzzing about books could include the following points:
    - Think about a person who wants a book recommendation
    - Think about that person’s reading life--you may have to ask some questions
    - Choose a book for that person, remember the books you know (use book log if needed)
    - Tell the person why think this book might be a perfect fit.
    - Summarize a bit of the story, highlighting the parts that reader will like.
    - Read aloud a tiny excerpt that reveals something exciting about the book.
    - Talk about why the book is irresistible.

A great resource to use to have kids try is Flip Grid. This site allows students to record for only 90 seconds and also provides an on-screen post-it for students to take notes of what they want to say during the recording.

**Bloom’s Levels:** remember  
**Webb’s DOK:** 1

**Engaging Experience 7**  
**Teaching Point:** “Today I want to teach you that powerful readers use artifacts to help them reflect on and improve their reading lives. One artifact that is an incredibly useful tool for reflection is one you already have--the book log. This tool helps you keep track of how reading is going for you. It’s concise, easy to sustain, and it has tons of information that lets you reflect wisely on yourselves as readers.”

**Suggested Length of Time:** 1 mini lesson
Standards Addressed
Priority: 5.R.1.D.a

Detailed Description/Instructions:

- **One way to do this** is to have a sample book log of your own reading or one you simply generate for the sake of this lesson. Remind students that these are not just tools for recording, but also reflecting. Questions you might think aloud about while analyzing the book log include:
  - How much do I read at home vs. school?
  - Do I read some genres more slowly than others?
  - Is a drop in reading volume because I moved to a higher reading level?

- Think aloud together about these questions and what you can learn the reader based on his or her log. Additionally, you can remind students this can be a tool to track their goals as well. Send students off to read, recording their work of the day and reflecting on it at the end of workshop.

- Add to “Readers…” anchor chart: use reading tools to reflect and set goals as readers

Bloom’s Levels: remember

Webb’s DOK: 1

Engaging Experience 8:

**Teaching Point:** “Today I want you to experience reading in a new way with me. Some authors give the reader the responsibility and opportunity to put their own words from their mind on the page. When you do this, the story highlights your interpretation of the text.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed:** 5.R.1.D.a

**Detailed Description/Instructions:**

- **One way to do this** is to read aloud a wordless picture book. At the end of the reading, ask students to decide whether or not this was reading, and have a conversation with them about what reading actually is.

- Discuss with students how reading is not just about reading words on the page, rather, it is about the thinking that is happening within your mind. Reading is not just about words, it’s the way you make sense of the story that defines reading.

Bloom’s Levels: remember

Webb’s DOK: 1

Engaging Experience 9

**Teaching Point:** “Today, I want to teach you strategies to help us read a text closely and mark those moments in a text that speak to us. As readers, we pay attention to the parts of a book we love, wonder about, show us a character in a deeper way, have difficult words, shock or surprise us, make us laugh, provide great details. Reading a text closely helps us recognize these moments to ensure we continue to read ourselves awake.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Detailed Description/Instructions:**

- **One way to do this** is to read aloud an excerpt from your mentor text. Create an anchor chart together of the different ways students can mark their text to show those moments (annotation codes, color-
coding, etc.) Using your mentor text, show students how you annotate the moments that speak to you, modeling in the process how to read a text closely—meaning that you are reading with purpose and stopping at those moments that you have a reaction to the text to think aloud about those.

- Some questions you could use to model close reading for this lesson are as follows:
  - Why did the character say what he/she said?
  - How does the character’s actions affect the story?
  - How does this place reflect what they are telling us about the character?
- While you stop and consider these questions, thinking aloud about them also feel free to mark any other moments in the text that speak to you to model how to use the annotation system you set up.
- Add to “Good Readers…” anchor chart: Notice moments that speak to us and remember characters’ names and setting

**Bloom’s Levels:** remember, create  
**Webb’s DOK:** 1, 2, 3, 4

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**Engaging Scenario**

**Engaging Scenario**  
Situation: Creating a reading toolkit for the year  
Challenge: Choosing from an array of tools that will make you a successful reader as an individual and in a group or partnership.  
Specific Role: Analyzing the array of tools presented, choosing and organizing those in a meaningful way to ensure the student has taken the initial steps in authoring their reading life.  
Audience: Student, student partnerships, reading groups  
Product or performance: Reading tool kit

As a culmination of this unit, students will create a reading toolkit that will hold the tools and resources they need to be successful readers across the year. They can collect these in their Reading Life Portfolio, an organizational bin at their table, a baggie, etc.

Items that should be available for students to collect for their reading toolkit:

- accountable talk question stems  
- reading partner discussion starters  
- reading strategies bookmarks  
- annotation codes bookmark  
- post-its  
- paper  
- book logs  
- book recommendation forms  
- “How to Buzz About Books” chart picture  
- “How to Pick Just Right Books” form  
- Goal-setting sheets
Also, you can give students their Reader’s Notebooks on this day as a celebration that they now know all they need to author their own reading life! As you hand them out, allow them to go write their first experience as a reader in 5th grade to get excited about filling that notebook!

**Unit 2: Interpretation Book Clubs: Analyzing Themes**

**Subject:** Reader’s Workshop  
**Grade:** 5th Grade  
**Name of Unit:** Interpretation Book Clubs: Analyzing Themes  
**Length of Unit:** 25 Days  
**Overview of Unit:** As this unit opens, you will help students see that just as they have spent the summer growing too tall for their blue jeans and too big for their old sneakers, so too are they ready to make a growth spurt in reading. You’ll challenge them to rise to the occasion of fifth grade by choosing to read novels that are worthy of serious, thoughtful reading and by bringing all they know from their entire school career to the work of reading those novels deeply. Whereas in prior years, the writing about reading that students do early in the year has mostly been confined to Post-its (lest it overwhelm them from getting a volume of reading going), this year, you’ll spotlight the importance of writing about reading right from the start.

**Topic 1 (Bend 1): Writing About Reading with Voice and Investment**  
In this first bend you’ll ask students to become more committed to their readers’ notebooks than ever before. As part of that, you’ll rally them to regard the writing they do about their reading as every bit as important as the writing they do in the writing workshop. All too often, the writing that students do in their writers’ notebooks is full of voice and spirit and thought, while the writing they do about reading seems dull and formulaic. As you start both fifth grade and this unit, you’ll invite you children to approach their reading notebooks the way they do their writing notebooks—with conviction, a sense of purpose, and voice.

They’ll deduce qualities of good writing-to-learn from studying those entries, and you’ll pitch in about qualities of good writing about reading as well. One of the important things you’ll teach is that reader’s notebooks are meant as seedbeds for thought. The writing will not be boxed into tidy five-paragraph essays, but will instead be exploratory.

**Topic II (Bend II): Raising the Level of Writing and Talking About Literature**  
In this bend, you will up the ante by reminding students that as readers sharpen their reading and thinking skills, they are able to see more significance in a text and to trust that they notice things for a reason. Great literature in hand, students will embark on a study of interpretation. At the same time, they’ll begin to work in small book clubs that will last for the remainder of the unit. Because members will read and reread copies of the same book (or perhaps two) in sync with each other during this bend, sometimes devoting as much as a week and a half to that book, the choice of text will be especially important.
By studying the skills and strategies of interpretation while reading, writing and talking about literature, your readers will work together in their clubs to identify the themes that thread through their books. They will learn that the art of interpretation is not about placing a tag on a book with a pre-made cliche on it (such as “Work hard and you will succeed”). Instead, your students will learn that reading interpretively involves linking ideas and building larger theories.

Topic III (Bend III): Thematic Text Sets: Turning Texts Inside Out
Once your students are discussing themes actively with their clubs, you’ll teach them how to compare and contrast the ways in which themes are developed across texts. In the third and final bend, students will study the way in which a theme can be developed differently in different text. You will teach students techniques for analyzing the different texts, noticing the roles that characters play in advancing (or pushing back against) a theme. By studying the ways an author sculpted a particular character, developed a plotline, and described a setting or another element of a story, students will be working to bridge the connection between theme and craft.

Getting Ready for the Unit:

- A variety of resources to accompany this unit and the other Grade 5 Units of Study for Teaching Reading are available through Heinemann Online. Contact your coach for more information.
- *Home of the Brave* by Katherine Applegate is suggested as the demonstration text for this unit of study. It’s up to you to make a decision to use this text or another, but if you choose *Home of the Brave*, you might want to access the pacing on Schoology.
- Preview the [Book list: Great Book Choices for a Unit on Interpretation](#) on Schoology to generate ideas for books that you might use.
- Anchor Chart:
  - Prepare [Writing Well about Reading](#) anchor chart
  - Prepare [To Develop Ideas, Readers](#) anchor chart

- Read Lucy Calkins Interpretation Book Clubs
- Before the unit begins, spend some time setting up book club norms and expectations. Due to the many different routines and procedures available, we are allowing teachers to decide on the method of book clubs that works for them. Please see the chapter on book clubs on Coaches Corner for more information on how to set up book clubs.
- Another suggestion is to set up theme notebooks with students. More information about theme notebooks can be found on Penny Kittle’s website. (see Schoology)
- Another suggestion is to Create “preview books stacks”—sets of four or five books at a student’s reading level that match their interests and reading experiences. These books can be sat on students desks before the first day of school, or early in the year.
- Excellent passages, resources, anchor chart ideas and student samples can be found through Heinemann's resource page. Please contact your coach for more information about registering your
21st Century Assessment
This unit lends itself well to the “Empowered Learner” ISTE standard. This standard stats that: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. This work will occur for many students during their book clubs. As you plan for this unit, be thinking about how you can incorporate these standards.

Pre-Assessment (given prior to starting the unit):
Pre Assessment Available on Schoology: Unit 2 Interpretations Book Clubs Pre Assessment. Questions 1, 2 & 3 align well with the priority standards for this unit.

Read aloud considerations:
Question stems to use during read aloud to promote critical thinking and a critical lens:

- What is an issue (themes) we can find in the text? What does the author do to show (illustrate) this idea?
- How are characters responding?
- What does this tell you about the character or situation?
- How has your thinking about this issue changed as the story progresses?
- How could you apply these ideas to your own reading?

Possible Read Alouds:
- Locomotion by Jacqueline Woodson (power, race, family structures, death/loss, inequity of education, black boys/men in America, foster care, adoption, arts education, poverty, genetics/illness)
- Each Kindness by Jacqueline Woodson (discuss Woodson’s common themes and craft moves)
- One and Only Ivan by Katherine Applegate (exclusion, displacement, stereotypes, endangered animals, family structures)
- Home of the Brave by Katherine Applegate (discuss Applegate’s common themes and craft moves)
- Oliver Button is a Sissy by Tomie dePaola (gender stereotypes, overcoming negativity, acceptance)
- Fly Away Home by Eve Bunting (homelessness, empathy)
- Yardsale by Eve Bunting (life changes, poverty)
- Crenshaw by Katherine Applegate (homelessness, frustrations with parents)
- You might collect various types of nonfiction that corresponds with the social issues in the book club books. This could be articles, media clips, and pamphlets.
- Testing the Ice: A True Story About Jackie Robinson by Sharon Robinson (overcoming adversity)
- The Terrible Things: An Allegory to the Holocaust by Eve Bunting

Essential Questions:
1. How do we interpret and analyze themes?
2. How do discussions with peers help me think critically about text, and grow new ideas?
Enduring Understanding/Big Ideas:

1. Thinking critically about text(s) can help me gain new understanding about themes.
2. Responding to reading orally and in writing helps to extend my understanding of text.
3. Listening to the ideas of others allows me to uncover new ideas I didn't consider.

Priority Standards for unit:
- **5.R.1.A.a**: Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- **5.R.2.A.b**: Read, infer, analyze and draw conclusions; explain the theme or moral lesson, conflict, and resolution in a story or novel
- **5.R.2.A.c**: Read, infer, analyze and draw conclusions; describe how a narrator’s or speaker’s point of view influences events

Supporting Standards for unit:
- **5.R.1.A.b**: Develop and demonstrate reading skills in response to text by drawing conclusions by providing textual evidence of what the text says explicitly as well as inferences drawn from the text
- **5.R.1.A.c**: Develop and demonstrate reading skills in response to text by monitoring comprehension and making corrections and adjustments when understanding breaks down
- **5.R.1.B.f**: Develop an understanding of vocabulary by using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, part of speech, meanings, and alternate word choices
- **5.R.1.B.g**: Develop an understanding of vocabulary by using conversational, general academic, and domain-specific words and phrases
- **5.R.1.C.a**: Compare, contrast, and analyze relevant connections between text to text (ideas and information in various fiction and nonfiction works, using compare and contrast)
- **5.R.1.C.b**: Compare, contrast, and analyze relevant connections between text to world (text ideas regarding experiences in the world by demonstrating an awareness that literature reflects a cultural and historical time frame)
- **5.R.1.D.a**: Read independently for multiple purposes over sustained periods of time by reading text that is developmentally appropriate
- **5.R.1.D.b**: Read independently for multiple purposes over sustained periods of time by producing evidence of reading
- **5.SL.1.Aa**: Develop and apply effective listening skills and strategies in formal and informal settings by following agreed upon rules for listening and fulfilling discussion rules independently
- **5.SL.1.A.b**: Develop and apply effective listening skills and strategies in formal and informal settings
by posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others

- **5.SL.1.A.c**: Develop and apply effective listening skills and strategies in formal and informal settings by following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations
- **5.SL.1.A.d**: Develop and apply effective listening skills and strategies in formal and informal settings by listening for speaker’s message and summarizing main points based on evidence
- **5.SL.2.A.a**: Develop and apply effective listening skills and strategies in formal and informal settings by evaluating and modifying own active listening skills
- **5.SL.3.A.a**: Speak clearly and to the point, using conventions of language when presenting individually or with a group by summarizing points made by others before presenting own ideas, according to classroom expectations
- **5.SL.3.A.b**: Speak clearly and to the point, using conventions of language when presenting individually or with a group by providing and evaluating evidence to support opinion
- **5.SL.4.A.a**: Speak clearly, audibly, and to point, using conventions of language when presenting individually or with a group by using efficient presentation skills with available resources using a variety of media
- **5.SL.4.A.b**: Speak clearly, audibly, and to point, using conventions of language when presenting individually or with a group by planning an appropriate presentation based on audience
- **5.SL.4.A.c**: Speak clearly, audibly, and to point, using conventions of language when presenting individually or with a group by employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.R.1.A.a</td>
<td>Reading skills in response to text</td>
<td>develop and demonstrate</td>
<td>3</td>
<td>understand</td>
</tr>
<tr>
<td></td>
<td>conclusions</td>
<td>drawing</td>
<td>3</td>
<td>create</td>
</tr>
<tr>
<td></td>
<td>Textual evidence to support analysis of what the texts says explicitly as well as inferences drawn from the text</td>
<td>inferring by referencing</td>
<td>4</td>
<td>evaluate</td>
</tr>
<tr>
<td>5.R.2.A.b</td>
<td>Explain the theme or moral lesson, conflict, and resolution in a story or a novel</td>
<td>Read, infer, analyze and draw conclusions;</td>
<td>4</td>
<td>analyze</td>
</tr>
<tr>
<td>5.R.2.A.c</td>
<td>Describe how a narrator’s or speaker's point of view influences events</td>
<td>Read, infer, analyze and draw conclusions;</td>
<td>3</td>
<td>analyze</td>
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Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>interpret</td>
<td>theme</td>
</tr>
<tr>
<td>determine</td>
<td>narrator</td>
</tr>
<tr>
<td>summarize</td>
<td>point of view</td>
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<td>genre</td>
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<td>describe</td>
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Topic 1: Writing About Reading with Voice and Investment

*Information about setting up Book Clubs can be found on Schoology. In preparation for Interpretation Book Clubs you will want to have gathered or requested books for your book clubs.*

Engaging Experience 1 (2)

Teaching Point: *Inquiry Lesson* “So our work for today is to answer this question: ‘What are some qualities of strong writing about reading?’”

Suggested Length of Time: 1 mini lesson

Standards Addressed


Detailed Description/Instructions:

● **One way you can do this is** to lead an inquiry into what it means to write well about reading. Read the start of the unit’s demonstration text (see Schoology “Student Work” file for unit), channeling students to dictate to each other a less-than-great and a great entry. Ask students to extrapolate the qualities of good writing about reading, using this to suggest they aren’t clear about this and to drumroll the upcoming work. Channel the class to participate in a gallery walk. Send students off to move among the other displays you will have set up of student responses to reading. A good place to go for this is the writing response work students did in Unit 1 to start the year. Make copies of reading responses that mirror your expectations for students at this point in the year. Send students off to study and annotate effective writing about reading. Send kids off to read, explaining that instead of partner conversations, they’ll be writing about their independent reading books, making entries that could form their own gallery.

Bloom’s Levels: 3, 4

Webb’s DOK: understand, create, evaluate, analyze

Engaging Experience 2 (3)

Teaching Point: “Today I want to teach you that people read differently when they write about their reading. Writers see more, notice more and think more, collecting ideas for their thinking. When you read as a writer, you bring a writerly wide-awakeness, an extra alertness, to your reading. You notice stuff others would pass
right by, and you make something of what you see.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** 5.R.1.A.a

**Detailed Description/Instructions:**

- **One way to do this is** to ask students to study the writing about reading they did yesterday, annotating what works in their writing. Highlight the fact that writers live wide awake lives, alert to details, ready to make significance. Suggest that readers who write approach the texts they read with extra alertness. Read a mentor text, channeling students to read like writers. Reread the mentor text. Encourage students to write, and write alongside students. Ask students to listen to a partner’s writing and talk off of that writing, while you listen in to student conversations. Point out that students will now read differently, carrying their ideas. Illustrate by reading on in the demonstration text.

*During Share it would make sense to show students the *To Understand/Interpret a Story, Readers Pay*... Anchor Chart from Schoology.

**Bloom’s Levels:** understand, create, evaluate

**Webb’s DOK:** 3,4

**Engaging Experience 3 (4)**

**Teaching Point:** “Today I want to teach you that once readers settle on an idea about a text worth developing, they think, ‘Where does this idea live in the text?’ Then they reread those selected passages extremely closely, expecting each to be a gold mine of new insights related to their initial idea.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** 5.R.1.A.a

**Detailed Description/Instructions:**

- **One way to do this is** to break the teaching point down into steps. Ask each partnership to work with a second partnership to apply these steps to one of the ideas the class generated about the mentor text. Use the *To Develop Ideas, Readers*... anchor chart (see Schoology) to guide this work. Share out one group’s thinking that is especially fruitful, and invite the whole class to try this work on that idea, as you scaffold. Invite children to work in partnerships to try this work on a second passage. Offer coaching tips and suggest prompts as they talk. Debrief. Share the value of using tentative language to understand why an author may have chosen to write passages in particular ways- and to extend an idea. Offer students tips to keep in mind as they read on their own.

**Bloom’s Levels:** understand, create, evaluate

**Webb’s DOK:** 3,4

**Engaging Experience 4 (5)**

**Teaching Point:** “Today I want to teach you that readers start a book trying to figure out who the narrator is. Once they figure out whose voice they are hearing, whose perspective they are getting, they keep in mind that every part of the story is told from that character’s perspective and that other characters might imagine things differently or have different feelings.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
Priority: 5.R.2.A.c

Detailed Description/Instructions:
*This lesson is longer than a standard mini lesson. It asks you to model the teaching point and then provide students time to role play in partnerships.*

- **One way to do this** is to start your lesson with a story that highlights the effect perspective can have on the telling of an event, true or fictional. For your connection, you might want to think up a story reference to post-recess time, when students filter back into the classroom, perhaps seeking your help with an argument that took place during their recess time. Model for students how you might tell the same story from two different perspectives. Lean in to the ways in which both are true, and how they are different. Stories might be about being a part of a highly competitive game during recess. Quickly shift out of storytelling mode and explain to students that neither child seemed to be lying in this scenario--they just had different perceptions of what happened. Depending on who is telling the story, readers might get a very different version of events. Remind students that “When reading a book, one of the most important things you want to figure out is who is telling the story. Is it the main character? An unknown narrator?” Once they figure out whose voice they are hearing, whose perspective they are getting, they keep in mind that every part of the story is told from that character’s perspective.

Consider modeling this work by returning to an early chapter in the read aloud. Model how you would identify who is telling the story. Model how the story might be different if told by a different character. After modeling, ask students to open their books and do the same work you just showed them with a partner.

**Bloom’s Levels:** analyze

**Webb’s DOK:** 4

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**Engaging Experience 5 (6)**

**Teaching Point:** “Today I want to teach you that to think analytically, a person divides into parts, then selects, ranks, and compares. A person can decide, ‘I’m going to try thinking…’ and then think in any one of those ways...and then see if that thinking yields new insights. Often it will.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** 5.R.1.A.a

**Detailed Description/Instructions:**

- **One way to do this** is to ask children to jot their thoughts about reading workshop. Then liken doing this to reading, explaining that thinking deeply, analytically is a choice. Leading students to the understanding that we can look at this classroom in a dazed, zombie-like way, or you can look at this classroom with your brain turned on full power. The same is true of reading. Reader’s realize there is a world of difference between flying through the pages in a mindless sort of a way and really thinking deeply and acutely as you read. Channel children to think about reading and writing workshop analytically. First by considering parts, then by selecting and ranking, then by comparing and jotting their thoughts about each part. Model for students who you might be able to do this work about your own mentor text. Ask students to try thinking analytically about their own reading. Use the **Questions that Can Help You Think Analytically** anchor chart on Schoology to guide this lesson.
*It would make sense that in today’s share you would have students set up a gallery walk of the analytical notes they decided to take.  

**Bloom’s Levels:** understand, create, evaluate  

**Webb’s DOK:** 3,4

**Engaging Experience 6 (7)**  
**Teaching Point:** “Today I want to remind you that when aiming to write well about reading, it’s important to remember that revision is the most important way to ratchet up the level of your writing. And to revise any text, it helps to have an image of good work in mind. In this instance, it helps to have a sense for what constitutes potent, vital writing about reading.”  
**Suggested Length of Time:** 1 mini lesson  

**Standards Addressed**  
**Priority:** 5.R.1.A.a  
**Detailed Description/Instructions:**  
- **One way to do this is** to remind students that at the start of the unit, they studied examples of effective reading entries, and talked about decreasing the gap between their writing during writing and reading workshop. That day, we talked about how writing about reading shouldn’t feel altogether different than the writing you do about other things. Have students go back and look at the first writing about reading you did, before we even started this unit, and contrast it with the best recent writing about reading you’ve done. Ask students to identify the differences they notice between then and now. Explain to students that revisiting a piece of writing about reading can help them to see more, and to raise the level of their own writing about reading even further. Share a student’s sample (see “Student Work” folder on Schoology for this unit). Ask students to read a student’s sample in their groups, sharing what they notice with each other. Give students time to discuss. Call the students back together, emphasizing a few more key points. Channel students to use what they learn from student exemplars when they revise their own writing about reading.  
  
*During share praise student’s revision work and give them an opportunity to share it with their partners.  
**Bloom’s Levels:** understand, create, evaluate  
**Webb’s DOK:** 3,4

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**Topic 2: Raising the Level of Writing and Talking About Literature**

**Engaging Experience 7 (8)**  
**Teaching Point:** “Today I want to teach you that as readers sharpen their reading and thinking skills, they develop their eyes to not only see more in a text, but to make more significance. They pay more attention as they read because they trust that they notice things for a reason and expect to make something of observations others just pass by.”  
**Suggested Length of Time:** 3 mini lessons  
**Standards Addressed**  
**Priority:** 5.R.1.A.a  
**Detailed Description/Instructions:**
*This lesson does not follow the typical mini lesson structure. This lesson is designed more as a conversation, that will coach students to do the mental work of channeling the power of book clubs.*

- **One way to do this is** to let students know that you will be calling them to the floor in clusters. These clusters, will create our book clubs. Students will be expected to sit with their book club every day during our mini lesson. Ask students to think about growth and changes they have seen in themselves over the last year. Remind readers that as we grow as people, we also grow as readers. Use an anecdote to illustrate the point that one way readers grow is by learning to see more of significance in a book. Clarify how your anecdote relates to your fifth graders and their reading. Suggest that reading and living interpretively are similar. Help children think of an experience that was saturated with meaning. Liken the experience you’ve just talked about to reading, referring to books the students know from previous years and now we are able to read these books with a different layer of understanding. Read more of the read-aloud book, asking kids to listen interpretively, letting the details take on significance. Remind them to draw on what they learning in fourth grade. Then channel readers to join you in reading a passage from the class read-aloud interpretively. Challenge students to now turn to their book clubs. Instruct them to try a strategy of talking that allows everyone in their group to share their thoughts and talk about the details they see that others might miss if they were not reading the text as closely, because you are reading interpretively. Channel students to transfer the reading, thinking and writing they’ve been doing with the read-aloud text to their own club texts and independent reading books.

- **Another way to do this is** to share with your students the *Creating a Constitution for Your Club* anchor chart that can be found on Schoology. Ask students to meet in clubs and to construct a shared “constitution,” club name and more. As children work coach them to think about the questions on the chart and move quickly to decide on a constitution. If you hear students discussing punitive consequences for infractions, suggest they think about ways to support each other, instead of punishments.

**Bloom’s Levels:** understand, create, evaluate

**Webb’s DOK:** 3,4

**Engaging Experience 8 (9)**

**Teaching Point:** “Today I want to teach you that sometimes readers think thematically by first naming the problem that a character faces, then asking, ‘What lessons does the character learn from (that problem)?’ or ‘What might the author want me to know about that problem/issue?’ ”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** 5.R.1.A.a, 5.R.2.A.b, 5.R.2.A.c

**Detailed Description/Instructions:**

- **One way to do this is** to explain to students that they can focus on one element of a story, like character, and use that to see more in a story as a whole. *Using the When We Study Character, We Can Think About*...Anchor Chart to guide this conversation. Give students a moment to talk, jotting strategies you
hear. Call students back together, congratulate them on their depth of knowledge. Let students know that sometimes readers think thematically by first naming the problem that a character faces, then asking, ‘What lessons does the character learn from that problem?’ or ‘What might the author want me to know about that problem/issue?’ Ask students to think with you about the character in the class read-aloud, thinking about the problems the character faces, the lessons learned from that problem. Ask students to help as you consider the ways in which your character deals with the problems and the larger theme or messages their reaction conveys. Let students know that when thinking and talking interpretively, readers don’t just talk about one character. Instead, they apply what they notice about one person to the world, to all people. One way to do this is by starting a sentence with ‘Sometimes people…’ or ‘Sometimes in life…’ Ask students to brainstorm possible themes for your read aloud text. Remind students that they can take on the lens of character to develop interpretations.

Bloom’s Levels: understand, create, evaluate, analyze
Webb’s DOK: 3,4

**Engaging Experience 9 (10)**

**Teaching Point:** “Today I want to teach you that the best part of reading with others is that it changes you. You end up viewing the text through the eyes of others, and therefore seeing more than you would otherwise have seen.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** 5.R.1.A.a

**Detailed Description/Instructions**

- **One way to do this** is to set students up to understand that people read differently when they read with others and share ideas. Readers carry the ideas discussed with them as they read, seeing new text through that lens. Reading and talking with others allows us to view text through the eyes of others, and therefore see more than we might have otherwise seen. Tell students about reading a book in a parent-child book club, explaining that the kids and the parents saw different things in a book. Use this story to point out that complex texts deserve to be seen with multiple lenses. Charlotte's Web is a book that lends itself to be referenced in this example. As a child reading this book, and an adults point of view would differ greatly. Provide students with this example and probe, “Which point of view is right?” Allow students to give answers working towards the answer that both points of view could be right. Coming back to the book club conversations, convey that you are sure your kids will find club mates who interpret books different. Suggest that those different views will enrich their conversations. Show students a [short clip of a book club] talking, asking them to name out the ways in which the readers allow each other’s thoughts to affect their own. As you send students out remind them that they want to be the
kind of readers and book club members whose thinking is affected by those around them.

*You may consider having a mid workshop teaching point that addresses the idea that when reviewing books, readers include their passionate responses to them. The anchor chart below is a great way to facilitate this conversation.

*During Share of this day it might make sense to have one reader from each book club share ideas at length, and coach other members of each club to listen and talk off of the one person’s ideas, so that those ideas become well developed.

**Bloom’s Levels:** understand, create, evaluate  
**Webb’s DOK:** 3, 4

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**Engaging Experience 10 (11)**

**Teaching Point:** “Today I want to teach you that readers link ideas together to build larger theories or interpretations. As they think about how ideas might connect, they ask, ‘Could there be a larger truth or lesson here?’”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** 5.R.1.A.a

**Detailed Description/Instructions**

- **One way to do this is to** ask students to share ideas they are developing about their club books, from their discussions. Ask students to mark the part in your writing where you capture your ideas about the novel’s big ideas, the lessons the author is teaching, or the author’s message. Give students a moment to mark up their writing. Then have students share their notes with their club without talking. Remind students that if they hear something they agree with, or want to build off of someone’s idea they should jot down a note. After students have had time to do this work, share the work of a student who developed several smaller ideas about a book. Ask students to look across the ideas and think about how they connect before sharing the interpretive work the student did. Ask students to recap the work they just did before trying it with their own book club books. Remind students that one way writers build interpretations is by liking similar ideas together to build larger theories and then asking, “Is there a larger truth or lesson here?”

- **Another way to do this might be to** teach a lesson about growing small seeds into larger ideas. Teaching students that it is fine to start with a small or ordinary idea, as long as you think of it as a seed. Then think more about it.
At the end of this lesson you will want to have seen most students notebooks in preparation for collecting materials for tomorrow's lesson.

Bloom’s Levels: understand, create, evaluate
Webb’s DOK: 3, 4

Engaging Experience 11 (12)

Teaching Point: “Today I remind you that once a reader has developed an interpretation about a book, it is important that he or she stay with that idea. As readers, you can wear your interpretation like a pair of glasses, as a lens, and read on in your book looking for more places that fit with or change your idea.”

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: 5.R.1.A.a

Detailed Description/Instructions

● One way to do this is to share examples of a few readers from the class who have generated provocative ideas as they have read. Share with students that the types of ideas they are collecting are not just the kind that can be applied to one book, but to other books, to your lives and to our world. Remind students of the teaching point for this lesson. Tell a story that shows the importance of mental flexibility. Model this work by taking an idea the class developed in read-aloud and showing students how you read a bit of a chapter with the idea as as a lens. If you are reading Home of the Brave as a read aloud, you might use the idea of “hope can help people survive hard times and go on.” Read from Home of the Brave, asking students to read along with you looking for this interpretation in what they read. Debrief, pointing out the way in which your interpretation of the story is evolving. Highlight the fact that, as a class, you grew a theory, and interpretation, then read on expecting it to change. Read the last portion of the chapter, giving the students an opportunity to try the same work. Ask them to take notes looking for ways that the new reading might support the interpretation you are trying to grow as a class.

Bloom’s Levels: understand, create, evaluate
Webb’s DOK: 3, 4

Engaging Experience 12 (13)

Teaching Point: “Today I want to teach you that when different readers read the same book, they often develop different viewpoints on provocative questions related to the book. The differences of opinion can spark a debate. In a debate, each person (or each side) presents his or her position and then supports that position with evidence, aiming to persuade the other person, the other side.”

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: 5.R.1.A.a

Detailed Description/Instructions

● One way to do this is to give students a vision for how debate can hone critical thinking by using an example from popular culture. (For example, you might begin an argument about who is the stronger character from Frozen-- Elsa or Anna-- providing evidence to support both sides.) Let students know that you can use debating to prompt rich book conversations. Teach children that debates can only occur
around a provocative idea that can be argued from both sides. Channel students to test whether ideas you suggest qualify, and to generate others. Demonstrate how to develop an evidence-based argument for or against on of the claims related to the read-aloud. Take the side that is harder to defend for yourself, leaving the other for the class. Debrief in ways that enable students to try what you have just done. Channel the class to work together to gather evidence to support the opposing side, distributing relevant passages from the text and whiteboards or chart paper to help them collect evidence. Set children up to participate in a bare-bones debate protocol. Give them phrases that they can use to state and defend their positions. Channel students to generate provocative, debatable ideas from the club books they’ve been reading. Tell children that they should be able to debate their own position--and also the opposing one. Quickly assess if each club truly has a debatable claim as a focus for today’s reading.

*For Share today provide an opportunity for students to debate in front of the class.*

**Bloom’s Levels:** understand, create, evaluate

**Webb’s DOK:** 3, 4

**Engaging Experience 13 (14)**

**Teaching Point:** “Today we will be leading a different type of lesson it will be an inquiry, an investigation, exploring an important question: ‘What do book club members do in an effective book club that lifts the level of the club’s work?’”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** N/A

**Detailed Description/Instructions**

- **One way to do this is** ask students to think about the way that we revisit mentor text to learn more and more from the same source. Today we will be watching the same video we already watched about book clubs. This time we will be thinking about the work that we are doing in our book club. We will use what we learn to reflect and set goals. Ask students to watch this [video](#) looking for something these kids are doing that you might try to do, too. Provide students with the following questions:
  - What kept the conversation about the books going?
  - How does writing about reading fuel a book conversation?
  - What happens to the topics that a club member brings up?
  - What kinds of things are talked about?

Ask each student to take one of the four questions as a lens when watching the clip. Show the video, stopping intermittently to give students a chance to share observations with their group. Coach in as they watch, helping them to spot major moves made by the book club. Call the students back together, share the chart you’ve begun to fill in with things you overheard and observations they made. Ask them to record their thoughts on post-its and add it to a chart with the four questions. Prepare students to use what they noticed to lift the level of their own book club conversations.

**Bloom’s Levels:** N/A

**Webb’s DOK:** N/A
Engaging Experience 14 (15)
Teaching Point: “Today I want to teach that when you’re exploring universal themes, what’s really interesting is how authors will develop those themes somewhat differently. Sophisticated readers, therefore, ask: What’s the same and what’s different in how this theme plays out in different texts?”
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: 5.R.1.A.a
Detailed Description/Instructions
● One way to do this is to have each club pick a theme that applies to the book they are currently reading and about which they feel passionate. Give students a few minutes to settle on their theme, listening in and coaching as needed. Have each club record a theme on a sentence strip, with the name of their book written underneath. Post all themes for students to view. Explain that themes are universal and can be found in many places. Recall a time when someone said one book sounded similar to a class read-aloud. Suggest that even though the specifics are different, two texts could advance the same theme. Ask students to explore this idea with their club. Encourage students to share the ideas their group came up with. Debrief in a way that is transferable to other texts and other days.
Bloom’s Levels: 3,4
Webb’s DOK: understand, create, evaluate

Engaging Experience 15 (16)
Teaching Point: “Today I want to teach you that when readers see similarities between texts, they think ‘These texts seem to support the same theme!’ they often look again, and may find the texts actually convey slightly different messages.”
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: 5.R.1.A.a
Detailed Description/Instructions
● One way to do this is to do a brief demonstration, continuing to compare your read aloud with a picture book you are reading. A natural fit might be Home of the Brave to Fly Away Home. You might say to your students that as you thought more about it you’ve realized that although both texts offer important messages about hope, it doesn’t feel completely accurate to say that they say the same things about hope. You might demonstrate how you go from a general unease to rereading, rereading and reading for a more precise idea. You will want to model for your students how you muddle along, demonstrating that new ideas don’t just snap into place like magic. Finally in your link make clear to your students that this is a process, not something that will happen right away. The more you read the more that you are able to think about text in different ways.
Bloom’s Levels: 3,4
Webb’s DOK: understand, create, evaluate

Engaging Experience 16 (17)
Teaching Point: “Today I want to teach you that one way readers think about a theme in more complex ways is to think how different characters connect to that theme. Readers think about which characters best represent a
particular theme through their thoughts, actions and dialogue, and which characters work against the theme.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** 5.R.1.A.a

**Detailed Description/Instructions**

- **One way to do this** is to set up a parallel, analytical, non-reading activity to let students try this skill in a more playful setting. A scenario from the game Apples to Apples might be a way to model for students the act of comparing two possible outcomes to one set object, word or item. Channel students to then do this same work with the characters from the read aloud. Identify a possible theme for the read aloud. Encourage students to think about how different characters connect to a theme. Encourage students to sort the characters, thinking about which ones seem closely connect to the theme. Remind students to use evidence to support their ideas. Coach students to also think about minor characters and how they relate to the theme. Take students’ ideas and sort characters that are closely related from characters that are further related.

**Bloom’s Levels:** 3,4

**Webb’s DOK:** understand, create, evaluate

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**Engaging Experience 17 (19)**

**Teaching Point:** “Today I want to teach you that when you study a text, it can be illuminating to study the author’s goals and techniques he or she uses to achieve them. One way to do this is by focusing in on a part where the author seems to be trying to achieve something and asking how.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** 5.R.1.A.a

**Detailed Description/Instructions**

- **One way to do this** Compare the work that authors do to the work that students have done in writing workshop. Remind students that by studying the moves an author makes we can think about their goals in writing this piece. Boost students’ academic and literary vocabulary by introducing language to talk about techniques and goals. There are excellent charts on Schoology that can be used to help students develop a toolkit that highlights Narrative Techniques and Goals. Give students a copy of these charts and encourage them to study what they see. Model for students how you might use these same charts to think about your read aloud author’s goal when writing this book. Model for students the techniques your author used to help the reader feel this. Ask students to study another part of your read aloud thinking about the goals and techniques the author has used. Restate today’s teaching point and add it to the anchor chart while reminding students of all they have learned.

**Bloom’s Levels:** 3,4

**Webb’s DOK:** understand, create, evaluate

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**Post Assessment**
Engaging Scenario

Literary Salon

Begin this experience by simulating a situation that allows students to see how thinking thematically opens up a whole new world of connection—and that those connections are fun to talk about. One way to do this might be by sharing the poem *Dreams* by Langston Hughes. Ask students to think about any connections they see between this poem, their read aloud and any picture books you have read during this unit. Model for students the parts where you had literary ahas!

Invite students to participate in a literary salon, a fun way to show off your new and sophisticated thoughts about literature. Have students go back to their club text. Encourage them to look for a section or passage that they think they would like to share with others, pointing out what they realized or discovered during this passage. Have students get in small groups and share their passages and their thinking from these passages with each other.

Unit 3: Tackling Complexity: Moving Up Levels of Nonfiction

**Subject:** Reader’s Workshop  
**Grade:** 5th Grade  
**Name of Unit:** High Interest Informational Text and Personal Inquiry Projects  
**Length of Unit:** Approximately 8 weeks; November - December, account for testing  
**Overview of Unit:** In this unit, students will be immersed in non-fiction. This unit contains two parts: reading high interest nonfiction, followed by reading to learn in a personal inquiry project. It is important to continue to carve out time for students to continue making progress in their fiction books within this unit.

**Topic 1 (Bend One): Working with Text Complexity**

In the first topic, you’ll invite students to join you in a giant investigation into the ways nonfiction texts are becoming increasingly complex and the ways students’ reading can shift in response to those complexities.

You’ll use contrasting texts to make these new complexities clear to them. One day, you’ll lay out a simple nonfiction text -- one your kids could have read years before -- with clear headings and the main idea stated in a pop-out sentence. Then, you’ll layer on a complex text and lead your students into an inquiry. As texts become more complex, how are they different? Your class will probably notice that in complex texts, main ideas aren’t usually stated straight out. In addition, reading complex nonfiction also involves tackling increasing vocabulary demands. You’ll wrap up your investigation into text complexity by helping your students read more analytically, thinking especially about the relationship between parts and the whole.

**Topic 2 (Bend Two): Applying Knowledge about Non-Fiction Reading to Personal Inquiry Projects**

In Topic 2, students will delve into learning to research a personal inquiry project. Students will use primary
sources and learn to write about their nonfiction reading. Students will apply multiple strategies to synthesize information across multiple resources. You will teach students to question what they read, moving them to ask higher level questions. You might find that this topic aligns with the timing of the writing *Lens of History* unit.

**Getting Ready for the Unit:**
- In the first bend of this unit, you will be accessing multiple levels of the “Amazing Octopus.”
- Immerse students into non-fiction prior to the beginning of the unit, carefully selecting a variety of nonfiction for read alouds.
  - Gather digital sites, magazines, and audio informational texts
  - A Few High Interest Text Sets
  - Hybrid Non-Fiction
  - Magazines and Websites
  - Science Texts
- Define types of nonfiction (expository, narrative, and hybrid) in an anchor chart to refer back to in the unit
- Develop a response system for students to use during independent reading. How will they be documenting their thoughts and ideas as they read? Be sure to model this within read alouds before allowing them to try independently.
- Choose a personal topic of interest to use in Topic II, to model the work of research, note taking and synthesizing for students.
- Continue to reserve at least 15 minutes for students to continue reading literature at their levels. Be sure to monitor reading logs to monitor the total of volume of reading they are doing. The single most important way to accelerate students’ progress up the ladder of text complexity is to be sure they are reading a high volume of texts they can read with high levels of comprehension and engagement.

**Pre-Assessment (given prior to starting the unit):**

Pre Assessment Available on Schoology: [Pre-assessment](#) -- Question one ties to the priority standards.

Consider how you could use questions two through four to guide small group instruction.

**Read aloud considerations:**
- What best describes the main text structure of the entire article?
- Why does the author start/end the article with a question, quote, etc.?
- How would you summarize this (paragraph, section, part) of the text?
- What are the main ideas of this entire text?
- Which detail would be most important to include in a summary of the text?
- What is a main idea of the first three paragraphs of this text? The final section?
- Who is the author? How does their background or expertise influence the text? Is there bias? If so, how?
- What does each author want us to know? How does the structure help the author to present that information?

- **Gorillas** by: Seymour Simon
- **Gorillas in Danger** by: Natalie Smith
Essential Questions:
1. 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 text?
2. How can I use all that I know about nonfiction reading and research to learn about a personal inquiry topic?

Enduring Understanding/Big Ideas:
1. Nonfiction is a powerful experience when I set goals, read to learn and share this new learning with others.
2. Reading nonfiction can be hard. Because of this, I will rely on new strategies, consider evidence and read closely.
3. The way the author has structured their work will impact how I read the information.

Priority Standards for unit:
- **5.R.1.A.a**: Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **5.R.3.A.c**: Read, infer, and draw conclusions to interpret factual or quantitative information
- **5.R.3.B.b**: Read, infer, and draw conclusions to analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

Supporting Standards for unit:
- **5.R.1.B.a**: Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context
- **5.R.1.B.b**: Develop an understanding of vocabulary by using context to determine meaning of unfamiliar or multiple-meaning words
- **5.R.1.B.c**: Develop an understanding of vocabulary by constructing analogies
- **5.R.1.B.d**: Develop an understanding of vocabulary by explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text
- **5.R.1.B.e**: Develop an understanding of vocabulary by identifying and using words and phrases that signal contrast, addition, and relationships
- **5.R.1.B.f**: Develop an understanding of vocabulary by using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, part of speech, meanings, and alternate word choices
- **5.R.1.B.g**: Develop an understanding of vocabulary by using conversational, general academic, and
domain-specific words and phrases

- **5.R.3.C.a:** Read, infer, and draw conclusions to explain the difference between a stated and implied purpose for an expository text
- **5.R.3.C.c:** Read, infer, and draw conclusions to analyze how the pattern of organization of a text influences the relationships

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
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</thead>
<tbody>
<tr>
<td>5.R.1.A.a</td>
<td>reading skills in response to text</td>
<td>develop and demonstrate</td>
<td>1</td>
<td>understand</td>
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<td></td>
<td>conclusions</td>
<td>drawing</td>
<td>2</td>
<td>create</td>
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<td>textual evidence to support analysis of</td>
<td>inferring by referencing</td>
<td>4</td>
<td>evaluate</td>
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<td>what the texts says explicitly as well as inferences drawn from the text</td>
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<tr>
<td>5.R.3.A.c</td>
<td>factual or quantitative information</td>
<td>read, infer, and draw conclusions to interpret</td>
<td>3</td>
<td>analyze</td>
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<tr>
<td>5.R.3.B.b</td>
<td>multiple accounts of the same event or topic</td>
<td>read, infer, and draw conclusions to analyze</td>
<td>4</td>
<td>analyze</td>
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<tr>
<td></td>
<td>important similarities and differences in the point of view they represent</td>
<td>noting</td>
<td>4</td>
<td>create</td>
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</tbody>
</table>

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>determine</td>
<td>main idea</td>
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<tr>
<td>summarize</td>
<td>key details</td>
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<tr>
<td>compare and contrast</td>
<td>summary</td>
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<td>describe</td>
<td>text structure</td>
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<td>identify</td>
<td>primary sources</td>
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<td>build</td>
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<td>conduct</td>
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<td>support</td>
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<td>investigation</td>
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<tr>
<td>synthesize</td>
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**Topic 1: Working With Text Complexity**

**Engaging Experience 1**

**Teaching Point:** “Today I want to teach you that readers don’t see with their eyes alone, but with their minds.
Reading *any* text well requires you to approach that text, knowing things that are apt to be important. That knowledge comes from knowing about the genre (in this case, nonfiction).”

**Suggested Length of Time:** 2 mini lessons

**Standards Addressed**
- **Priority:** N/A

**Detailed Description/Instructions:**

- **One way to think about this** is for readers to investigate their nonfiction lives. You might invite students to browse through the nonfiction library, encouraging them to look for books on topics about which they feel like an expert and placing those in their book baggies or boxes. Model for students that reading nonfiction is different than reading literature, “when we rev up our minds to read nonfiction, we don’t just preview by looking at what information we are going to learn but we also look at how that information is organized.” Consider generating the anchor chart, *Nonfiction Readers Know it Pays Off to Think About...*(see Schoology)

- **Another way to do this** is to have readers compare and contrast what they attend to when they read fiction and nonfiction texts. For example, in nonfiction, you might attend to the main idea and detail, the structure of the text, or how the parts of the text fit together. Use the article *Lessons of the Deep* (Amazing Octopus: Level 5) to demonstrate that readers approach nonfiction with a short list of things that are apt to be important, reading with extra alertness because of that short list.

**Engaging Experience 2**

**Teaching Point:** Today I want to teach you that when we read nonfiction, we are alert for places where something stands out or is surprising to us. A stance that says, “I will be surprised” will help you see information as more than facts; you will see it as information that is new to you.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** 5.R.3.A.c

**Detailed Description/Instructions:**

- **One way to do this** is to model for students places where you are surprised in your nonfiction reading. It is important to point out that surprising parts do not have to be huge facts or statistics, we can be surprised all the time as we read! You might show students how you would annotate those parts in the text with an exclamation point. These could be places where:
  - New information (“I didn’t know that!”)
  - Suspicious information (“Really? Is that true?”)
  - Clarifying information (“Oh! Now I get it!”)
  - A different perspective (“I hadn’t thought of it that way” or “How could anyone think that way?” or “This surprises me. Is there another way to see this?

Reflecting on this work, and how it impacted students thinking is important for this lesson. This lesson

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isn’t to find new facts, it’s to show students how reading with the question “What surprised me?” can shape their response to the text.

**Bloom’s Levels:** analyze

**Webb’s DOK:** 3

### Engaging Experience 3

**Teaching Point:** Today I want to teach you that readers think about how text tends to go, noticing how the author has chosen to structure the information.

**Suggested Length of Time:** 2 mini lessons

**Standards Addressed**

- Priority: 5.R.3.A.c

**Detailed Description/Instructions:**

**This should be a review, from work readers did in fourth grade. However, you might extend these lessons to refresh readers on how nonfiction tends to go.**

- **One way to do this is** to not only preview the text to see what it is about, but we also look at how that information is organized.” Using the text, *Gorillas in Danger*, model some of the structures used. The section headings -- *Losing Their Homes; Deadly Disease; Gorilla Rescue*-- these sections seem to show a problem/solution text structure. Also model how certain sections might have a different structure, and how readers remain open to revision of structures within a story.

- If you are using the *Ways Complex Nonfiction Gets Hard* anchor chart add the note, there are many complex/hybrid structures, subtopics may each be broken into multiple parts, and parts can shift in a structure.

- During the mid-point workshop teaching point consider examining complex structures at the sentence level. You could start comparing, “I went to the park” and “Late in the morning, after the rain stopped, I went quickly down the road and to the park, the one at the far end of my street where there is a giant baseball field.” then send students to look at their sentences and find and discuss complex sentences. Then add the note, Sentences are longer & may deliver more information. To the *Ways Complex Fiction Gets Hard* anchor chart.

<table>
<thead>
<tr>
<th>Text Structure</th>
<th>Keywords to Look for in Text:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comparison</td>
<td>“Just like…”, “Different than…”, “Alike…”, “Both…”</td>
</tr>
<tr>
<td>Cause/Effect</td>
<td>“As a result…”, “Because of…”, “This brought about…”, “The effect of this was…”, “This changed…”, “Therefore…”</td>
</tr>
<tr>
<td>Chronological</td>
<td>“First,” “Second”, “Next,” “Afterwards”, “Years Later”</td>
</tr>
</tbody>
</table>

You might guide students to consider questions like,

- What best describes the main text structure of the entire article?
Why does the author start/end the article with a question, quote, etc.?
What best describes the text structure used to connect the events told in this text?

**Bloom’s Levels:** analyze
**Webb’s DOK:** 3

**Engaging Experience 4**

**Teaching Point:** Today I want to lead you through an investigation of how nonfiction gets more complex. Together, we will identify how nonfiction gets more difficult based on the level of the text.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed:**
- **Priority:** 5.R.1.A.a, 5.R.3.A.c

**Detailed Description/Instructions:**
- **One way to do this is** to provide students with all levels of The Amazing Octopus articles, (which can be found on coaches’ corner). In groups, have students discuss the ways that the articles are getting more complex. For example, there might be several main ideas, the headings may not match the information given, or there may not be headings, the text may vary in structure, the vocabulary may be technical or complex, or the sentences in a passage may be longer. Use today to get readers thinking about how nonfiction gets more complex.
- **Another way to do this is** to have students explore articles on NEWSela, moving through Lexile levels with groups and exploring how the articles become more complex.
  *Consider starting the anchor chart Ways Complex Nonfiction Gets Hard (see Schoology). You could add the subheadings and several main ideas notes today. During reflection ask students to examine the read-aloud test to determine how main ideas work with the text and add the central ideas and main ideas are implicit.
  *Consider pulling a small group to teach a lesson using the anchor chart, Texts Teach Multiple Main Ideas (see Schoology).

**Bloom’s Levels:** understand, analyze, evaluate, create
**Webb’s DOK:** 1,2,3,4

**Engaging Experience 5**

**Teaching Point:** Today, let’s explore one way nonfiction text gets complex: main idea. Let’s study a text to figure out answers to the question: In what ways does main idea become more complex?

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** 5.R.1.A.a, 5.R.3.A.c

**Detailed Description/Instructions:**
- **One way to do this is** to read aloud a text where the main idea is explicit. Discuss with students how main idea *used* to work like this. Readers could read any section of text and quickly determine what the main idea was. But that’s not the case as text becomes more complex! And when text becomes complex, we can’t rely on the old ways of reading text to help, we have to learn new strategies to help determine the main idea. Then, read aloud a text where the main idea is hidden. As you are reading, coach students to notice the ways the author is teaching about the main idea, and give them time to discuss their thoughts about what they are seeing. They might notice that the headings or subheadings aren’t helping, there are several main ideas, or the central ideas or main ideas are implicit.
Another way to do this is to have students think about the question, “What did the author think I already knew?” Asking this question when we become confused can help us begin to identify what other information we need in order for the piece to make sense. For example, if an article is talking about the way something works, and is describing something, it might help us to see a picture of what the author is describing to help us make sense of the words. For example, seeing the octopus’ siphon, or a diagram of an octopus can help us visualize how the octopus might defend itself.

During the mid-workshop teaching point consider using the anchor chart, To Teach Well… (see Schoology)

Bloom’s Levels: understand, analyze, evaluate, create
Webb’s DOK: 1, 2, 3, 4

Engaging Experience 6
Teaching Point: Readers, today I want to teach you that once readers know how a nonfiction text is complex when it comes to main ideas, they can develop a toolkit of strategies to support them in determining the main idea.

Suggested Length of Time: 1 mini lesson
Standards Addressed
Detailed Description/Instructions:
- One way to do this is to teach students that it can be helpful to chunk text into parts and then to pause after each part to say, “What does this chunk seem to be about?” After that, you read on through another chunk, and do the same pausing. After a bit you think about how the chunks fit together. You can model this work with a video clip, such as a public service announcement, and show how videos too can have multiple main ideas. Model this by pausing the video after a chunk to think about what the video was trying to teach. Readers can go off and do this work with their longer nonfiction pieces, reading to be aware of how chunks of text can be about different ideas. They are no longer taking the text line by line, but stopping to think after a meaningful chunk of text.
- Another way to do this is to teach a lesson using the anchor chart, Texts Teach Multiple Main Ideas and modeling this work with your class read aloud.

Bloom’s Levels: understand, evaluate, analyze, create
Webb’s DOK: 1, 2, 3, 4

Engaging Experience 7
Teaching Point: Today I want to teach you that readers can’t always rely on headings to give the gist of what the next part will be about. Sometimes nonfiction does not have headings, and we have to use all we know about complex nonfiction to help figure out what the text is saying.

Suggested Length of Time: 1 mini lesson
Standards Addressed
Detailed Description/Instructions:
- One way to do this is instead of memorizing all the information, creating larger categories for information helps us organize our learning. We sort the bits of information under bigger points. It is
almost as if, as we read, we write headings for the texts that don’t have any. You may model this with Seymour Simon’s Gorillas considering how you create headings for the text.

- **Another way to do this is** that readers can be on the lookout for a “pop-out sentence” as they read, knowing that often one sentence summarizes the content of a paragraph or a passage.
- **Another way to do this is** that when readers read, they push themselves to think about how new information fits with what the text has taught them so far. They read, pausing to ask themselves “What is the big thing this part teaches me? How does this fit with what’s been said so far?”
- **Another way to do this is** noticing that readers identify key details first. They pay attention to what important details they are learning and then ask, “What big idea are these details trying to support? To help them do this work, readers might mentally or physically cut up an article and study the different parts to ask themselves what those parts add up to show. (____+____=?)

You might also introduce the following questions that students can ask themselves to support this work:

- How would you summarize this (paragraph, section, part) of the text?
- What are the main ideas of this entire text?
- Which detail would be most important to include in a summary of the text?
- What is a main idea of the first three paragraphs of this text? The final section?

**Bloom’s Levels:** understand, analyze, evaluate, create

**Webb’s DOK:** 1, 2, 3, 4

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**Engaging Experience 8**

**Teaching Point:** Today I want to teach you that as nonfiction texts become more complex, the vocabulary the author uses becomes hard and technical, and the clues that help readers figure out what the words mean are often hidden. When this happens, you have to search for clues all around the word to determine what it might mean.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** 5.R.1.A.a, 5.R.3.A.c

**Detailed Description/Instructions:**

- **One way to do this is** to discuss the importance of context clues. Using The Amazing Octopus levels 2, 4 and 6, study how the author teaches us what a predator is. In level 2, the author comes right out and tells us what a predator is. In level 4, the vocabulary demands become increasingly complex. In level 6, the author uses an example, and readers need to visualize in order to determine what predator means. Use today to discuss other strategies for using context clues, such as thinking if it is a positive or negative word, visualization, or what type of word it is.

- Consider generating the anchor chart Figuring Out the Meaning of Unknown Words (see Schoology).

**Bloom’s Levels:** understand, analyze, evaluate, create

**Webb’s DOK:** 1, 2, 3, 4

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**Engaging Experience 9**

**Teaching Point:** Today we will do an inquiry and ask, ‘How often does it really pay off to push ourselves to look inside words when they are tricky?’

**Suggested Length of Time:** 1 mini lesson

**Standards addressed**

Detailed Description/Instructions

- **One way to do this is** to have students study on paragraph of text. For example, students might look closely at the fourth paragraph of the level 5 text of *The Amazing Octopus*. Have students circle any unknown words, then, coach them to look in words to determine their meaning. Students should be thinking about how often it really pays off to chunk words, find a root word, or to look at prefixes and suffixes to determine a word's meaning. Caution students that it is equally important to look around words, and channel them to return to the same words they have studied, this time looking at context clues.

**Bloom’s Levels:** understand, analyze, evaluate, create

**Webb’s DOK:** 1, 2, 3, 4

**Engaging Experience 10**

**Teaching Point:** Today I want to teach you that when we read nonfiction, we are reading to learn. Learning is more than memorizing, it involves changing the way we think about an issue or an idea. Asking the question, “What challenged, changed, or confirmed what I already knew?” allows us to comprehend nonfiction on a deeper level, and figure out how this new knowledge fits in with the knowledge we already had.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**


**Detailed Description/Instructions:**

- **One way to do this is** to have students reflect on what it’s like to try a brand new food. If you are always not willing to try a new food, you will never have known if you liked it! That willingness to have an open mind about things is true of much in life, including the things we learn about as we read. In fact, when you read nonfiction wondering “What challenged, changed, or confirmed what I already knew?” you’ll discover that you’re reading that nonfiction more carefully and attentively. Show students how you might do this with your read aloud. Look for a place in the text that challenges what you thought you knew about the subject already, and model for students how you would continue reading in order to figure out if you were correct or not. This strategy slows down you reading, so showcase that too! When reading complex non-fiction, is important to slow down you reading to truly understand what the text is saying.

**Bloom’s Levels:** understand, analyze, evaluate, create

**Webb’s DOK:** 1, 2, 3, 4

**Engaging Experience 11**

**Teaching Point:** Today I want to teach you that as texts get more complex, readers must study and consider the structure of those texts, noticing the overall structure and how chunks of text are built.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**


**Detailed Description/Instructions:**

- **One way to do this is** to notice the deliberate choices the authors are making. Authors use different methods to connect the ideas, events, and concepts in their texts. Each author makes the choices that are...
best for his/her purpose. Paying attention to what structures they have chosen to use can help readers to figure out the author’s purpose for writing the text. In addition, thinking about who the author is can help a reader understand why the text was developed. To model this, use a section of Gorillas by Seymour Simon and the article Gorillas in Danger by Natalie Smith. Let students discuss what the author wanted the reader to know in each section and how the structure chosen helped to make the purpose clear. Let today be a day about understanding that sometimes authors switch structures within a text. This makes the text more complex!

And now, they might ask:

- What does each author want us to know? How does the structure help the author to present that information?
- Who is our author? How does knowing their background influence how the story was written? Is there bias? If so, by whom?
- What structure has each author chosen? Why might they have used these different structures?
- What facts did the authors bring forward? For example, if it’s a “descriptive text” rather than “cause and effect” why was that particular structure chosen? How does it achieve their literary purpose?

**Bloom’s Levels:** understand, evaluate, analyze, create  
**Webb’s DOK:** 1, 2, 3, 4

**Engaging Experience 12**

**Teaching Point:** Today I want to teach you that nonfiction readers slow down for numbers when a text gets complex. When nonfiction readers get to a number, it is helpful to stop and think, “How is this number being used?” and then try to see what the fact with the number is trying to teach you.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** 5.R.1.A.a, 5.R.3.A.c

**Detailed Description/Instructions**

- **One way to do this** is to teach students that sometimes when reading, we have to switch our reading brain to our math brain. This is especially true in nonfiction, when an author is giving us facts or statistics. Remind students that nonfiction authors include numbers to teach us about all kinds of things including size, scale, distance, quantity, age, dates, and more. While it may seem easy to just breeze past the information, the author put it there for an important reason so we should slow down to try to understand it. The following prompts may help students do this work:
  - How is the number being used (length, weight, size number of years, etc.)?
  - What do you picture in your mind?
  - Draw a sketch
  - How does that number help you understand the fact?
  - What other thing you know uses that same number for size (or weight or length?)

**Bloom’s Levels:** understand, evaluate, analyze, create  
**Webb’s DOK:** 1, 2, 3, 4

**Engaging Experience 13**

**Teaching Point:** Readers monitor their own comprehension, and when they notice their comprehension
breaking down, they rely on a toolkit of strategies to help get themselves unstuck.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** 5.R.1.A.a, 5.R.3.A.c

**Detailed Description/Instructions:**
- **One way to do this** is to distribute complexity cards, which can be found on Coaches Corner. Using level 6 of *The Amazing Octopus*, show students how you would lay down a complexity card solution within this passage. For example, you can show readers a part where the text is dense, with lots of details, and pair that section with the solution of stopping frequently to summarize that chunk of text. You’ll want to pause early in the text, before the text feels confusing, so you can model how when the text does make sense, you continue reading along without turning to a tool for support. This helps students understand that they only need to turn to their text complexity cards when comprehension starts to break down.

**Bloom’s Levels:** understand, analyze, evaluate, create

**Webb’s DOK:** 1, 2, 3, 4

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**Engaging Experience 14**

**Teaching Point:** Today I want to teach you that readers need to be aware of who their authors are. Knowing who is writing a piece allows you to think about any bias an author might have, and how that bias affects their writing.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Detailed Description/Instruction**
- **One way to do this** is to research your author, or the people being interviewed in an article. Model how you would do this by reading a bio of an author. The following prompts can guide this work for students today.
  - What do you know about the author? Are they an expert?
  - What does the author's background tell you about any potential bias?
  - Think about the facts. Why do you think the author included what he or she did?
  - Do you see any opinion words?
  - What’s the slant?
  - Which facts go with that slant?
  - Do you trust the author of this text? Would you need more research?

**Bloom’s Levels:** understand, analyze, evaluate, create

**Webb’s DOK:** 1, 2, 3, 4

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**Engaging Experience 15**

**Teaching Point:** Today I want to teach you that when readers summarize complex nonfiction texts, they craft short versions of a text. These summaries tend to include the author’s main ideas, how those main ideas relate to each other, and the key supportive details.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

Detailed Description/Instructions

- **One way to do this is** to model for students how main ideas go together, and relate to each other. You may model this with your read aloud, having partnerships pick out multiple main ideas. You could go back to your work in Engaging Experience 5. Coach students to begin thinking about how the main ideas relate to each other. It is important to keep your author in mind, too! As you model for students this shared writing summary, show them how you might put the author's name into the summary. We mention the author because they are the one who made all the decisions, and they made them for a reason. Fifth-graders are expected to sort and rank supporting details in a way that allows them to choose the best supporting details to make each point, so talk through this process with students. It is not reasonable to include every detail into a summary after all!

**Bloom’s Levels:** understand, analyze, evaluate, create

**Webb’s DOK:** 2, 3

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**Topic 2: Applying Knowledge About Nonfiction Reading to Personal Inquiry Projects**

**For this bend, model the work of a researcher through your own topic. Prior to the bend, think about your topic and find research to use as you model this work with readers. It also might help to have students begin thinking about the topic they want to research prior to the beginning of this unit. Having the get started on the work of a researcher, will allow them to use their independent time in a more focused way.**

**Engaging Experience 16**

**Teaching Point:** Today I want to teach you how to choose a topic for personal inquiry

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- Priority: N/A

**Detailed Description/Instructions:**

- **One way to do this is** to think about your personal interests. Readers can brainstorm ideas that could provide possible topics to research. Have students think about the following questions: What do you care about? What moves you? What bothers you? What do you wonder? What are you passionate about? From the list, have students select their personal inquiry projects, making note of student selections to help guide their research.

During the share of this lesson consider generating the anchor chart To Pursue Deep Research Questions... (see Schoology) and model the possibilities for research around your class demo topic.

**Bloom’s Levels:** N/A

**Webb’s DOK:** N/A

**Engaging Experience 17**

**Teaching Point:** Today I want to teach you the importance of a research plan. Before you start learning
everything there is to know about your topic, it’s helpful to get the big picture of how your time will be spent in your research.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** N/A

**Detailed Description/Instructions:**

- **One way to do this is to** have students take some time to look for books, articles, websites, and videos that will help you with your research. Is there someone you could interview? Do you have a friend who is an expert on your topic? A family member or neighbor who could help? Is there someone at school you could turn to? Is there a pace where you could go to learn more about your topic? Is there a museum you could visit? Something you could observe? Once I have many different options I’ll need to think through how I’ll accomplish the different tasks. For example, when would I conduct my interviews? Is the expert I want to talk to available? How would I reach them? Model how you would do this planning on a page in your reader's notebook.

**Bloom’s Levels:** N/A

**Webb’s DOK:** N/A

**Engaging Experience 18**

**Teaching Point:** Today I want to teach you one reason researchers do primary research is to learn as much as they can about their topic. By studying your primary research, you can discover patterns and determine main ideas that are significant to your topic.

**Suggested Length of Time:** 3 mini lessons

**Standards Addressed**


**Detailed Description/Instructions:**

- **One way to do this is to** do some hands on research. You might write down some interview questions, then call or email an expert to learn more. You might design a survey on your topic, or do some observations. Research can take many forms!

- **Another way to do this is to** show students how you pick out important information and take notes on your research. Keeping their topic in mind, introduce students to note taking strategies such as timelines, boxes and bullets, idea mapping, or organizing information into categories. Students will delve into research, evaluating resources as they go.

  **As your students embark on this work, it is important to help students find sources if needed. Also, make note of the strategies your students are using. Do they jot the title and author of the book they are reading? Are they sticking to the plan they came up with as researchers?**

**Bloom’s Levels:** understand, analyze, evaluate, create

**Webb’s DOK:** 1, 2, 3, 4

**Engaging Experience 19**

**Teaching Point:** Today I want to teach you that readers write down critical information in their own words. Readers cannot just take the thoughts of others, but readers have to think about those facts, and determine how they fit in with the main ideas they are researching.

**Suggested Length of Time:** 1 mini lesson
Standards Addressed

Detailed Description/Instructions:
- One way to do this is to choose only what seems most important to write down, and to jot down that information in your own words, quickly, without full sentences. You might model this by showing students how you read a chunk of text then look up from the book and try to summarize what you read by listing the major points then come up with an idea those points support. It might also help to reference the work you did earlier in this unit with summarizing. You might then show students how you quickly jot down what you wrote and then decide on a heading for the points you have listed.
- Another way to do this is to teach students to paraphrase, asking students to read a section of the text, then close the text and turn and teach someone else what they just read. Students could practice this work several times, alternating between turning and teaching, and turning and recording what they just read. Of course, students can learn to check back in the text to be sure their facts and details are correct, but learning to write and teach with the book closed will dramatically decrease the number of students recopying the text directly.

Consider pulling a small group lesson and practicing writing with specific details and big ideas around a topic. Use Roy Peter Clark’s writing tool, Ladder of Abstraction (see Schoology for chart) to teach this lesson.

Bloom’s Levels: understand, analyze, evaluate, create

Webb’s DOK: 1, 2, 3, 4

Engaging Experience 20

Teaching Point: Today I want to teach you that readers come to texts differently once they have some expertise on their topic. You’ll come to texts with a knowledge of what’s important to know about your topic, the main ideas, and you read differently, and see more, because you have this knowledge in mind.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Detailed Description/Instructions:
- One way to do this is to let readers know their research up to this point will lead them to see more in texts than they would have before. Model how your knowledge of main ideas from your initial research leads you to approach a text differently, seeing more in the text because you know what’s important to pay attention to. Read a chunk of your read aloud, and work with students to see information fitting in with one of the main ideas. Set readers up to reread their research notes, looking for additional main ideas that pop up across their notes.

Some questions you might have readers consider are:
- That fits with what I’m learning because…
- That’s different from what I read because…
- What you just said is making me realize that…
- Now I’m starting to have a new idea…

Bloom’s Levels: understand, analyze, create

Webb’s DOK: 1, 2, 3, 4

Engaging Experience 21
Teaching Point: Today I want to teach you that readers synthesize information across subtopics, both within a single text and across texts. When reading across texts, there are certain lenses we can carry with us to synthesize information.

Suggested Length of Time: 2 mini lessons

Standards Addressed

Detailed Description/Instructions:

- **One way to do this** is to notice how parts of the text work together and determine why one part of the texts is important to the rest of the text or the rest of the topic. As readers synthesize, they can develop new theories about their topic they hadn’t considered. Readers can ask themselves, “What do these have in common? What is different about these ideas? and then use the answers to create a new theory.

- **Another way to do this** is to consider the type of text that you are reading. When reading a scientific or technical text, you might synthesize information with reading lenses in mind. For example:

  What: Parts
  
  What are the parts of the topic?  
  Are any of the parts especially important?  
  How do the parts impact one another?

  Why: Consequences
  
  What changes in this text (people, ideas, numbers, animals, and so on?)
  What do those changes reveal?
  What are the successes? Challenges?
  What are the results of these events?

Bloom’s Levels: understand, analyze, evaluate, create
Webb’s DOK: 1, 2, 3, 4

Engaging Experience 22

Teaching Point: Today I want to teach you that informational readers *write* to understand what they are learning as they read. Specifically, you can angle your writing so that it better explains the information.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Detailed Description/Instructions:

- **One way to do this** is to involve the class in thinking along with you as you demonstrate how you might use writing about reading to better explain parts of the class read-aloud to yourself. Model which parts are worth focusing on, asking yourself, “What is this part really trying to get me to understand?” Deliberately model revising your thinking about how to use writing about reading. Recruit students to help you revise your writing about reading with your main ideas in mind. You might make a chart in your notebook highlighting the main ideas in your research, showing how each piece or research, or text fits in with those main ideas. As students work today, you might remind them that their notebook should be a helpful tool to them. It should help you to hold onto information you have read and *think* more about it. It should help you take information apart, study those parts, and then explain what you have learned in ways that are meaningful to you.

Bloom’s Levels: understand, analyze, evaluate, create
Engaging Experience 23

Teaching Point: Today I want to teach you that as researchers investigate a topic, they often encounter multiple subtopics hidden inside their topic. You read on with those subtopics in mind, notice when multiple texts teach about the same subtopic and ask, “How do these parts fit together? Why is that part important?”

Suggested Length of Time: 1 mini lesson

Standards Addressed

Detailed Description/Instructions:
- **One way to do this is to** have students reflect on the subtopics they have so far. Tell students that synthesizing across subtopics is a step-by-step process, and let them know you’ll be going through these steps together. Show the following chart with steps to students:

  1. Demonstrate for students how you look back over your research and identify a subtopic you want to study further. Read a section of an article with information about your subtopic, learning all you can about that subtopic. Then, read a new text, and rally students to consider how the information they are learning in the new text could fit with what they read about the subtopic in the first text. Model doing what students will predictably do when they read with subtopics in mind. Demonstrate how you reread the text, digging deeper to notice connections.

Bloom’s Levels: understand, analyze, evaluate, create

Webb’s DOK: 1, 2, 3, 4

Engaging Experience 24

Teaching Point: Today I want to teach you that as readers craft powerful writing about reading, they constantly move from big too small. You might start with a big idea -- your own or one of the author’s - and then you support that idea with the specifics from the text. Readers and writers constantly shift between these two places.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Detailed Description/Instructions:
- **One way to do this is** to have students highlight places where they may need to revise. Tell students that one way you can make your writing about reading particularly powerful is by including specific details. By this, I mean you can include facts, statistics, specific descriptions, and more that help capture your topic really specifically. You might project a student's notes, highlighting students using specific details. Have students reread their entries, noticing places where they included specific details, and do some quick revision of places where their details aren’t as specific. Highlight that good writing about reading also contains the reader’s big ideas and shows how the big ideas are connected to those details.

Bloom’s Levels: understand, analyze, evaluate, create

Webb’s DOK: 1, 2, 3, 4

Engaging Experience 25

Teaching Point: Today I want to teach you that after researchers read a few sources on a topic, they compare
and contrast those texts, noticing how they portray the topic in similar ways -- and how they are different. Then, they speculate about why authors made these craft and structure decisions, thinking, “Does this relate to the main ideas they’re teaching?”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Detailed Description/Instructions:**
- **One way to do this** is to compare and contrast what authors say and how they say it. They compare and contrast the central ideas authors teach, and they examine how those authors teach those central ideas. They also figure out the point of view of the author of that text and how he/she might be swaying you to think a certain way about the topic. With your research, model how different authors have presented similar information. Are these differences based on the bias of the authors? Is one more reliable than the other? How do you know?

**Bloom’s Levels:** understand, analyze, evaluate, create

**Webb’s DOK:** 1, 2, 3, 4

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**Engaging Experience 26**

**Teaching Point:** Today I want to teach you that readers don’t just think about the information in a text. They also figure out the perspective of the author of that text and how he or she might be swaying you to think a certain way about that topic, even when the author’s perspective isn’t explicit.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Detailed Description/Instructions:**
- **One way to do this** is to read a section of text with students, working to determine the author’s perspective on that topic. Your read aloud, or a Time for Kids article would be a good resource. Demonstrate how you analyze the author’s words and images to consider the author’s perspective on a topic. Try to include specific reasons or evidence to why you think the way you do about their perspective. Notice the word choices and image choices, and think about what the author included as well as didn’t include.

- **Another way to do this** is to consider the trustworthiness of sources. Model articles that contradict one another and show students that as readers, we have to decide which source we want to trust. What do we know about the authors? How can that help us determine who is a trustworthy source? See the anchor chart below:

**Bloom’s Levels:** understand, analyze, evaluate, create
Engaging Experience 27

Teaching Point: Today I want to teach you that when readers study a topic deeply, they allow the research they do to change the way they think and feel about their topic. You live differently because of the research you do.

Suggested Length of Time: 1 mini lesson

Standards Addressed

Priority: N/A

Detailed Description/Instructions:

- One way readers do this is to reflect on the work they have done over the last few weeks to think about how their research has changed their beliefs, or how the research has caused them to take action in their world.

Bloom’s Levels: N/A

Webb’s DOK: N/A

To Check if a Source is Trustworthy...

- Read the author’s biography and think about his/her background
- Check the copyright date
- Look at all the stuff at the back of the book
- Think about the balance of facts and opinions
- Figure out what website the information came from

Engaging Scenario

Engaging Scenario To celebrate the work of this unit, consider having your readers travel to parts of the building to share their work with others in the school. You might share with staff members, or other students in the building. Share who each group is presenting to, so the students can be sure their presentation is appropriate for the audience they are presenting to. For instance, if a group is presenting on book banning, their presentation would be different if they were presenting to the media specialist or a group of first graders.

Unit 4: Gem Unit – Recommitting to Reading

Subject: Reader’s Workshop
Grade: 5th Grade
Name of Unit: Gem Unit
Length of Unit: 2 weeks, January

This unit is a chance for you to reflect on and respond to the needs of the students. It is not intended to be taught in its entirety in a sequential order. These Teaching Points could be a whole group lesson, small group
### Stamina

If your students are struggling with...
- Staying focused while reading
- Attending to the reading in another genre (ex, non-fiction, fantasy, poetry, etc.)
- Sticking with one book over an extended period of time

*Note: If students are having trouble focusing on reading for an extended period of time, take some time to reflect on the amount of time students have to practice each day. The more students practice, the more they enjoy and develop confidence in reading and the more likely they are to read in their free time. Students who are struggling with stamina may, in fact, need more time to practice.*

### Selecting Books

If your students are struggling with...
- Selecting books that are readable for them
- Finding a new book to read
- Recognizing books they will enjoy reading
- Finding books they will read at a good pace

### Chronic Abandoning

If your students are struggling with...
- Finishing books
- Starting several books at once
- Having a new book each conference/status of the class
- Identifying books they have read they liked or enjoyed

### Book Talking: the “How” and the “Why”

If your students are struggling with...
- Finding books they like to read
- Enthusiasm for reading
- Breaking out of a reading rut
- Trying new types or genre of books
- Finding others who like to read what they do

### Gem Unit: A mini-unit to strengthen reading behaviors and habits

### Responding to Reading

If your students are struggling with...
- Remembering what they were thinking as they read or tracking literal information from the book
- Articulating ideas in writing at the same depth as when orally expressing their thinking of a text
- Composing superficial responses to reading, while all other writing abilities are strong (as evidenced by story writing, essay writing, or informational writing)

### Tracking Reading Growth

If your students are struggling with...
- Setting authentic reading goals
- Expecting the best of themselves during reading
- Using their reading time well
- Reflection
- Reading different genre or breaking out of a series

### Variety and Text Choice

If your students are struggling with...
- Reading the same genre repeatedly
- Being “stuck” in a series
- Having variety in either the type of text or the level of difficulty

### Modeling a Passion for Reading

If your students are struggling with...
- Having a reading identity

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Board Approved: June 7, 2018
Teaching Point: Readers, I want to teach you that the best way to become a stronger reader is to read. Only we are in charge of how our reading goes.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this** is to have a discussion about “real reading” and “fake reading.” Model the differences between these two in your discussion. Show what it looks like to be disengaged, distracted, or unfocused with your reading. Name what you did. Now, change your body and mind to show what it looks like to be focused and engaged. Stop and jot-- what are the differences between the two? What will students plan to do to ensure that they are practicing “real reading?” It might be helpful to share your own reading habits. For example, it might be harder for you to stay focused on nonfiction, so you have to push yourself to concentrate for an extended period of time with this genre.

- **Another way to do this** is to set timed goals for students. Start small, asking for students to read for a short period of time, maybe just a few minutes initially. As students are reading, resist formal conferences, and monitor the focus level of students. If you are seeing students become distracted or disengaged, stop the time and reconvene as a class. Use this as a teaching point, rather than a punishment. What happened? What can we do when we try again? What caused us to get distracted? Then, make time to start again the next day, gradually extending the time when students successfully read without becoming distracted. You might track this time as a class, trying to extend the time more and more each day.

- **Another way to do this** is to set page goals at the start of a chunk of reading time. Students might look back at their reading log and think, “how many pages can I read before becoming distracted?” Have students use sticky notes to mark places where they can take a short break, and reflect upon whether they were focused and engaged. At first, it might just be a couple pages, but then students can gradually extend the page numbers as their stamina increases.

- **Another way to do this** is to have students determine their reading rate. Readers need to monitor how fast we read -- sometimes we read too fast, sometimes too slow, and sometimes at the perfect pace. We can check this by checking our page per minute (ppm) rate and paying attention to how much we are stopping to check our comprehension. Then, we can set goals; do we need to read faster or slower? Do we need to jot more often or less often? To do this, set a time for 10 minutes, and have students note the page they start on. At the end of 10 minutes have them track how many pages they read in that time period. Then, they can reflect on this amount. Is it reasonable? How long would it take me to finish the book I am currently reading based on my ppm rate? Does that goal seem attainable?

- **Another way to do this** is to track your stamina on a stamina chart. This strategy might help students to visualize their reading capabilities. Don’t let this tracking be something that is tracked because we have to ‘muscle through’ it, but rather, that reading is enjoyable. Comparing this tracking to your own tracking of fitness, or running for example, can allow students to see that although reading is hard work, it is worthwhile to set goals for ourselves.

- **Another way to do this** is to have students decide what they want to work on and what they want to pay attention to as they read. Have students set stopping points, and decide what they’ll do when they stop. Place sticky notes in your book that will serve as a reminder to stop and practice the work you’ll do that connects to your goal. The following prompts give students an idea of what to focus on:
  - What’s your goal?
  - How often do you think you need to stop? What are your plans when you do stop?
  - When you stop, what will you do? Jot? Stop and think? Stop and sketch? What will that look like?
  - Think about how often you’ll need to stop to stay focused?
Let’s look at how this book is organized. Now think about your goal? Where do you think it makes sense to stop?

- **Another way to do this** is to realize that sometimes, part of being engaged is just deciding to be. If you approach a book or genre thinking, “this isn’t for me,” then it’s like you’re switching your brain off from the start. Instead, try to read it like the words are beautiful or what you’re learning about is interesting. Notice how your attention changes.

## Selecting Books

**Teaching Point:** Readers select books that are appropriate for them and that they will enjoy.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** introduce your students to resources to help them find the next book they’ll be successful with. You may use websites such as Amazon, Goodreads, and BiblioNasium. Show students how to type in a book they remember loving and see what recommendations pop up. You may also model how to read the reviews and summaries while thinking about what they like about books to see if any of the ones suggested are a good fit. Some prompts you may use are:
  - Which book do you remember loving? Type that one into the website.
  - Read the summary before you decide.
  - Think about what it is you liked about this book. Which of these suggestions seem to also have that quality?

- **Another way to do this is to** model for students how choosing a just-right book means more than choosing a book based on level. Instead of going to the library saying, “I’m a _____ (level),” go to the library saying “I’m a reader who enjoys _____(description of your book interests).” Think, “Where would I find books that fit who I am as a reader?”
  - You may wish to create a questionnaire that they can fill out. Some questions you may ask are:
    - Tell me about the books you've loved. What do they have in common?
    - If you were going to ask a friend for a recommendation, what would you tell them to help them suggest the right book?
    - What do you like outside of reading that you think might help you find a good book?
    - Tell me what series, authors, or genres you think you most enjoy.
    - Where do you think you could go to find books like that?
    - What genres of books have you never read before? Why have you never read this genre?

- **Another way to do this is to** point out how readers reflect on the past and plan for the future. You may choose to say something like “It can be hard selecting books from just the cover and the blurb. Chances are good that some books you’ve picked in the past turned out to be not such great fits for you and that others were fabulous. One way to tell how focused you were while you were reading is to look at your reading rate. When you divide the pages by the minutes you get a page-per-minute (ppm) rate. It should be about .75, or three-quarters of a page per minute. Much slower and it might be showing that you’re getting distracted while you were reading. See if you can tell what these books have in common--a theme? A character type? A topic? A genre? Then, browse books with that in mind, and/or ask for help from me, or your friends, asking what might fit that same profile. You can also look over your log to notice the patterns around how often you read and where you read. You can use what you notice to make resolutions about future habits.”

- **Another way to do this is to** focus on whether or not the text engages the reader. You may wish to model how you read the first page of a book. Notice whether you feel like the book grabbed you and if
you were eager to read the rest of the book. Ask yourself, “Can I see the story or topic? Do I care to find out what comes next?” If so, the book may be a good fit. Some prompts you may use for this work are:
- How do you feel after the first page?
- What grabs you here?
- Tell me what you picture after reading that first bit.
- Tell me why you’d like to keep reading.
- What makes you want to read on?
- Do you feel like you were focused on that whole page?

Chronic Abandoning

*Note: Many times students who are chronically abandoning books are struggling to select books that are a good fit for them in the first place. Some of the lessons from Selecting Books, may also be needed during this unit.

**Teaching Point:** Readers I want to teach you that sometimes books just don’t fit us. That is absolutely ok! It is our job to figure out what books make us want to read, what books don’t, and what to do about this.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**
- **One way to do this is to** let students know that even adults abandon books. Abandoning a book does not equate to failure. What we have to watch out for is making sure we aren’t abandoning (or half reading) every book we pick up. Create an anchor chart encouraging students to share out reasons that they might abandon a book.

Sometimes we let books go when they are...
- Too easy
- Too difficult
- Not interesting
- Too confusing
- About a topic you don’t particularly enjoy
- Not what you expected
- Slow moving and hard to get into
- Don’t like the characters
- Disappointing sequel
- Not interested in the genre
- Too long and you lose interest
- Doesn’t feel like the story is going anywhere
- Poor writing style

Remind students that just because we “quit” a book one time, does not mean that we are never going to read it again. It is ok to give books a second chance. Encourage students to help you brainstorm reasons, from the anchor chart, that might lead you to giving a book a second chance. (Ex. This book was too hard the first time I read it, but now I feel much stronger as a reader and
would like to try it again.)

- **Another way to do this** is to help students understand that sometimes we have to give books a little more time to decide if they are worth reading. Ask students to share out a book that it took awhile for them to get into. Ask them what made them stick reading it. Tell students that as readers sometimes we have to give books a chance, it can take more than just the first few pages for a story to get good. Encourage students to set a personal standard for how long they will give a book before they give it up. (ex. 50 pages, 2 chapters, etc.)

- **Another way to do this is to** have student create an “I read because…” page in their Reader’s Notebooks. Model for students that there are many different reasons people read. Have students fill this page with all of the reasons that they read. Use this as an anchor point during these lessons. Make notice of students who struggle to think of reasons they read. This will be a great segue for deciding which students would benefit from conferring or small group talk about this.

- **Another way to do this** is to tell students you are getting ready to let them know you are getting ready to let them in on a secret. Share with students that sometimes you read a book and you realize after a little while...that you just don’t like it. Remind them that if we are reading a lot of books that will happen from time to time. However, as readers we have to give books a reasonable chance, before we hop on to the next text. Talk to students about a book you read that you realized just wasn’t a book you liked. How many pages did you read? What let you know it wasn’t a good fit for you? How did you decide you were done reading it?

- **Another way to do this is to** use a strategy like Most & Least Desirable Actions from The Reading Strategies Book by Jennifer Serravallo. Model for students what it looks like to be disengaged, distracted or unfocused while you’re reading. You could even conduct your read aloud with these behaviors for effect. Ask students to name the actions you were showing, that showed that you weren’t interested. Now, change your body and mind to show what it looks like to be focused and engaged, you might even ask students to guide you through the changes they should make. Ask students to go out into the classroom and model for you unengaged reading. Ask students to model for you engaged reading. Spend workshop checking in with students about what things help them stay engaged. (The Reading Strategies Book p. 56)

- **Another way to do this is to** remind students that as the school year goes on sometimes we change and grow. It is important that we check in with ourselves to make sure that we are making decisions based on what we know about ourselves. Model for students how you might think about yourself as a reader and the things that have changed for you over the year. Give students a Reading Interest Inventory/Reading-Interest-Alyzer (found in coaches’ corner) use these inventories to guide small group and conferring conversations, as we work to help students identify the things they want to read about.

- **Another way to do this is to use** a strategy like Choose Books with Your Identity in Mind from The Reading Strategies Book by Jennifer Serravallo. Model for students that choosing a just-right book means more than choosing a book based on the reading level. Instead of going to the library and saying, “I’m a -----level reader.” go to the library saying “I’m a reader who enjoys…..type of books.” Think, “Where would I find books that fit who I am as reader?” You might then say to your students. Sometimes in this classroom I hear kids who worry about reading books that are their reading level. Parents do it too. Sometimes I even hear teachers refer to kids that way. But I have to tell you that books have levels, readers don’t have levels. A better way to describe yourself as a reader is based on the kinds of books that interest you-series, genres, authors, topics, themes, characters. Today, instead of saying you’re a level..., I want you to stop and reflect about the kind of books you love, using a few questions I am going to put on the board. I want us to start thinking about how we might use this information to label ourselves as readers.
  - On the board you may put some of these questions:
Tell me about the books you’ve loved. What do they have in common?

If you were going to ask a friend for a recommendation, what would you tell them to help them suggest the right book?

What do you like outside of reading that you think might help you find a good book?

Based on what you like to do, what kinds of books do you think you’d want to read?

Tell me what series, authors, or genres you think you most enjoy.

Where in our classroom library do you think you could go to find books like that?

(The Reading Strategies Book p. 63)

Another way to do this is to use a strategy like Choose Like Books for a Best Fit from The Reading Strategies Book by Jennifer Serravallo. Share with students that sometimes when we are abandoning books it is because we aren’t picking the kinds of books we like to read. Remind students that readers can turn to resources to help them find the next book they’ll read. We can help our classmates by being resources to each other. First we are going to think about the books we most remember loving. Which books are those? Type one title that the teacher or student brainstormed into Amazon, Goodreads or BiblioNasium, see what recommendations pop up. Ask students to think about why these books were suggested as being similar to the one typed in. Encourage students to use their own reading experiences to make recommendations as well. Ex. I liked reading Wonder, I also liked reading Because of Mr. Terupt, because it had a similar structure. I know that Encourage students to create a Liked…? Try… poster to share out books they have liked and other books that are similar.

(The Reading Strategies Book p. 62)

Another way to do this is to use a strategy like Rereading to get back in your book from The Reading Strategies Book by Jennifer Serravallo. Sometimes we start to quit on a book because it begins to get too hard, too challenging or too confusing. One way to help yourself get back on track is to stop and notice where you attention started to drift. Go back to the last thing you remember not just reading, but really understanding. Did you notice yourself getting distracted there? What are some things that we can do? Rereading is one way of going back and making sure that the words we are reading have meaning.

(The Reading Strategies Book p. 50)

**Teaching Point:** Readers share book recommendations with other readers about books they love, and they listen to the recommendations of others for ideas of what to read in the future.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** set aside time for book talks. If you started the year with book talks, but they have fizzled for lack of time, this is the moment to reignite the practice. Or, if you haven’t done book talks with your students, start now. Share with students that the purpose of a book talk isn’t to
summarize the book. A book talk is also not something you as the teacher would use to assess a student’s reading completion or comprehension. A book talk is to persuade other readers to read a book you feel passionate about! Model a book talk from the classroom library. Model your enthusiasm for the experience of reading the book as well as a brief explanation of the setting, character, and the main problem, but don’t give away the climax or end of the story. Compare and contrast your book to other books students may have read. For instance, if you are book talking the book *Upside-Down Magic* by Sarah Mlynowski, you might say that like Harry Potter, the main character has magical powers and goes to a special school to learn how to use them. Unlike Harry Potter, this book is shorter, more comical, and about a character whose magical abilities have troubles. End by saying something like, “if you like books that are . . . then you’ll love this book.” For instance, with *Upside-Down Magic*, you might say, “if you like books that tell school stories, have a character who is less than perfect, and are funny too, then you’ll love this book.”

- **Another way to do this is to** introduce book commercials. Book commercials are like book talks, but the focus is on something short, and the idea is to have a commercial pop up here and there, rather than a lot of book talks all at once. When teaching the book commercial, focus on what the student should say and shouldn’t say. Teach the term, “spoiler.” A commercial should be focused on creating enthusiastic persuasion for others to read a book without giving too much away. Model using the teasers and language from the backs of books. After a student has presented a commercial, allow them to ask for the opinions of any other students who have read the book. Students can raise their hands, and the presenter can call on them. This will give students a chance to agree or disagree respectfully with the presenter and will lend an informal, conversational tone to the book commercial time. Students listening to the commercial should record titles that sound interesting to them on a “Books to Read” page in their reader’s notebook.

- **Another way to do this is to** teach students to write book reviews. You can share with students that adult readers who love to read often get ideas of what to read by reading book reviews in magazines like *Booklist, The New York Times Magazine, The New York Review of Books*, and on websites like Amazon and Goodreads. Your students can share their book reviews on a class blog, through Google Classroom, or they can type and print them, cut them out and share them on a review bulletin board or other area of the classroom. Another idea would be to showcase book club books in holders or along your whiteboard ledge and have students who read those books write reviews and hang them around the book. Students shopping for their next book can read the reviews and pick up a copy of the book if they are interested. When writing the reviews, have students use the backs of books as mentor texts for their writing. Create a class anchor chart with things the students noticed from these mentor texts. A class anchor chart created by Donalyn Miller’s students and shared in *The Book Whisperer* has these criteria (p. 138):
  - Quotes from the book
  - Quotes from famous writers and reviews
  - Cliffhanger questions
  - Personal reactions and opinions
  - Awards the book and author have won
  - Recommended reading age
  - Other books by the same author
  - Comparisons with other books

- **Another way to do this is to** hold reading clubs. These reading clubs will differ from book clubs, because their goal is not to read a certain book together but rather to discuss the reading each student has been doing lately. Group students who have similar reading levels and interests and allow them to share
the books they have read with each other. Have these students give book commercials or share reviews with each other as well as informally discuss books they have finished reading this year. Have students list ideas for future reading on a “Books to Read” page in their reader’s notebooks during the club meeting. Also consider holding reading clubs on several days, each day with a different configuration of students in each club so that each student has the opportunity to talk with multiple readers.

Responding to Reading

**Teaching Point:** Readers use writing to help them remember important events from a text and their own reactions while reading.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** show students how stopping to jot can help readers monitor their comprehension, as well as remember the main details. Instruct students to place a sticky note on every 5th page of a text. (You may need to adjust the number of pages in between sticky notes based on a child’s reading ability and text complexity.) When students get to a page with a sticky, they should stop reading and write a sentence retelling who and what the prior 4 pages were about. Explain to students if they can’t recall who or what those prior pages were about this signals the reader to reread for understanding.

- **Another way to do this is to** remind children that jotting notes while reading has a number of benefits. For one, it makes our thinking visible and supports us when we have conversations about our reading. Using sticky notes allows us to refer immediately back to the text that sparked our thinking. However, as readers we must reflect on our notes and determine which notes are truly worth keeping. Model for students how to reread sticky notes, asking the following questions to determine what notes are worth keeping:
  - Does it help me understand my book?
  - Does it connect with my goal?
  - Will it help me talk to my teacher about my reading?
  - Will I use it to springboard conversation?
  - Will I use this note to write a longer entry about my reading?

Once you’ve selected the ideas you what to keep, show students how to organize them into your reading notebook with a title on the top of the page, and the sticky notes that go with that book on the rest of the page.

- **Another way to do this is to** explain to students that one of the best ways to understand what you read is to practice summarizing it. When you are forced to say just what is most important about a selection of text, you have to sort through all the details and just pick the most essential ones. This can be accomplished by sharing the five most important events, in the order they happened. Model how you do this by telling the 5 most important events across your five fingers for one of your recent read alouds. Then show students how they can take those sentences and write them down on a page of their Reader’s Notebook. (This might also be a good opportunity to teach students how the addition of transition words at the beginning of each sentence connects the ideas and creates a smoother sounding summary.) Through your discussion, guide them to notice you didn’t include every single detail, just the big events that move the story along. Possible prompts to use for this lesson include:
  - What happened first?
  - Was that the most important event that happened next?
○ You’re at the middle finger, which should be about the middle of the book.
○ One finger left—what’s the conclusion of the story that connects back to the initial problem or what the character wanted?

**Teaching Point:** Readers can expand on their own thinking, as well as the thinking of others.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** model for students how to select a sticky note that you think has a strong starting idea written on it. (It would be powerful to use a sticky note you created in reaction to a class read aloud.) Place the selected sticky note on the corner of a blank page in your Reader’s Notebook. Now, model for students how a reader can use conversational prompts to expand on their “in-the-moment” thoughts so they grow into something bigger and deeper. It is important to show students that your expanded writing will begin by restate the idea on the sticky note and then elaborating on that idea with details from the text, more personal insight, and maybe some lingering questions. Encourage students to keep their pencil moving. Don’t worry about perfection; just write to get your ideas down. Possible prompts to use:
  - At first I thought ______ but now I’m thinking ________.
  - The text said _______. That made me think ________.
  - I agree/disagree with ________ because…

- **Another way to do this is to** ask students to take an idea they have about a character, theme, or something else in their book and have them write about that idea. Then, have students partner up to discuss their thinking. After their discussion, ask students to go back to their notebook and write about their thinking now. In particular, how their ideas changed or shifted, or how they’ve gotten a new perspective because of the conversation. Possible prompts to help guide student thinking:
  - How has your thinking changed?
  - What did you think before, and what are you thinking now?
  - You can say, “Before I thought… but after talking I’m thinking…”
  - Think about ideas your partner or club members shared. What’s new from what you had written down before?

- **Another way to do this is to** set up “Themed Notebooks” for students to record their responses to favorite books. Themed Notebooks can be created using composition notebooks, spiral notebooks, etc. Assign a popular literary theme to each notebook. Possible themes include:
  - Friendship
  - Courage
  - Love
  - Hope
  - Acceptance
  - Life Lessons (like Crime Doesn’t Pay)

The idea behind using these notebooks is to create an authentic place for written responses to reading, foster a sense of community writing, and provide students with another place to access book recommendations. Themed Notebooks are meant to be kept from year to year and used by all students and adults in the classroom. When a student finishes a book, they may select the appropriate Themed Notebook, open to the next blank page in the notebook, write the title of their book, their response to the book, and date the entry.
Tracking Reading Growth

Teaching Point: Readers have goals and track their progress toward those goals, just like athletes do.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- **One way to do this is to** share the idea of creating and tracking goals. You might refer back to the beginning of the year when you tracked minutes of quiet reading as your class worked to grow their independent reading stamina. Some students may need to return to tracking their minutes of engaged reading if this is something they are struggling with. (Click [here](#) for a graph you can use.) You might give the example of an athlete in a gym. If the athlete wanted to increase his arm strength, he might make a goal of being able to lift a certain amount of weight. Obviously, just going to the gym and hanging out would not help that athlete meet his goal. The athlete would have to use his time at the gym well and gradually increase both the minutes he lifted weights as well as the heaviness of those weights. Likewise, a reader has to use his or her independent reading time well and gradually increase both the minutes he or she reads and thinks about the book as well as the number or complexity of the books he or she is reading.

- **Another way to do this is to** create a party ladder. For students who are struggling to maintain focus or meet reading goals, a party ladder, as described in Jennifer Serravallo’s *The Reading Strategies Book* (p. 57), could be helpful. Break down a goal, like engaged reading for a longer period of time, into a small series of steps that ends with an agreed upon celebration. Draw a sideways representation of stairs on a piece of paper, and on each step, break the goal down. For example, the first step might say, “Read 5 pages.” The second step might say, “Jot a thought.” The third step might say, “Read 5 pages.” Then at the top, the celebration might say, “Party! Read a poem.”

- **Another way to do this is to** revisit book logs. If you set up book logs at the beginning of the year or gave students the 40-book challenge, take time to update and reflect on the progress shown in those book logs. Talk to students about the reason for logging their books. What are they learning about themselves as readers by looking at their logs? Are they doing a good job of reading across genre? Can they help identify a reading preference? Model analyzing a book log of a student who is a strong reader and does not mind sharing their log or model analyzing your own book log. Discuss the ways you can reflect on the log and then model creating a reading goal, such as reading a certain number of books in a new genre. Students could also create a goal to read more books in the next quarter or semester than they have so far. You could use the analogy of the athlete by discussing that a basketball player who wanted to get better would have to build both strength and endurance. One without the other would not help her achieve her goal. Likewise, in focusing on strength, she would need to build strength in both her arms and legs to truly improve. Readers need to focus on reading more and reading a variety of books to truly improve as readers. Jennifer Serravallo’s *The Reading Strategies Book* has these ideas for analyzing a book log:
  - **Reading log rate reflection.** Is the student reading too fast or slow? This may lead to a discussion of whether or not they are choosing *just right* books as well as a discussion of whether or not they are taking the time to make meaning as they read.
○ **When do students read?** Are students reading only at school? Could they find other times to read? Are they reading at home? Are there times in the school day where they could steal time to read (bathroom breaks, when they finish work, when they first arrive at school, etc.)?

○ **Set page goals.** Without sacrificing meaning, can a student prompt themselves to gradually read more pages? Do they tend to read a consistent number of pages during reading or does it vary widely? Are the number of pages read consistent within a book?

○ **Read with a focus to focus.** How many pages can the student read before losing focus? Can they increase this? Do they need to plan to take small mental breaks to increase the time they can read without losing focus?

● **Another way to do this is to** Reflect on the past unit. What kind of reader were you? What books did you read? What have you learned that will help you in the future? What did you learn about yourself as a reader? It is through reflection that we can learn more about ourselves and find areas we want to improve. As Jennifer Serravallo says in *The Reading Strategies Book* on page 67, “Reflect on your reading history to set a better reading future.” This helps lead us to setting goals. Model your own reflection of your reading over the past quarter. Model setting a goal and discuss with students the satisfaction you feel in reaching a goal. Let students share times they have met goals and how they felt. If they have not yet had this experience, help students get excited about this future event! For an example of a student-friendly reading reflection, click [here](#).

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**Variety and Text Choice**

**Teaching Point:** Readers vary the texts they read, just like we vary the foods that we eat.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

● **One way to do this is to** model for students how you pack a lunch box. You may wish to point out to them that although you know apples are good for you, you do not simply have a lunch box full of apples. If you did this, you would be missing other key food groups such as protein and vegetables. Then, relate this to the selection of books for a book box. While you know that Magic Tree House books are just right for you, you select various types of texts to read, considering what would give you a “balanced reading diet”.

● **Another way to do this is to** show your students the assortment of reading that you are currently doing. You may show them a catalog, an expository text, a magazine, and a novel. Talk with students about how some of it is *easy*, like the catalog; *just right*, like the magazine and novel; and *challenging*, like the expository text.

**Teaching Point:** Readers keep track of the genres they read in order to grow themselves as a reader.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

● **One way to do this is to** bring to light whatever book-tracking tool you use in your classroom (40 Book Challenge, Reading Log, etc.). You may model for students how you look over the books that you’ve completed so far this year, considering the various genres as well as reading difficulty. You may even tally up for each of these. An authentic addition would be to discuss with readers how you select new books when you go to the bookstore. When you have read 3-4 books about cooking, you’re likely to visit another section of the bookstore for variety.
Teaching Point: Readers rely on other readers and tools to help themselves select their next book to read.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

● **One way to do this is to** emphasize the work of book talking in your classroom. If you have not yet introduced these, you may wish to see that portion of this unit (“Book Talking”: The Why and the How). Emphasize to students how many of the books that you select as your next book come from book recommendations from another adult who reads like you do. If a student is struggling to have variety in the difficulty of their books, you may encourage them to talk with a reading partner who is of like ability or slightly higher to select a next book.

● **Another way to do this is to** utilize online tools that give students ideas for what to read next.
  ○ [www.whatshouldireadnext.com](http://www.whatshouldireadnext.com) allows users to enter in the name of a book they’ve recently read or an author that they enjoy and get other book recommendations based on this.
  ○ [www.literature-map.com](http://www.literature-map.com) allows users to enter the name of an author they enjoy and it will provide them with other authors who have similar texts

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**Modeling a Passion for Reading**

Teaching Point: Teachers who model their passion for reading inspire a desire to read in their students.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

● **One way to do this is to** model reading as an “emotional and intellectual journey.” This can be accomplished by portraying reading as a gift not a goal. (The Book Whisperer- Donalyn Miller)
  ○ *My Ideal Bookshelf*: A great way to model what your reading life looks like is to show them your ideal bookshelf. In this activity you will model for them the 10 books you can’t live without. The key to this is explaining what emotions each book brought out in you, what made the story so powerful, how it changed/ grew you as a reader, and maybe how it helped you view life in a different way.
    ■ By giving students time to also do this work will help other students see their peers as passionate readers and will give them great ideas for new books to read.
    ■ See Schoology for the paper form of your “Ideal Bookshelf.”

● **Another Way to do this is to take** the Self-Reflection Activity from the “Walking the Walk” chapter in Donalyn Miller’s *The Book Whisperer* (p 111). This reflection activity allows you to think back to your own childhood reading experiences, asks you to think about how you share past and current reading experiences with kids, to think about your role models for reading, and how you view yourself as a reader now. It is crucial to share your reading experiences with your students every day. You set the tone, and create the climate for your classroom. They look to you as the example.
  ○ It would be helpful to give students a reading survey to get a pulse on who they are as readers, and what types of topics and genres they are interested in.
  ○ At the beginning of the year it is powerful to give them a book stack from your library or the school library based on the information you received from your conference with them. By explaining why you chose each book specifically for them is powerful. It also makes your students feel really special. This would also be something that you will want to do for your students at different times throughout the year.

● **Another way to do this is to** have a sign on your board or by your door that shows students what you
just finished reading, what you are currently reading, and what book you want to read next. By updating this throughout the year shows students that you are a reader, and it models that good readers read all the time.

- Another way to do this is to have a box or create a space for students to recommend books to you. Then have conversations when you do read books that they have recommended. It is important to continue to read children’s books in order to have a wealth of choices to recommend to them, and to have shared reading experiences with them. A list of good reasons for why adults should still read children’s books is on pg. 114 in *The Book Whisperer*.

- Another way to do this is to investigate recommendations from industry sources. This will allow you to stay up to date on current books for students to read by finding what is new and relevant, but also the tried and true classics.

Here are some helpful books and websites to do this work:

- Books That Don’t Bore ‘Em: Young Adult Books that Speak to This Generation (Blasingame, 2007).
- Goodreads: [www.goodreads.com](http://www.goodreads.com)
- [www.teenreads.com](http://www.teenreads.com)
- #titletalk: [https://twitter.com/hashtag/titletalk](https://twitter.com/hashtag/titletalk)
Unit 5: Argument and Advocacy: 
Researching Debatable Issues

Subject: Reader’s Workshop  
Grade: 5th Grade  
Name of Unit: Argument and Advocacy  
Length of Unit: 5 Weeks: January - February

Overview of Unit: In this unit students continue to take the path of ambitious reading work in which it is necessary for them to engage in order to meet the expectations of global standards, as well as to live as active, critical citizens. The standards call for students to read across multiple points of view on topics or issues, comparing ideas, information and perspectives. This is also work that is at the heart of being an informed citizen—understanding different positions on issues and the reasons behind these position, analyzing the strengths and merits of each of these positions and ultimately, forming one’s own thoughtful viewpoint on an issue.

Topic 1: Launching into Investigating Issues
In Topic I of this unit you will rally students into work that is foundational to the unit—the work of analyzing arguments—with a one day argument intensive in which students read and analyze a variety of arguments. With this experience in mind, students will then work in research clubs, each club studying a debatable, current issue. (Should we ban or support zoos? Are extreme sports worth the risks?) To study the issue, students will read text sets included in the units which are designed to offer different perspectives on each issue. A resources to use with multiple articles is Calkins high interest nonfiction text sets. Students will read a variety of informational and argumentative texts, and then debate the issue, work which will push their cross-texts synthesis skills to new heights, as well as support their abilities to make their own arguments. Across the bend, they will continue to engage in debates, while you ramp up the level of their research, teaching them research is a cycle of reading and thinking in response to that thinking and showing them how to summarize arguments and think about how to respond with their own meaningful argument and claims.

Topic 2 Raising the Level of Research
In Topic 2, you will continue to push students to dig deeper into research. They will develop deeper questions and new ideas on their issue, and they will engage in more complicated conversations. You will teach them to read and reread more difficult texts with a critical eye, showing students that they can consider and compare perspective, craft, and strength of argument, in addition to information and ideas of the author as they read across texts on a topic. By the end of the bend, the debates you hear should be deeply informed and nuanced, showing students’ firm grasp of the complexity of the issues they have been studying.
Topic 3 Studying a New Research Issue with More Agency and Independence

In Topic 3, you will rally students to study a new issue, reminding them to use all they have learned about research, reading information and argumentative texts, and using conversations as tools for understanding. You will push them into higher-level critical literacies work by asking them to consider why texts were made and who benefits from them. Students will continue to apply critical and analytical lenses to the texts they read as they work to understand their new issue, debate these issues and formulate thoughtful, ethical, evidence-based, logical positions. By the end of the unit, you will show them the relationship between argument and advocacy and students will apply their argument writing and reading practices to raise awareness of others on an issue.

Getting Ready for the Unit:
- **Bacon Bowl Advertisement for Engaging Experience One**
- Explore and collect multiple debatable issue texts that support different side of an issue.
  - Resources can include:
    - Time for Kids
    - Scholastic News
    - Read-Write-Think,
    - New ELA Pro/Con Articles,
- See Coaches Corner for text set articles available ([http://readingandwritingproject.org/resources/text-sets](http://readingandwritingproject.org/resources/text-sets))
- Choose 3-5 debatable topics for your students to use during Bend I in their Research Club. These topics should be high interest and show multiple perspectives.
- Organize students into Research Clubs based on their topic of choice.

21st Century Assessment
This unit lends itself well to the “Global Communicator” ISTE standard. As you plan for this unit, be thinking about how you can incorporate these standards.

Pre-Assessment (given prior to starting the unit):
- Pre Assessment on Schoology: [Pre Assessment](#)

Read aloud considerations:
- Prepare for this unit by carefully selecting high interest text set that meet the needs of your students
  - Some suggestions include: [Time for Kids](#), [Scholastic News](#), [Read-Write-Think](#), [New ELA Pro/Con Articles](#)
- Because of the strong parallel between the reading and writing unit, you might choose to read aloud research around the chocolate milk issue that is studied so closely in the writing unit.

Essential Questions:
1. How do authors’ perspective and craft form arguments?
2. How can reading across texts deepen my understanding of an issue?
3. How can I become an advocate?

Enduring Understanding/Big Ideas:
1. Readers are aware that text can be biased. It is your job to collect evidence and reasons to draw our own conclusions.
2. When researching, readers use a variety of sources to help them become knowledgeable about a topic
3. Readers speak knowledgeably about their topic and use others ideas to push or change their thinking and research.

Priority Standards for unit:
- **5.R.3.B.d**: Read, infer, and draw conclusions to identify the author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument.
- **5.R.3.B.e**: Read, infer, and draw conclusions to recognize exaggerated, contradictory, or misleading statements

Supporting Standards for unit:
- **5.R.1.B.a**: Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context
- **5.R.1.B.b**: Develop an understanding of vocabulary by using context to determine meaning of unfamiliar or multiple-meaning words
- **5.R.1.B.c**: Develop an understanding of vocabulary by constructing analogies
- **5.R.1.B.d**: Develop an understanding of vocabulary by explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text
- **5.R.1.B.e**: Develop an understanding of vocabulary by identifying and using words and phrases that signal contrast, addition, and relationships
- **5.R.1.B.f**: Develop an understanding of vocabulary by using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, part of speech, meanings, and alternate word choices
- **5.R.1.B.g**: Develop an understanding of vocabulary by using conversational, general academic, and domain-specific words and phrases
- **5.R.1.D.a**: Read independently for multiple purposes over sustained periods of time by reading text that is developmentally appropriate
- **5.R.1.D.a**: Read independently for multiple purposes over sustained periods of time by producing evidence
- **5.R.3.A.a**: Read, infer, and draw conclusions to us multiple text features and graphics to locate information and gain an overview of the contents of text information.
- **5.R.4.A.a**: Read to develop an understanding of media and its component by explaining how messages conveyed in various forms of media are presented differently.
- **5.R.4.A.b**: Read to develop an understanding of media and its component by comparing and contrasting the difference in techniques used in media.
- **5.R.4.A.c**: Read to develop an understanding of media and its component by identifying the point of view of media presentations.
- **5.R.4.A.d**: Read to develop an understanding of media and its component by analyzing various digital media venues for levels of formality and informality.
- **5.R.4.A.e**: Read to develop an understanding of media and its component by explaining textual and graphics features of a webpage and how they help readers to comprehend text.
- **5.SL.1.A.a:** Develop and apply effective listening skills and strategies in formal and informal settings by following agreed upon rules for listening and fulfilling discussion rules independently
- **5.SL.1.A.b:** Develop and apply effective listening skills and strategies in formal and informal settings by posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others
- **5.SL.1.A.c:** Develop and apply effective listening skills and strategies in formal and informal settings by following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations
- **5.SL.1.A.d:** Develop and apply effective listening skills and strategies in formal and informal settings by listening for speaker’s message and summarizing main points based on evidence
- **5.SL.2.A.a:** Develop and apply effective listening skills and strategies in formal and informal settings by evaluating and modifying own active listening skills
- **5.SL.3.A.a:** Speak clearly and to the point, using conventions of language when presenting individually or with a group by summarizing points made by others before presenting own ideas, according to classroom expectations
- **5.SL.3.A.b:** Speak clearly and to the point, using conventions of language when presenting individually or with a group by providing and evaluating evidence to support opinion
- **5.SL.4.A.a:** Speak clearly, audibly, and to point, using conventions of language when presenting individually or with a group by using efficient presentation skills with available resources using a variety of media
- **5.SL.4.A.b:** Speak clearly, audibly, and to point, using conventions of language when presenting individually or with a group by planning an appropriate presentation based on audience
- **5.SL.4.A.c:** Speak clearly, audibly, and to point, using conventions of language when presenting individually or with a group by employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint

<table>
<thead>
<tr>
<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.R.3.B.d</td>
<td>author’s viewpoint or position, supporting premises and evidence, and conclusion of a persuasive argument.</td>
<td>Read, infer and draw conclusion to identify</td>
<td>analyze</td>
<td>3</td>
</tr>
<tr>
<td>5.R.3.B.e</td>
<td>exaggerated, contradictory, or misleading statements</td>
<td>Read, infer, and draw conclusions to recognize</td>
<td>evaluate</td>
<td>4</td>
</tr>
</tbody>
</table>

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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</thead>
<tbody>
<tr>
<td>determine</td>
<td>argument</td>
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</tbody>
</table>
Engaging Experience 1
Teaching Point: Today I want to teach you that a good argument has reasons to support it and evidence to back those reasons. When you analyze an argument, it helps to ask, ‘What is the claim being made? What reasons support that claim? What’s the evidence to support those reasons?’

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: 5.R.3.B.d

Detailed Description/Instructions:
- **One way to do this is** to share an advertisement with students to teach your students the foundation of an argument -- claims, reasons, evidence. An example of this advertisement could be The Bacon Bowl advertisement referenced above. (This can also be found through a Google image search.) Have students talk about the reasons and evidence that the advertisement is giving. Ask them to analyze how strong of an argument the advertisement is and the reasons they have to support their opinions.
- **Another way to do this is** to have students look through a set of texts and analyze the claims within the text set. Students should determine the claim and the reasons and evidence the article is giving. They might begin thinking about whether the claim is one-sided or two-sided and how they know.
- **Another way to do this is** to look at an infomercial. What is the claim? The reasons? Evidence?

Bloom’s Levels: analyze
Webb’s DOK: 3

Engaging Experience 2
Teaching Point: Today I want to teach you that when you are specifically researching an argument, you want to grasp the sides of that argument early in your research. One way readers do this is to focus initially on texts that lay out the argument clearly and analyze the the author’s purpose, to learn about both sides.

Suggested Length of Time: 3 mini lessons

Standards Addressed
Detailed Description/Instructions:

- **One way to do this** is to model or demonstrate for students how readers suspend their own opinions and look for evidence that supports both sides of an issue. It is not enough to simply find research that fits in with your opinion! Working in their Research Clubs, students create a t-chart to focus their attention to both sides of the issue and the claims made. They are to collect evidence from both sides of the issue and place in their chart. It might help students to come up with a plan of action on how they will tackle their research. Who will read what and when? How will groups share information with each other? What are the expectations for readers who finish their research with an article?

<table>
<thead>
<tr>
<th>Pro</th>
<th>Con</th>
</tr>
</thead>
<tbody>
<tr>
<td>homework teaches responsibility to children at a young age</td>
<td>homework can become busy work that doesn’t provide meaningful learning.</td>
</tr>
<tr>
<td>students that complete homework show greater academic growth</td>
<td>homework can create tension in the family</td>
</tr>
</tbody>
</table>

- **Another way to do this** is to be aware of the author’s reason for writing and any potential bias that comes from that. First, learn about who the author is (from an author bio). Then, consider what stake the author has in the topic based on his or her background. As you read, consider what facts are being included and what is being excluded. Consider if there are any “opinion words” being used alongside the factual information.

  Prompts:
  - What do you know about the author?
  - What does the author’s background tell you about any potential bias
  - Why do you think the author included what he or she did? What do the facts say?
  - Do you see any opinion words?

**Bloom’s Levels:** analyze, evaluate  
**Webb’s DOK:** 3, 4

Engaging Experience 3

**Teaching Point:** Today I want to teach you that after reading about an issue for a bit, nonfiction readers can let their research spur quick flash debates. That can help you clarify your thinking and know what further research you need to do.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**  
**Priority:** 5.R.3.B.d, 5.R.3.B.e

**Detailed Description/Instructions:**

- **One way to do this** is to have students practice this debate structure with their chocolate milk research from the writing unit. Have students get into two groups depending on their stance on chocolate milk in schools. Give the groups time to think of a claim, and the evidence they have to support their claim. Then, partner students up and have them debate, reflecting on the best piece of evidence that the partner shared.

  **Note:** Today, students will use their independent working time to prepare for flash debates within their groups. Students will choose which side of the argument they are on. Encourage students to challenge themselves and choose a side they might not necessarily agree with. That’s part of being a debater! These debates will happen at the end of workshop today. Students likely will not quite feel prepared, and that’s okay. This work will allow them to see what holes they have in their research, and
where they need to add more support as they continue their research.**

**Bloom’s Levels:** analyze, evaluate  
**Webb’s DOK:** 3, 4

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**Engaging Experience 4**

**Teaching Point:** Today I want to teach you that researching is a continual cycle of reading more, raising new questions, and having new ideas... then reading more, this time with those new ideas in mind. You always want to shift from taking in information to reflecting on information.

**Suggested Length of Time:** 1 mini lessons  
**Standards Addressed**

- **Priority:** 5.R.3.B.d, 5.R.3.B.e  
**Detailed Description/Instructions:**

- **One way to do this** is to reflect on the flash debates from the previous day. What information was essential to your discussion? What information did you not need or was not as relevant to the discussion? Have students use their t-chart to highlight pieces of evidence that were essential, and cross off those that are not strongly tied to the idea and claim. After revising and mining their research have them look at these questions: *What do you still need to know about your topic? How can I make my research more meaningful and powerful?*

- **Another way to do this** is to have students use their pro/con chart to show how readers shift from taking in information to reflecting on that information in order to grow new ideas within the topic. Model for students how specific research on chocolate milk can lead you to think about new wonderings. For example, the fact, “The milk sold in schools accounts for 7 percent of all milk sales in the country” would lead someone to wonder if 7 percent was a lot or a little. This might encourage you to research how much milk sales are in a year.

**Bloom’s Levels:** analyze, evaluate  
**Webb’s DOK:** 3, 4

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**Engaging Experience 5**

**Teaching Point:** Today I want to teach you that it is important not just to learn to argue, but also argue to learn. Preparing for and having a debate about an issue can lead you to new ways of thinking about ideas and give you new insights into that issue.

**Suggested Length of Time:** 1 mini lesson  
**Standards Addressed**

- **Priority:** 5.R.3.B.d, 5.R.3.B.e  
**Detailed Description/Instructions:**

- **One way to do this** is to give students time to prepare for their debate at the end of the lesson. Students can try saying each reason in different ways, until it feels like the best way to say it. Check to be sure that none of your reasons are overlapping and consider how the other side might talk back to those reasons and what they could say, or the counter arguments they might make in response. You might create an anchor chart with students with steps to prepare for a debate.

- **Another way to do this** is to model this process with students. You might show students how your reasons for why chocolate milk not being served in school could potentially turn into a counter argument. For example, if a reason is that parents won’t know how much sugar their child is consuming at school, a counter argument might be that the school also serves desserts that are high in sugar, and parents won’t know how much sugar are in those either. You might respond with how the school
doesn’t usually offer desserts, and how parents can anticipate desserts to be high in sugar, and can maybe skip dessert at dinner. Remind students that this level of thinking is helping them think more deeply about this issue.

Bloom’s Levels: analyze, evaluate
Webb’s DOK: 3,4

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**Engaging Experience 6**

**Title:** Today we will do an inquiry, and the question we will be asking is, “How do readers push themselves to find different questions and ideas to discuss around an issue?”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Priority:** N/A

**Detailed Description/Instructions:**

- **One way to do this is** to push the students to ask new questions about their topic and develop new ideas about their issue. Have the students create 2-3 questions surrounding their topic that they are still wondering. These questions will guide their reading and research and deepen their curiosity and understanding. Remind students that by narrowing their topic they can produce deep and meaningful research.

- **Another way to do this is** to help research groups think about the questions or insights they have been wondering about in their group discussions. It might be helpful to point these ideas out for students as you hear these ideas rise to the surface. Even taking a transcript of a debate, and showing how those conversations lead to new research questions can help students do this work. This might be especially helpful to do with groups that are having trouble coming up with new questions or ideas.

Bloom’s Levels: N/A
Webb’s DOK: N/A

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**Engaging Experience 7**

**Title:** “Today I want to teach you that readers markup a text in a purposeful and deliberate way, to help them remember the big ideas of the text, as well as the things they were thinking when they read it. The annotations that readers make should help them use that text in conversation.”

**Suggested Length of Time:** 2 mini lessons

**Standards Addressed**

**Priority:** N/A

**Detailed Description/Instructions:**

- **One way to do this is** to have students find complex articles and text to answer their new questions. Model how to annotate text in a purposeful and deliberate way as you read-to help remember the author’s big idea, as well as your own thoughts as you read. Readers can use their annotations to facilitate evidence-based conversation about the text. Show how structure of text and events can help a reader better connect and understand the deeper ideas and claims the author is trying to make. Send students off to research and find articles to support their personal questions while using close reading strategies.

- **Another way to do this is** to show how two different students have annotated the same article. Have students look at these articles and think about which one would be more helpful for the reader. Which way of marking up a text will help the reader recall the main ideas and big points of this article? Which
will help the reader recall what he or she was thinking while reading it? Which will help the reader to use the text in conversation? .

**Bloom’s Levels:** N/A
**Webb’s DOK:** N/A

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### Engaging Experience 8

**Title:** Today I want to teach you that every text reveals an author’s perspective on that event, topic, or issue. Figuring out an author's perspective can help you to figure out how exactly his or her ideas fit into the issue. One of the best ways to figure out an author’s perspective is to lay that perspective next to others and study connections and contradictions across sources.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** 5.R.3.B.d, 5.R.3.B.e

**Detailed Description/Instructions:**
- **One way to do this is** to show two different snippets of two different texts on the issue of chocolate milk. Have students study these, considering perspective. First, look at who the source is, and what point of view it is written from. Also, study the type of language the author uses to discuss the issue of chocolate milk and think: what might the author want me to feel about this issue? What phrases are they using that are positive? Negative? What does that tell me about the source’s perspective on this issue?
  
  **If you prefer a different source, be sure to choose one that clearly, explicitly supports a claim, includes some positive language, and is a reliable source.**

**Bloom’s Levels:** analyze, evaluate
**Webb’s DOK:** 3,4

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### Engaging Experience 9

**Title:** Today I want to remind you that readers can think, discuss, and write about texts on different levels. On one level, you can think about what they are about -- their content. But another level of thinking about texts is to think more about how author’s choices have shaped that content and why.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** 5.R.3.B.d

**Detailed Description/Instructions:**
- **One way to do this is** to start by showing a visual. A powerful example, is the short clip, “It’s a Plastic World” which can be found through a Google search. You might tell students that they might feel shocked, or upset by the video. It is important to ask, “What is so powerful?” Be on the lookout for powerful choices the creator of this video has made. Watch the clip until about 1:47, to keep this lesson short. Give students time to talk about what they are noticing about the craft of this clip. How does the craft moves in this video clip correlate to the craft choices an author makes within text?

**Bloom’s Levels:** analyze
**Webb’s DOK:** 3

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### Engaging Experience 10

**Title:** Today I want to teach you that when you read to evaluate arguments, you need to read skeptically. It’s the author’s job to convince you of the validity of the argument, and once you understand the argument being made, you need to go back to evaluate whether or not it is convincing.
Suggested Length of Time: 2 mini lessons
Standards Addressed
Detailed Description/Instructions:
● **One way to do this** is to explain what you mean by reading skeptically. The first time you read an article, is to understand what the author is saying. When you read a text to understand, you try your very best to follow the author’s logic, and be able to explain his or her argument. But to deeply know a text, there comes a time when you need to read skeptically, kind of suspiciously, looking carefully at the author’s points and how they are being made. To model this, you might show two different people’s arguments. Show how you read this way. What is the author doing to convince you? What are they not doing? Which one is more convincing and why? For students who seem ready, you might also push them to start considering which points are the most convincing -- and why.

● **Another way to do this** is to pay close attention to the tricks of persuasion. Look not just at the information being presented, but also at how it’s being presented, especially with the choice of words and voice the author uses. When do you see something that doesn’t seem like a fact? How is the information being presented? Look at the choice of words? Notice who it seems like the author is siding with. The author won’t always come right out and say their idea, you may have to infer it.

**Bloom’s Levels:** 3, 4
**Webb’s DOK:** evaluate, analyze

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**Engaging Experience 12**

**Title:** Today I want to teach you that to raise the level of debate, you need to select the strongest evidence for each reason.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

**Detailed Description/Instructions:**
● **One way to do this** is to use this time to both celebrate the work that students have done, and set them up for the work they will tackle in the next topic. Debate is the perfect vehicle for this. It provides a space for students to show what they know as a celebration, and yet simultaneously sparks conversation and spurs them on. So, for today, you will set students up to debate in their research groups. These groups might be debating the same question they debated earlier in the unit, this time, in a more informed way as they have gathered additional research on the topic. Or, it is possible that groups will decide on a new question to debate, one that they have created along the way. The real work of this lesson is for students to make a claim and then support it with evidence from their research, using their reading to form arguments and weighing in on a hot topic. You might pair up research groups and allow them to debate in front of each other.

**Bloom’s Levels:** analyze, evaluate
**Webb’s DOK:** 3, 4

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**Topic 3: Studying a New Research Issue with More Agency and**
Engaging Experience 13
Title: Today I want to teach you that when readers set out to study a new issue, they start by making a plan for how that study will go. They think about all that they know to do -- about their repertoire of reading and research strategies -- and they dive into new research with greater agency, drawing on all that they have learned from undertaking previous research studies
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: N/A
Detailed Description/Instructions:
- One way to do this is to provide an opportunity for readers to think about a new research project that interests them. This can be tied to their previous work during Bend I and Bend II, or something new to embark upon. Model how to make an effective plan for their study, drawing on all they know and have learned from previous research. What questions do you have? How will you locate them?

Bloom’s Levels: N/A
Webb’s DOK: N/A

Engaging Experience 14
Title: Today I want to teach you that conversations are an important part of the research plan. Readers talk with fellow readers about their topic, then they reflect on the conversation, mining it for ideas and questions to carry forward as they read. The important thing is they let their future reading be shaped not only by past reading and thinking, but also, conversations.
Suggested Length of Time: 1 mini lesson
Standards Addressed
Priority: N/A
Detailed Description/Instructions:
- One way to do this is to have students create an interview scenario. Questions might include: What do you believe about my topic? What questions do you have about my topic? What do you really want to know about my topic? Have students talk with others to better understand their new research topic and gather more ideas to investigate.
- Another way to do this is to hold a whole class conversation about a topic. They will spend a few minutes talking about a topic, and then spend time reflecting, pulling out new ideas and questions worth exploring and thinking about them as they go off to research more. It will be important for you to really listen to the conversation, in order to guide the reflection time. A few prompts to support this work are:
  - This conversation has made me realize…
  - Some new questions are coming up for me…
  - I’m starting to wonder…
  - Before our conversation I thought this… But now I’m starting to think…
  - So it seems like one thing we are really saying is…

Bloom’s Levels: N/A
Webb’s DOK: N/A
**Engaging Experience 15**

**Title:** Today I want to teach you that when you want to analyze texts across the same topic or event, it helps to study one carefully, then lay others next to that one, asking “how are these authors” choices similar to the first authors? Different? Then you can write about the connections and points of difference.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** 5.R.3.B.d

**Detailed Description/Instructions:**
- **One way to do this** is to model how readers read across multiple texts, paying careful attention to craft, and comparing and contrasting the choices made by the authors of the text. Do you notice similarities? Do you notice differences? How do multiple accounts help us better understand the issue? Send students to locate meaningful text surrounding their research and apply these skills.

**Bloom’s Levels:** analyze

**Webb’s DOK:** 3

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**Engaging Experience 16**

**Title:** Today I want to teach you that experienced nonfiction readers bring all their critical lenses to reading nonfiction, to talk back to texts. To do this work, readers are alert to moments when they are stirred to a strong emotional response, and they carefully analyze how the text may position the reader.

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**
- **Priority:** 5.R.3.B.d, 5.R.3.B.e

**Detailed Description/Instructions:**
- **One way to do this** is to show how nonfiction readers read with a powerful purpose, and read with an emotional connection. Using a pre-selected text, look at the piece critically and with an emotional stance. This text makes you feel a particular way about a topic and might stir enough emotion to want to do something. What parts of the text speak to you? What in the text moves you to this position of thinking?

**Bloom’s Levels:** analyze, evaluate

**Webb’s DOK:** 3, 4

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**Engaging Experience 17**

**Title:** Today I want to teach you that when you spend time researching, and evaluating a claim, we begin to have feelings about these issues. We can advocate for what we believe in if we have taken the time to think about our perspectives.

**Suggested Length of Time:** 2 mini lessons

**Standards Addressed**
- **Priority:** 5.R.3.B.d

**Detailed Description/Instructions:**
- **One way to do this** is to have students chose the issue that they have studied that they wish to advocate for. You will want students to consider: what actual change do I want to see? Who can help me? What’s a plan I can propose that makes sense? Students will need to consider who will disagree with them and why, and address these counterarguments. They’ll need to be ready to defend their proposed plan, explaining why the plan makes sense and how it can help. Perhaps they’ll hand deliver a letter to the principal, or mail a letter to a
senator. Some kids might draft articles for the school newspaper. Maybe others will post a brochure or a petition, or engage in digital activism, tweeting their letters to chosen individuals or blogging for a wider audience. No matter what, you’ll want to channel students to think logically, identifying actual changes they could ask for and could see happening.

**Bloom’s Levels:** analyze

**Webb’s DOK:** 3

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**Post Assessment**

Post Assessment Available on Schoology: [Post Assessment](#)

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**Engaging Scenario**

**Engaging Scenario**

Using the research your students have done over the last few weeks, students will be creating a digital Public Service Announcement, to advocate for or against a topic. In their PSA, students should list specific claims that support their ideas, and solutions to fix the argument at hand. Students can use a variety of digital tools to create these announcements. This engaging scenario will teach children that the work of looking for evidence, weighing and evaluation arguments, and forming thoughtful, considered judgments on important issues is not just work for school, but work they will do for a lifetime.

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**Unit 6: Literary Craft Techniques**

**Subject:** Reader’s Workshop

**Grade:** 5th Grade

**Name of Unit:** Gem Unit

**Length of Unit:** 10 Days

*This unit is a chance for students to look closely at the author’s craft techniques and consider how these moves uncover the theme of the text. It is most important that students are noticing the craft moves and the impact they have on the story or poem rather than naming each type of move.*

**Getting Ready for the Unit:**

- Gather high interest poems and poetry anthologies at different levels.
  - For some poems you will want to make multiple copies so all students have access to the major poems you reference in your lessons.

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Board Approved: June 7, 2018
- Ensure that students’ book boxes are full with up-to-date books of their choosing. These may or may not be in the poetry genre. At the beginning of this unit it may be difficult for some students to study a poem or two for 35 minutes of independent reading. Students’ stamina for poetry will strengthen as you teach them the skills of careful and purposeful rereading. However, a book box full of books will allow students to have something to read at all times. If you confer with a student who has moved on from their poetry reading be sure to bring the conversation back to their work as a reader of poetry.

**Enduring Understanding/Big Ideas:**
1. Readers read short text closely (ex. annotate, reread, talk about text) to develop a deep understanding of the message and feelings the author is trying to convey.

**Essential Questions:**
1. How can I read a variety of of poems, with attention to mood, sounds, word choice, and images?
2. How can I notice how these elements and parts of a poem work together to create meaning?
3. How can I read novels with a new appreciation for word choice, figurative language, and imagery?

**Priority Standards for unit:**
- **5.R.1.A.a:** Develop and demonstrate reading skills in response to text by drawing conclusions and inferring by referencing textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text
- **5.R.2.A.b:** Read, infer, analyze, and draw conclusions to explain the theme or moral lesson, conflict, and resolution in a story or novel

**Supporting Standards:**
- **5.R.1.B.b:** Develop an understanding of vocabulary by using context to determine meaning of unfamiliar or multiple-meaning words
- **5.R.1.B.c:** Develop an understanding of vocabulary by constructing analogies
- **5.R.1.B.d:** Develop an understanding of vocabulary by explaining the meaning of common idioms, adages, similes, metaphors, hyperboles, and other sayings in text
- **5.R.1.B.e:** Develop an understanding of vocabulary by identifying and using words and phrases that signal contrast, addition, and relationships
- **5.R.2.B.a:** Read, infer, and draw conclusions to explain how poets use sound and visual elements in poetry
- **5.R.2.B.b:** Read, infer, and draw conclusions to identify forms of poems

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<th>Standard</th>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb’s DOK</th>
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<td>evaluate</td>
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5.R.2.A.b Explain the theme or moral lesson, conflict, and resolution in a story or a novel, Read, infer, analyze and draw conclusions; analyze

Unit Vocabulary:

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<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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Discovering Poetry in Short Texts

Teaching Point: “Authors use a variety of craft moves to build the theme of a poem or story.”

Suggested Length of Time: 5 days

Possible Ways to Do This:

- One way to do this is to collect a variety of poems that use author’s craft techniques like figurative language, repetition, rhyme, imagery, symbolism, etc. You can find these resources from CommonLit.org. Through the use of the poems you have collected lead inquiry lessons asking students to read and notice craft moves. As they notice interesting moves collect these on a group anchor chart, naming and discussing their impact on the theme of the text. During work time students can then use Padlet or another resource to collect poetry mentor sets. They can then reference these when writing to use as mentors.

- Another way to do this is to teach the strategies How to Read a Poem, available in Schoology, using a collection of poetry. Consider using the Poem in Your Pocket structure to give each student a poem to read and analyze each day and then to turn and give that poem away to someone else throughout the day.

Reading for Deeper Comprehension

Teaching Point: “Readers look beyond story elements to analyze craft techniques to determine the theme of a story.”

Suggested Length of Time: 5 days

Possible Ways to Do This:

- One way to do this is to teach the Notice and Note Signposts from Kylene Beers and Robert Probst. Below are a collection of books you could use to teach these strategies, however many fiction books
would work. When teaching these strategies you will want to lead students through modeling how each of these techniques shows up in their reading and then give them the opportunity to try it out in their own books. You may consider checking out an ebook of your read aloud and displaying it as you reading highlighting and keeping notes about the impact of those signposts or simply read several short stories or picture books each day during the lesson.

- Video Overview of the signpost strategy for teachers -- [http://viewpure.com/NnntZiPjJEQ?start=0&end=0](http://viewpure.com/NnntZiPjJEQ?start=0&end=0)

- Another way to do this is to build a collection of lessons based off your student needs around finding themes of a text.
  - You could use the *The Reading Strategies Book* to plan lessons
  - *Dig to Find a Story’s Topics*: To determine a story’s theme, it helps to first name some topics -- one-word issues, ideas or concepts.
  - Can you think of one word that fits with this story?
  - Think about the character’s problem. If you said it in one word, what would it be?
    - *From Seed to Theme*: Say the topics that keep showing up in your book first as one word. Next, ask yourself, “What’s the author saying about this big idea?”
    - What do you think the lesson might be?
  - *Symbols Repeat*: In this lesson students notice something that repeats -- an object, person, the setting. Ask yourself what idea or concept that physical thing might symbolize or represent.
  - *Mood as a Clue to Meaning*: Think about the general mood or feeling in the sentence or paragraph. Is it positive or negative?
  - *Word Relationship in a Phrase*: It’s not always the words alone that are tricky, but sometimes it’s words together -- in relationship to other words -- that become confusing. Think about how the words work together.

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**Unit 7: Fantasy Book Clubs**

**Subject:** Reader’s Workshop  
**Grade:** 5th Grade  
**Name of Unit:** Fantasy Book Clubs  
**Length of Unit:** 4 weeks (20 days)

**Overview of Unit:**  
This unit of study is designed as a book club unit. Since fantasy novels are inherently complex, readers will benefit from the intellectual support of book club conversations, learning to use their book clubs to build collaborative interpretations. Fantasy text allow students to study strong characters, setting and themes, through a new avenue.
**Topic 1 (Bend 1): Launching Your Kids Into Fantasy With Zeal, and Then Learning to Build the World of the Story When It’s Another World: People, Places, and Plots**

The goal of this bend is for readers to use all the strategies for holding onto and monitoring for comprehension as they are reading what will likely be more complex and complicated fantasies than they have encountered before. As they launch into reading fantasies with great enthusiasm, they’ll quickly become enmeshed in multiple subplots and characters and it will be helpful for them to develop and try out tools to help them hold onto the worlds of fantasies.

**Topic 2 (Bend 2): Developing Thematic Understanding -- It’s About More Than Dwarves and Elves**

In bend two, students will come to see fantasies as more than epic adventures but as symbolic of larger themes and they will begin to think and talk about their fantasies metaphorically.

**Topic 3 (Bend 3): Literary Traditions, Including Archetypes, Quest Structures, and Thematic Patterns**

In bend three, you’ll raise the level of their work even further by pushing them to consider the literary traditions found in fantasies and begin to compare and contrast the ways that different authors develop fantasies.

**Getting Ready for the Unit:**

- Gather multiple copies of fantasy text for book clubs.
- Read Lucy Calkins Fantasy Book Clubs: Unit 6 (Schoology)
- Place kids into book clubs and allow them some time to begin reading their text. Review expectations for book club accountability and conversations.
- Collect a few short clips or trailers of popular fantasy movies, such as *How to Train Your Dragon*, *Harry Potter*, and *Narnia*. These clips show different settings -- how some start in the real world and then magic infuses that world, and others are set in a magical world that is usually medieval, with horses, swords, dragons, and so forth.
- Collect songs from fantasy films or show (*Wicked* or *Oz*). So many of the songs play with the terms “good” and “bad” and rely on multiple meanings of words. Listening to and analyzing these songs can help students do similar work of looking closely at the way authors have used language in their books. Do their characters want to explore “Over the Rainbow” at the start of their fantasy? Are they longing for something more?

**Pre-Assessment (given prior to starting the unit):**

The short story “Family Monster” by Pamela Service from the text *But That’s Another Story* edited by Sandy Asher is a time travel fantasy which is of grade level text complexity and can serve as your initial assessment. The same text can again serve as your post assessment, if you do not use the text as a teaching tool throughout the unit. Here are three possible questions you might pair with this text:

1. Urky’s opinion of his name changes from the beginning of the story to the end. What was his initial opinion of his name? What was his opinion of his name at the end? What happened to change his opinion?
2. Read this phrase from the top of page 105: “Without stopping she sped over the pebbles into the water -- deeper and deeper until her long pale hair floated behind her like a shaft of sunlight. Like the glinting scales of a fish. A silvery fish that grew longer and longer until it became a sleek water beast.” What
3. At the start of the story, Urky does not seem like a hero but by the end he has become one. What has led to his becoming a hero? How does his name symbolize the larger themes of the story?

Read aloud considerations:

- Choose one or two shorter books, so you can practice with your students how readers track what has changed at the end of the book, and what hasn’t, how characters develop across a series, and how themes recur across novels.
  - *The Thief of Always*
  - *Mufaro’s Beautiful Daughters*
  - *The Paper Bag Princess*
  - Short Texts: Chris Van Allsburg
  - *Dragon Slayer Academy*
  - *The Lightning Thief*
  - *Gregor the Overlander*

Essential Questions:

1. How will I tackle the demanding and complex genre of fantasy? What will my strategies and goals be that help me make sense of layered characters, unknown settings, multiple plot lines and complex themes?
2. When reading fantasy what can I learn from uncovering deeper meanings in the text?
3. How can working in book clubs grow my understanding of a fantasy story?

Enduring Understanding/Big Ideas:

1. Fantasy text are laced with clues. It is our job as a reader to look at the vocabulary, symbolism, recurring ideas, etc. to determine what these clues mean.
2. Readers understand that fantasy is more than meets the eye. Readers analyze text to uncover deeper meaning and themes.
3. Listening to the ideas of others adds meaning to my own, for the purpose of debate, critical analysis and developing strong arguments.

Priority Standards for unit:

- **5.R.2.A.a:** Read, infer, analyze, and draw conclusions compare and contrast the roles and functions of characters in various plots, their relationships and their conflicts.
- **5.R.2.A.b:** Explain the theme or moral lesson, conflict, and resolution in a story or novel.

Supporting Standards for unit:

- **5.R.1.B.a:** Develop an understanding of vocabulary by determining the meaning of academic English words derived from Latin, Greek, or other linguistic root words and their prefixes and suffixes through context
- **5.R.1.B.b:** Develop an understanding of vocabulary by using context to determine meaning of unfamiliar or multiple-meaning words
- **5.R.1.B.e:** Develop an understanding of vocabulary by identifying and using words and phrases that signal contrast, addition, and relationships
- **5.R.1.B.f:** Develop an understanding of vocabulary by using a dictionary, a glossary, or a thesaurus (printed or electronic) to determine pronunciations, part of speech, meanings, and alternate word choices
- **5.R.1.B.g:** Develop an understanding of vocabulary by using conversational, general academic, and domain-specific words and phrases
- **5.R.2.A.d:** read, infer, analyze, and draw conclusions to recognize foreshadowing
- **5.R.2.A.f:** read, infer, analyze, and draw conclusions to introduce origin myths and culturally significant characters/events in mythology
- **5.SL.1.Aa:** Develop and demonstrate effective listening skills and strategies in formal and informal settings by following agreed upon rules for listening and fulfilling discussion rules independently
- **5.SL.1.A.b:** Develop and apply effective listening skills and strategies in formal and informal settings by posing and responding to specific questions to clarify or following up on information and making comments that contribute to the discussion to link to the remarks of others
- **5.SL.1.A.c:** Develop and apply effective listening skills and strategies in formal and informal settings by following, restating, and giving multi-step instructions from or to others in collaborative groups, according to classroom expectations
- **5.SL.1.A.d:** Develop and apply effective listening skills and strategies in formal and informal settings by listening for speaker’s message and summarizing main points based on evidence
- **5.SL.2.A.a:** Develop and apply effective listening skills and strategies in formal and informal settings by evaluating and modifying own active listening skills
- **5.SL.3.A.a:** Speak clearly and to the point, using conventions of language when presenting individually or with a group by summarizing points made by others before presenting own ideas, according to classroom expectations
- **5.SL.3.A.b:** Speak clearly and to the point, using conventions of language when presenting individually or with a group by providing and evaluating evidence to support opinion
- **5.SL.4.A.a:** Speak clearly, audibly, and to point, using conventions of language when presenting individually or with a group by using efficient presentation skills with available resources using a variety of media
- **5.SL.4.A.b:** Speak clearly, audibly, and to point, using conventions of language when presenting individually or with a group by planning an appropriate presentation based on audience
- **5.SL.4.A.c:** Speak clearly, audibly, and to point, using conventions of language when presenting individually or with a group by employing appropriate pacing, vocabulary, and gestures to communicate a clear viewpoint

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<td>Apply Analyze Evaluate</td>
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<td>5.R.2.A.b Explain the theme or moral lesson,</td>
<td>Read, infer, analyze and draw</td>
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<td>analyze</td>
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conflict, and resolution in a story or a novel

**Unit Vocabulary:**

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**Resources for Vocabulary Development:**

- As students read their fantasies, they will likely encounter unfamiliar terms, perhaps even words that were invented by the author of their fantasy. It might be worthwhile, then, to ensure that a few mid-workshop interruptions and share are dedicated to the particular task of understanding the language, archaic, invented, complicated, that is one of the hallmarks of the challenge of reading fantasy.
- Another share or mid workshop might include teaching around the idea that when words repeat, that’s a signal that these words are worth coming back to again and again to try to figure out their meaning.
- For students who are struggling, pulling a small group and working through the first chapter of *The Lightning Thief* could be beneficial. Pause to show students how you figure out what a half-blood is alongside Percy.

**This work could easily be adapted to its own mini lesson if you are finding your students are struggling with the vocabulary of their book club novels**

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**Topic 1: Launching Your Kids into Fantasy with Zeal, and then Learning to Build the World of the Story when it’s Another World: People, Places and Plots**

**Engaging Experience 1**

**Teaching Point:** “Today I want to teach you that when readers study fantasy, they are really studying the human condition. By understanding these books we will get a better understanding of humanity.”
Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: N/A

Detailed Description/Instructions:
- **One way to do this is** to browse a variety of fantasy novels. Gesture to these books as you tell your readers that in these tales the fate of all mankind may rest on the choices made by the main character. Everything is more important, more intense, more vivid, in fantasy stories. The stories are never really about elves and hobbits. They’re about the struggle between good and evil, they’re about how power sometimes corrupts, they’re about the quest to be better than we are, they’re about how even the smallest of us can affect what happens in the world. (You could create an anchor chart of these themes to frontload the work your readers will be doing.) Allow students the chance to pick up their novels and get started!

Bloom’s Levels: N/A
Webb’s DOK: N/A

**Engaging Experience 2**

**Teaching Point:** “Today I want to teach you that fantasy readers use many different clues and pieces of evidence to better understand the setting of our stories.”

**Suggested Length of Time:** 2 mini lessons

**Standards Addressed**

**Detailed Description/Instructions:**
- **One way readers do this is** by looking for clues about the time period and the magical elements, in particular, using the cover, blurbs, and details from the beginning of the story for our research. You might demonstrate how you synthesize these details from the cover of the book such as *The Lightning Thief* or *Harry Potter and the Sorcerer’s Stone* then let your students try on their own. Students can take this work to the next level by analyzing the setting for its psychological implications as well as its physical. As you set children up to think about the atmosphere of the setting, show them how to not simply describe it, but to analyze it so students see that in many fantasies, there are multiple settings, each with its own psychological and physical elements.
- **Another way to do this is** to lay out a collection of fantasy books (both picture books and chapter books) encourage students to each pick one book that jumps out to them. Have students spend a few minutes just looking at the cover, reading the back and studying the things the outside of the book shares. Encourage students to share out what they think the text might be about. Have them pull out specific images and words that make them feel like this is truly a fantasy book.

Bloom’s Levels: apply, analyze, evaluate
Webb’s DOK: 3

**Engaging Experience 3**

**Teaching Point:** “Today I want to teach you that fantasy readers learn alongside the main character. Often uncovering information about the world they live in, and the character together.”

**Suggested Length of Time:** 2 mini lesson

**Standards Addressed**

**Detailed Description/Instructions:**
- **One way to do this is** to learn how the pieces of the story fit together. Often the main character sets out on an adventure, and has to figure out what the rules are about the place where that adventure, or quest, takes place. You may model this with Harry learning about Hogwarts, or Percy learning about half-bloods. When the main characters are told important information or have new and unfamiliar
experiences, alert readers see those moments in the story as opportunities not only for the characters to learn, but for them to learn hand in hand with the main characters.

- **Another way to do this is** to have students read a short story, such as the Family Monster. Allow students to only read the first few paragraphs of this short story. Once they have done this encourage them to talk about the things they are noticing in this character. Ask students to stop and record what they think this might tell them about the main character. Read the rest of the story as a class and model for students how you might be able to tie pieces of this story together.

  **For some of your stronger readers, you may also show them how in complex novels, sometimes the reader synthesizes information ahead of the character -- that is, our understanding comes before the main character, as we infer more rapidly than he or she.**

**Bloom’s Levels:** apply, analyze, evaluate

**Webb’s DOK:** 3

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**Engaging Experience 4**

**Teaching Point:** “Today I want to teach you that readers use a variety of tools to help them keep track of the things that are happening in their stories.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** 5.R.1.A.a, 5.R.2.A.b.

**Detailed Description/Instructions:**

- **One way to do this is** to teach students that when fantasy readers tackle more complicated books, they use charts, timelines, and other graphic organizers to help track and analyze multiple problems and plotlines. Readers often use a pencil as they read, jotting lists, making sketches and drawing plotlines of their characters. Students will work in clubs and use their reading notebooks to try out a variety of tools to help them hold onto the world of their story. A museum walk showcasing how different students use their notebooks to record their thinking could be a good share for this day. Remind students that the purpose of their note taking is to track their thinking, collect their ideas and questions, and hold onto thoughts and words that they found powerful.

**Bloom’s Levels:** apply, analyze, evaluate

**Webb’s DOK:** 3, 4

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**Engaging Experience 5**

**Teaching Point:** “Today I want to teach you that readers pay close attention to not only the inner struggles of their characters, but also the outer struggles they face.”

**Suggested Length of Time:** 2 mini lessons

**Standards Addressed**

- **Priority:** 5.R.2.A.b.

**Detailed Description/Instructions:**

- **One way to do this is** to teach readers to track the multiple characters faced by characters. Model how you study a character, paying close attention to the pressures they suffer, the forces that are exerted on them and by them, the relationships they make, all the intricacies of their complicated inner lives. Sometimes the problems of one character, for instance, affect the other characters. Show readers that often, when one problem is solved, another arises. During the first day of this lesson you may focus on internal, or external struggles. Choose the struggles that your class seems to be able to find more easily. The following day you will want to bring students back to the same timeline. Point out for them that while yesterday we focused on finding internal/externals struggles today we are going to look at how the other type of struggle affects our shared character.

**Bloom’s Levels:** analyze, evaluate
Webb’s DOK: 4

Topic 2: Developing Thematic Understanding – It’s About More Than Dwarves and Elves

Engaging Experience 6
Teaching Point: “Today I want to teach you that fantasy readers understand that their text is more than just epic adventures. They can see that these texts are symbolic of larger themes and metaphors that can be applied to the real world.”

Suggested Length of Time: 2 mini lessons

Standards Addressed

Priority: 5.R.1.A.a

Detailed Description/Instructions:

- **One way to do this** is to share a “Here be Dragons” image such as *The Carta Marina*. You might explain to your students how this phrase, and these maps, show how early map makers were depicting their literal understanding of the world, as well as their metaphoric understanding that it was dangerous. You might encourage book clubs to think about the “dragons” in their own lives, as well as the lives of their characters. After all, one reason we participate in book clubs is so that we come to know each other better through the stories that we read.

- **Another way to do this** is to ask students to think of a movie or book they have read that had a dragon. Have them think of stereotypical dragons from stories and fairytales. What are these dragons like? Have students talk about the things they see dragons do in stories. Also ask them to talk about dragons they have met in stories that don’t follow this pattern. After this discussion share with students that dragons are often a symbol for a feeling. What feelings do these dragons usually carry with them? Encourage students to share with their book club members the dragon like symbols they see in their books. Ask students to come back together and share out an example.

Bloom’s Levels: analyze

Webb’s DOK: 3, 4

Engaging Experience 7

Teaching Point: Readers Learn Real Life-Lessons from Fantastical Characters

Suggested Length of Time: 2 mini lessons

Standards Addressed

Priority: 5.R.2.A.b.

Detailed Description/Instructions:

- **One way to do this** is to ask ourselves, “What is this story really about?” Often, with great stories, the plot is the vehicle for teaching about ideas. The stories are not just about what happens. Stories are also about themes and life lessons. Insightful readers mine these stories for these themes and life lessons. Model this work with your read aloud, discussing some of the underlying themes of your fantasy story. Teach your readers that in their clubs, they can move from retelling what happens in their books, to investigating the underlying themes that the story seems to suggest. Create an anchor chart of themes that book clubs are finding. Some themes might include:
  - the struggle between good and evil
  - how power corrupts
  - the physically strong can use their gifts to protect others
  - the smallest and physically weakest can find moral strength to defeat evil
Engaging Experience 8
Teaching Point: Fantasy readers know that their characters’ quests can be internal as well as external
Suggested Length of Time: 1 mini lesson
Standards Addressed
Detailed Description/Instructions:
   • One way to do this is to investigate both the external and internal quests of major characters. One thing that happens in fantasy novels, that is unusual for children’s fiction, is that characters are sometimes unpredictable, or even deceptive, because they struggle between good and evil. For example, Luke in The Lightning Thief turns out to be trouble despite his charming persona. Teach your readers that characters are complicated -- they are usually more than one way -- and experienced readers, knowing this, are alert for the character flaws in the hero and the admirable traits in the villain.

Bloom’s Levels: apply, analyze, evaluate
Webb’s DOK: 3

Engaging Experience 9
Teaching Point: “Today I want to teach you that fantasy readers think about how the point of view influences how the story is told”
Suggested Length of Time: 1-2 mini lessons
Standards Addressed
   Priority: 5.R.2.A.b.
Detailed Description/Instructions:
   • One way to do this is to think about how the story would change if it were told from a different character's perspective. You might ask your readers to consider how Harry Potter might have been told otherwise if Harry himself had told parts. What would be changed? What would be lost or gained in those different choices? Students can compare this narration to the first person narration in The Lightning Thief. Percy tells his own story. How does that influence the mood and tone of parts of the story? How does that influence the way events are told? You can show students that the author might have made this choice to put the reader in the same place as Percy -- totally confused. A third person narrator would likely have more understanding and the story would lose the tension between what is happening and the reader (and Percy’s) confusion about events. By starting this work on texts where the narrator is evident and there are more overt reasons for this authorial decision, students will be able to transfer and apply analysis of the narrator to their own texts.

Bloom’s Levels: apply, analyze, evaluate
Webb’s DOK: 3, 4

Topic 3: Literary Traditions, Including Archetypes, Quest Structures, and Thematic Patterns
*This bend will naturally lend itself to revisiting and discussing characters who are culturally significant and have origin myths*

**Engaging Experience 10**

**Teaching Point:** “Today I want to teach you that fantasy readers notice patterns emerging within the characters, themes, and structures of their stories.”

**Suggested Length of Time:** 2 mini lessons

**Standards Addressed**

- **Priority:** 5.R.1.A.a.

**Detailed Description/Instructions:**

- **One way to do this is** to consider how authors are developing their stories. You may show your readers how the main character is typically the hero, although that may look different in each text. Some main characters are the *traditional* hero, where some may be the *reluctant* hero. It’s common for one of the companions to be jealous and volatile. It’s common for the mentor to perish before the hero comes to age. It’s common for the villain to have many guises. It’s common for the hero to be uncertain of his or her powers. The hero often has a heroic flaw which holds her back from succeeding and must be overcome before she is a true hero. You might create an anchor chart with some of these archetypes, and how they are emerging within different book clubs.

**Bloom’s Levels:** apply, analyze, evaluate

**Webb’s DOK:** 3, 4

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**Engaging Experience 11**

**Teaching Point:** “Today I want to teach you that fantasy readers understand symbolism as a window into meaning.”

**Suggested Length of Time:** 2 mini lessons

**Standards Addressed**

- **Priority:** 5.R.1.A.a., 5.R.2.A.b.

**Detailed Description/Instructions:**

- **One way to do this is** to look for symbols within text. For example, in Chris Van Allsburg’s story *The Wretched Stone* the stone is a symbol for distractions from the world, which feeds into the theme of the story. Fantasy readers try to figure out if repeated or highlighted images, objects, characters, or settings are a symbol of something else, and how this symbol might connect to a possible theme for the story. You may create a working anchor chart where students list the symbols, their meanings, and their connections with the theme of the story.

**Bloom’s Levels:** apply, analyze, evaluate

**Webb’s DOK:** 3, 4

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**Engaging Experience 12**

**Teaching Point:** “Today I want to teach you that readers notice the same themes emerging across different texts.”

**Suggested Length of Time:** 2 mini lessons

**Standards Addressed**

- **Priority:** 5.R.2.A.a

**Detailed Description/Instructions:**

- **One way to do this is** to notice the choices the author has made and how they approach these themes differently. We can hold up two similar characters or two similar plot patterns and ask, “What choices has each author made to develop these differently? What has the author made those choices to show? How did these author approach these themes differently?” You may add to your theme anchor chart with the following new themes:
  - Those who have been hurt can be the most dangerous
We all have the potential for goodness and evil in us and can choose which side to be on.

There is more power inside of us than we realize.

Sometimes in life we hold ourselves back from our fullest potentials.

Sometimes in life when one betrays a friend, one needs to pay for that betrayal.

Sometimes innocent characters can sacrifice themselves to save others.

Another way to do this, is to compare and contrast how authors approach themes differently.

We can compare and contrast:
- moments of choice
- times when character(s) respond to trouble
- moments when characters feel conflicting emotions
- perspectives authors have chosen
- physical and psychological settings
- parts where image, objects, etc. seem to resurface
- parts where minor, seemingly unimportant characters resurface
- choices of language (names of titles characters, places) and how this language might connect to the themes of the story
- how life lessons are taught (some are taught through characters themselves realizing lessons while others are taught through readers seeing characters’ mistakes/flaws)

And asking ourselves:
- What can I learn from these moments?
- What does each author seem to be trying to really say?
- How is each author approaching a theme in his/her own way?

Bloom’s Levels: analyze, evaluate
Webb’s DOK: 3,4

Engaging Experience 13
Teaching Point: “Today we are going to study the how readers can analyze a story with a critical lenses for stereotypes and gender norms, or rules.”

Suggested Length of Time: 1 mini lesson

Standards Addressed
Priority: 5.R.2.A.b.

Detailed Description/Instructions:

One way to do this is to consider characters’ actions and appearances. You might begin by showing images of Disney characters, such as the Little Mermaid, Cinderella, and so forth. It doesn’t take long to see that all these characters get to be brave and strong, but they also have to be beautiful. Only beautiful girls get to be heroines in Disney. Then, teach your students that one way readers analyze stories is with critical lenses, being alert to stereotypes and gender norms. You might analyze the way Katniss from Hunger Games is portrayed, or Annabeth from The Lightning Thief. Readers ask ourselves, “Does this character fit with common stereotypes?

Bloom’s Levels: analyze, evaluate
Webb’s DOK: 3,4

Engaging Experience 14
Teaching Point: “Readers, today I want to help you see how we can reflect on what we have done as readers,
to prepare themselves for future reading work.”

**Suggested Length of Time:** 1 mini lesson

**Standards Addressed**

- **Priority:** N/A

**Detailed Description/Instructions:**

- **One way to do this is** for readers to look back at their reading logs, reading notebooks, and book club reflection sheets to see what goals they have met and what they have yet to achieve. You might teach that when readers find success they build upon that success to make goals.

**Bloom’s Levels:** N/A

**Webb’s DOK:** N/A

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**Engaging Scenario**

**Engaging Scenario**

Students will be creating book trailers for their book club books. Students will begin by watching a variety of sample book trailers. Book trailers should include the theme, the overarching quest or problem in the story, the characters, and enough information to hook a reader into reading their story. Students will create a storyboard that highlights each scene of their book trailer, and work together to create their digital project. Rubrics and planning sheets can be found [here](#). When finished, host a celebration to share the book trailers with other classes or families!
**Unit 8: Gem Unit: Committing to a Summer Reading Life**

**Subject:** Reading  
**Grade:** 5th Grade  
**Name of Unit:** Gem Unit: Recommitting to Reading  
**Length of Unit:** 2 weeks (May)

*This unit is a chance for you to reflect on and respond to the needs of the students. It is not intended to be taught in its entirety, in a sequential order. These teaching points could be a whole group lesson, small group lesson or individual conference. The primary goal of this unit is for students to have time to build, plan, and envision their summer reading life, collecting tools along the way to make that vision a reality.*

<table>
<thead>
<tr>
<th>Stamina</th>
<th>Selecting Books</th>
<th>Chronic Abandoning</th>
<th>Responding to Reading</th>
<th>Variety and Text Choice</th>
<th>Modeling a Passion for Reading</th>
</tr>
</thead>
</table>
| If your students are struggling with...  
- Staying focused while reading  
- Attending to the reading in another genre (ex, non-fiction, fantasy, poetry, etc.)  
- Sticking with one book over an extended period of time  | If your students are struggling with...  
- Selecting books that are readable for them  
- Finding a new book to read  
- Recognizing books they will enjoy reading  
- Finding books they will read at a good pace  | If your students are struggling with...  
- Finishing books  
- Starting several books at once  
- Identifying books they have read they liked or enjoyed  | If your students are struggling with...  
- Remembering what they were thinking as they read or tracking literal information from the book  
- Articulating ideas in writing at the same depth as when orally expressing their thinking of a text  
- Composing superficial responses to reading, while all other writing abilities are strong (as evidenced by story writing, essay writing, or informational writing)  | If your students are struggling with...  
- Reading the same genre repeatedly  
- Being “stuck” in a series  
- Having variety in either  | If your students are struggling with...  
- Having a reading identity  |

<table>
<thead>
<tr>
<th>Book Talking: the “How” and the “Why”</th>
<th>Tracking Reading Growth</th>
</tr>
</thead>
</table>
| If your students are struggling with...  
- Finding books they like to read  
- Enthusiasm for reading  
- Breaking out of a reading rut  
- Trying new types or genre of books  
- Finding others who like to read what they do  | If your students are struggling with...  
- Setting authentic reading goals  
- Expecting the best of themselves during reading  
- Using their reading time well  
- Reflection  |

Gem Unit: Committing to a Summer Reading Life
• Reading different genre or breaking out of a series

the type of text or the level of difficulty

Stamina

*Note: If students are having trouble focusing on reading for an extended period of time, take some time to reflect on the amount of time students have to practice each day. The more students practice, the more they enjoy and develop confidence in reading and the more likely they are to read in their free time. Students struggling with stamina may, in fact, need more time to practice.

Teaching Point: Readers, I want to teach you that the best way to become a stronger reader is to read. Only we are in charge of how our reading goes.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

• One way to do this is to have a discussion about “real reading” and “fake reading.” Model the differences between these two in your discussion. Show what it looks like to be disengaged, distracted, or unfocused with your reading. Name what you did. Now, change your body and mind to show what it looks like to be focused and engaged. Stop and jot-- what are the differences between the two? What will students plan to do to ensure that they are practicing “real reading?” It might be helpful to share your own reading habits. For example, it might be harder for you to stay focused on nonfiction, so you have to push yourself to concentrate for an extended period of time with this genre.

• Another way to do this is to set page goals at the start of a chunk of reading time. Students might look back at their reading log and think, “how many pages can I read before becoming distracted?” Have students use sticky notes to mark places where they can take a short break, and reflect upon whether they were focused and engaged. At first, it might just be a couple pages, but then students can gradually extend the page numbers as their stamina increases.

• Another way to do this is to have students determine their reading rate. Readers need to monitor how fast we read -- sometimes we read too fast, sometimes too slow, and sometimes at the perfect pace. We can check this by checking our page per minute (ppm) rate and paying attention to how much we are stopping to check our comprehension. Then, we can set goals; do we need to read faster or slower? Do we need to jot more often or less often? To do this, set a time for 10 minutes, and have students note the page they start on. At the end of 10 minutes have them track how many pages they read in that time period. Then, they can reflect on this amount. Is it reasonable? How long would it take me to finish the book I am currently reading based on my ppm rate? Does that goal seem attainable?

• Another way to do this is to have students decide what they want to work on and what they want to pay attention to as they read. Have students set stopping points, and decide what they’ll do when they stop. Place sticky notes in your book that will serve as a reminder to stop and practice the work you’ll do that connects to your goal. The following prompts give students an idea of what to focus on:
○ What’s your goal?
○ How often do you think you need to stop? What are your plans when you do stop?
○ When you stop, what will you do? Jot? Stop and think? Stop and sketch? What will that look like?
○ Think about how often you’ll need to stop to stay focused?
○ Let’s look at how this book is organized. Now think about your goal? Where do you think it makes sense to stop?

● Another way to do this is to realize that sometimes, part of being engaged is just deciding to be. If you approach a book or genre thinking, “this isn’t for me,” then it’s like you're switching your brain off from the start. Instead, try to read it like the words are beautiful or what you're learning about is interesting. Notice how your attention changes.

Selecting Books

[NEW] Teaching Point: Readers notice the qualities of books and themselves that make them a reader.
Suggested Length of Time: varies depending on the need

Possible Ways to Do This:
● One way to do this is to introduce your students the “100 Things About Me as a Reader” list at http://readingyear.blogspot.com/2010/10/100-things-about-me-as-reader.html. For this specific purpose, have students think about the qualities of books that make them want to read. Generate a list of your own, thinking and modeling aloud about what your list might include.
  ● I like books that have short chapters.
  ● I like books by [author].
  ● Series books or books by an author that has written many more work well for me because I naturally have a next one to try out.
  ● I look books with really complex characters and shocking plot twists.

Get students started by having them look through their book box or the reading log they have kept throughout the year. What trends do you see or are there common themes? Start naming those qualities and making them into your “100 Things About Me as a Reader” list. Use this portion of your list to help you find new books to read.

[NEW] Teaching Point: Teachers host a book tasting in their classroom or among all the classrooms at their grade level.
Suggested Length of Time: 1 day
Possible Ways to Do This:
● One way to do this is to gather books you know your students will love and those making a buzz out in the publishing world. Not sure where to find book recommendations or popular, current literatures for kids? Check out these sites:
  ○ www.twowritingteachers.com
  ○ www.nerdybookclub.com
  ○ http://www.thelivbits.com/
○ https://www.facebook.com/BookishShow/
○ https://pernillesripp.com/
○ https://bookwhisperer.com/blog/
○ Twitter: Follow the hashtags: #titletalk and #weneeddiversebooks

- Reach out to Mid-Continent using Teacher Assistance and they will help you collect all the books you wish for your book tasting. Organize the books into categories such as favorite authors, genre, favorite books, etc. Come up with flashy titles to get your students excited. Set them up in groups to go to each category or room to peruse the books, making a “To Read” list for the summer.

- **Other considerations:**
  - Once students have gone to each category have them find at least one other person who listed the same book to read as they did. Have them exchange phone numbers or email and keep in touch throughout the summer to have a reading partner for that particular text.
  - Once students have gone to each category have them star their top 1, 2, or 3 books for each category so they have a starting point. Plan ahead and have them bring their library cards to school. If not all students have a library card, reach out to MCPL to do a classroom visit. They will come to your classroom and get each child signed up for one. Once students have starred their top choices, have them log onto MCPL to get them reserved right away.

**Teaching Point:** Readers select books that are appropriate for them and that they will enjoy.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** introduce your students to resources to help them find the next book they’ll be successful with. You may use websites such as Amazon, Goodreads, and BiblioNasium. Show students how to type in a book they remember loving and see what recommendations pop up. You may also model how to read the reviews and summaries while thinking about what they like about books to see if any of the ones suggested are a good fit. Some prompts you may use are:
  - Which book do you remember loving? Type that one into the website.
  - Read the summary before you decide.
  - Think about what it is you liked about this book. Which of these suggestions seem to also have that quality?

- **Another way to do this is to** model for students how choosing a just-right book means more than choosing a book based on level. Instead of going to the library saying, “I’m a ____ (level),” go to the library saying “I’m a reader who enjoys ____ (description of your book interests).” Think, “Where would I find books that fit who I am as a reader?”
  - You may wish to create a questionnaire that they can fill out. Some questions you may ask are:
    - Tell me about the books you’ve loved. What do they have in common?
    - If you were going to ask a friend for a recommendation, what would you tell them to help them suggest the right book?
    - What do you like outside of reading that you think might help you find a good book?
    - Tell me what series, authors, or genres you think you most enjoy.
    - Where do you think you could go to find books like that?
    - What genres of books have you never read before? Why have you never read this genre?
Another way to do this is to point out how readers reflect on the past and plan for the future. You may choose to say something like “It can be hard selecting books from just the cover and the blurb. Chances are good that some books you’ve picked in the past turned out to be not such great fits for you and that others were fabulous. One way to tell how focused you were while you were reading is to look at your reading rate. When you divide the pages by the minutes you get a page-per-minute (ppm) rate. It should be about .75, or three-quarters of a page per minute. Much slower and it might be showing that you’re getting distracted while you were reading. See if you can tell what these books have in common—a theme? A character type? A topic? A genre? Then, browse books with that in mind, and/or ask for help from me, or your friends, asking what might fit that same profile. You can also look over your log to notice the patterns around how often you read and where you read. You can use what you notice to make resolutions about future habits.”

Another way to do this is to focus on whether or not the text engages the reader. You may wish to model how you read the first page of a book. Notice whether you feel like the book grabbed you and if you were eager to read the rest of the book. Ask yourself, “Can I see the story or topic? Do I care to find out what comes next?” If so, the book may be a good fit. Some prompts you may use for this work are:

- How do you feel after the first page?
- What grabs you here?
- Tell me what you picture after reading that first bit.
- Tell me why you’d like to keep reading.
- What makes you want to read on?
- Do you feel like you were focused on that whole page?

Chronic Abandoning

*Note: Many times students who are chronically abandoning books are struggling to select books that are a good fit for them in the first place. Some of the lessons from Selecting Books, may also be needed during this unit.*

**Teaching Point:** Readers I want to teach you that sometimes books just don’t fit us. That is absolutely okay! It is our job to figure out what books make us want to read, what books don’t, and what to do about this.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- One way to do this is to let students know that even adults abandon books. Abandoning a book does not equate to failure. What we have to watch out for is making sure we aren’t abandoning (or half reading) every book we pick up. Create an anchor chart encouraging students to share out reasons that they might abandon a book.

Sometimes we let books go when they are...

- Too easy
- Too difficult
- Not interesting
- Too confusing
- About a topic you don’t particularly enjoy
● Not what you expected  
● Slow moving and hard to get into  
● Don’t like the characters  
● Disappointing sequel  
● Not interested in the genre  
● Too long and you lose interest  
● Doesn’t feel like the story is going anywhere  
● Poor writing style

Remind students that just because we “quit” a book one time, does not mean that we are never going to read it again. It is okay to give books a second chance. Encourage students to help you brainstorm reasons, from the anchor chart, that might lead you to giving a book a second chance.  
(ex. This book was too hard the first time I read it, but now I feel much stronger as a reader and would like to try it again.)

● Another way to do this is to help students understand that sometimes we have to give books a little more time to decide if they are worth reading. Ask students to share out a book that took a while for them to get into. Ask them what made them stick reading it. Tell students that as readers sometimes we have to give books a chance, it can take more than just the first few pages for a story to get good. Encourage students to set a personal standard for how long they will give a book before they give it up. (ex. 50 pages, 2 chapters, etc.)

● Another way to do this is to have student create an “I read because…” page in their Reader’s Notebooks. Model for students that there are many different reasons people read. Have students fill this page with all of the reasons that they read. Use this as an anchor point during these lessons. Make notice of students who struggle to think of reasons they read. This will be a great segue for deciding which students would benefit from conferring or small group talk about this.

● Another way to do this is to tell students you are getting ready to let them know you are getting ready to let them in on a secret. Share with students that sometimes you read a book and you realize after a little while...that you just don’t like it. Remind them that if we are reading a lot of books that will happen from time to time. However, as readers we have to give books a reasonable chance, before we hop on to the next text. Talk to students about a book you read that you realized just wasn’t a book you liked. How many pages did you read? What let you know it wasn’t a good fit for you? How did you decide you were done reading it?

● Another way to do this is to use a strategy like Most and Least Desirable Actions from The Reading Strategies Book by Jennifer Serravallo. Model for students what it looks like to be disengaged, distracted or unfocused while you’re reading. You could even conduct your read aloud with these behaviors for effect. Ask students to name the actions you were showing, that showed that you weren’t interested. Now, change your body and mind to show what it looks like to be focused and engaged, you might even ask students to guide you through the changes they should make. Ask students to go out into the classroom and model for you unengaged reading. Ask students to model for you engaged reading. Spend workshop checking in with students about what things help them stay engaged. (The Reading
● **Another way to do this is to** remind students that we are different readers now than we were at the beginning of the year. Now is a good time to check in with ourselves to make sure that we are making decisions based on what we know about ourselves. Model for students how you might think about yourself as a reader and the things that have changed for you over the year. Give students a Reading Interest Inventory/Reading-Interest-Alyzer (found in Coaches’ Corner on Schoology). Use these inventories or their “100 Things About Me as a Reader” list to guide students toward texts that they can add to their “Summer To Read…” list.

● **Another way to do this is to use** a strategy like Choose Books with Your Identity in Mind from The Reading Strategies Book by Jennifer Serravallo. Model for students that choosing a just-right book means more than choosing a book based on the reading level. Instead of going to the library and saying, “I’m a ___ level reader,” go to the library saying “I’m a reader who enjoys ____ type of books.” Think, “Where would I find books that fit who I am as reader?” You might then say to your students, “Sometimes in this classroom I hear kids who worry about reading books that are their reading level. Parents do it too. Sometimes I even hear teachers refer to kids that way. But I have to tell you that books have levels, readers don’t have levels. A better way to describe yourself as a reader is based on the kinds of books that interest you—series, genres, authors, topics, themes, characters. Today, instead of saying you’re a level… I want you to stop and reflect about the kind of books you love, using a few questions I am going to put on the board. I want us to start thinking about how we might use this information to label ourselves as readers.”
  ○ On the board you may put some of these questions:
    ■ Tell me about the books you’ve loved. What do they have in common?
    ■ If you were going to ask a friend for a recommendation, what would you tell them to help them suggest the right book?
    ■ What do you like outside of reading that you think might help you find a good book?
    ■ Based on what you like to do, what kinds of books do you think you’d want to read?
    ■ Tell me what series, authors, or genres you think you most enjoy.
    ■ Where in our classroom library do you think you could go to find books like that?
  (The Reading Strategies Book p. 63)

● **Another way to do this is to use** a strategy Choose Like Books for a Best Fit from The Reading Strategies Book by Jennifer Serravallo. Share with students that sometimes when we are abandoning books it is because we aren’t picking the kinds of books we like to read. Remind students that readers can turn to resources to help them find the next book they’ll read. We can help our classmates by being resources to each other. First we are going to think about the books we most remember loving. Which books are those? Type one title that the teacher or student brainstormed into Amazon, Goodreads or BiblioNasium, see what recommendations pop up. Ask students to think about why these books were suggested as being similar to the one typed in. Encourage students to use their own reading experiences to make recommendations as well. (Ex: I liked reading *Wonder*, I also liked reading *Because of Mr. Terupt* because it had a similar structure. Encourage students to create a “Liked… Try…” poster to share
out books they have liked and other books that are similar. (The Reading Strategies Book p. 62)

- **Another way to do this** is to use the strategy *Rereading* from The Reading Strategies Book by Jennifer Serravallo to encourage students to get back into their book. Sometimes we start to quit on a book because it begins to get too hard, too challenging, or too confusing. One way to help yourself get back on track is to stop and notice where you attention started to drift. Go back to the last thing you remember not just reading, but really understanding. Did you notice yourself getting distracted there? What are some things that we can do? Rereading is one way of going back and making sure that the words we are reading have meaning. (The Reading Strategies Book p. 50)

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**Book Talking: The “How” and the “Why”**

**Teaching Point:** Readers share book recommendations with other readers about books they love, and they listen to the recommendations of others for ideas of what to read in the future.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this** is to set aside time for book talks. If you started the year with book talks, but they have fizzled for lack of time, this is the moment to reignite the practice. Or, if you haven’t done book talks with your students, start now. Share with students that the purpose of a book talk isn’t to summarize the book. A book talk is also not something you as the teacher would use to assess a student’s reading completion or comprehension. **As they prepare to build a “Summer To Read” list it’s important to do a lot of book talking the last couple weeks of school.** A book talk is to persuade other readers to read a book you feel passionate about! Model a book talk from the classroom library. Model your enthusiasm for the experience of reading the book as well as a brief explanation of the setting, character, and the main problem, but don’t give away the climax or end of the story. Compare and contrast your book to other books students may have read. For instance, if you are book talking the book *Upside-Down Magic* by Sarah Mlynowski, you might say that like Harry Potter, the main character has magical powers and goes to a special school to learn how to use them. Unlike Harry Potter, this book is shorter, more comical, and about a character whose magical abilities have troubles. End by saying something like, “If you like books that are . . . then you’ll love this book.” For instance, with *Upside-Down Magic*, you might say, “If you like books that tell school stories, have a character who is less than perfect, and are funny too, then you’ll love this book.”

- **Additional note:** This is a great opportunity to get the community involved--have parents, brothers and sisters, teachers, the principal or any school staff member come and book talk their favorites to kids. The more students see the individuals in their everyday lives as readers, the more excited they will be to take on that habit as well. Think about stereotypes as well--do you have reluctant
male readers or lower resistant readers? Who from the community could you pull in to do a book talk that mirrors those same reading identities? These are the kids that need to be reading the most over the summer!

- **Another way to do this is to** introduce book commercials. Book commercials are like book talks, but the focus is on something short, and the idea is to have a commercial pop up here and there, rather than a lot of book talks all at once. When teaching the book commercial, focus on what the student should say and shouldn’t say. Teach the term, “spoiler.” A commercial should be focused on creating enthusiastic persuasion for others to read a book without giving too much away. Model using the teasers and language from the backs of books. After a student has presented a commercial, allow them to ask for the opinions of any other students who have read the book. Students can raise their hands, and the presenter can call on them. This will give students a chance to agree or disagree respectfully with the presenter and will lend an informal, conversational tone to the book commercial time. Students listening to the commercial should record titles that sound interesting to them on a “Books to Read” page in their reader’s notebook. Flipgrid is an excellent website to use for this: [https://info.flipgrid.com/](https://info.flipgrid.com/)

- **Another way to do this is to** teach students to write book reviews. You can share with students that adult readers who love to read often get ideas of what to read by reading book reviews in magazines like *Booklist*, *The New York Times Magazine*, *The New York Review of Books*, and on websites like Amazon and Goodreads. Students also wrote book reviews in their 2nd grade opinion unit, so you can use that as their foundation for continuing this work. Your students can share their book reviews on a class blog, through Google Classroom, or they can type and print them, cut them out and share them on a review bulletin board or other area of the classroom. During the summer students can hold on to them to share with their teacher for the following grade in the fall. Book review forms can be a part building students’ summer reading toolkits as referenced in the next section of the unit, “Responding to Reading.” Another idea would be to showcase book club books in holders or along your whiteboard ledge and have students who read those books write reviews and hang them around the book. Students shopping for their next book can read the reviews and pick up a copy of the book if they are interested. When writing the reviews, have students use the backs of books as mentor texts for their writing. Create a class anchor chart with things the students noticed from these mentor texts. A class anchor chart created by Donalyn Miller’s students and shared in *The Book Whisperer* has these criteria (p. 138):
  - Quotes from the book
  - Quotes from famous writers and reviews
  - Cliffhanger questions
  - Personal reactions and opinions
  - Awards the book and author have won
  - Recommended reading age
  - Other books by the same author
  - Comparisons with other books

- **Another way to do this is to** hold reading clubs. These reading clubs will differ from book clubs, because their goal is not to read a certain book together but rather to discuss the reading each student has been doing lately. Group students who have similar reading levels and interests and allow them to share the books they have read with each other. Have these students give book commercials or share reviews with each other as well as informally discuss books they have finished reading this year. Have students
list ideas for future reading on a “Books to Read” page in their reader’s notebooks during the club meeting. Also consider holding reading clubs on several days, each day with a different configuration of students in each club so that each student has the opportunity to talk with multiple readers. Model at the end of the year how these books clubs will look over the summer and encourage students to set them up on their own.

[NEW] Teaching Point: Readers find reading partners who will not only be accountability buddies, but also a place to go for peer reading conversations.

Suggested Length of Time: n/a

Possible Ways to Do This:

- One way to do this is to have students make a contact list of potential summer reading partners based on who they have worked well with throughout the year or who likes similar books. Also, if your classroom or grade level did the book tasting, students can find partners based on their “Summer To Read” list they built in that process by looking to see who wants to read the same books as they do.

Responding to Reading

Review each of the strategies you’ve done below and have readers put together a “Summer Reading Toolkit” that’s full of post-its, pencils, bookmarks, their “Summer To Read” list, a reading log, mini anchor charts outlining thought prompts, etc. so they have all the resources and reference materials needed to continue growing themselves as a reader. Just as you likely talked about a “just right” reading spot with a “just right” book at the beginning of the year, you’ll need to carry that conversation over.

Where is your “just right” reading spot at home or in the community? Where is a “just right” spot for your toolkit so your materials don’t get lost?

Teaching Point: Readers use writing to help them remember important events from a text and their own reactions while reading.

Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

- One way to do this is to show students how stopping to jot can help readers monitor their comprehension, as well as remember the main details. Instruct students to place a sticky note on every 5th page of a text. (You may need to adjust the number of pages in between sticky notes based on a child’s reading ability and text complexity.) When students get to a page with a sticky, they should stop reading and write a sentence retelling who and what the prior 4 pages were about. Explain to students if they can’t recall who or what those prior pages were about this signals the reader to reread for understanding.

- Another way to do this is to remind children that jotting notes while reading has a number of benefits. For one, it makes our thinking visible and supports us when we have conversations about our reading. Using sticky notes allows us to refer immediately back to the text that sparked our thinking. However, as readers we must reflect on our notes and determine which notes are truly worth keeping. Model for students how to reread sticky notes, asking the following questions to determine what notes are worth keeping.
keeping:
○ Does it help me understand my book?
○ Does it connect with my goal?
○ Will it help me talk to my teacher about my reading?
○ Will I use it to springboard conversation?
○ Will I use this note to write a longer entry about my reading?

Once you’ve selected the ideas you want to keep, show students how to organize them into your reading notebook with a title on the top of the page, and the sticky notes that go with that book on the rest of the page.

● **Another way to do this is to** explain to students that one of the best ways to understand what you read is to practice summarizing it. When you are forced to say just what is most important about a selection of text, you have to sort through all the details and just pick the most essential ones. This can be accomplished by sharing the five most important events in the order they happened. Model how you do this by telling the 5 most important events across your five fingers for one of your recent read alouds. Then show students how they can take those sentences and write them down on a page of their Reader’s Notebook. (This might also be a good opportunity to teach students how the addition of transition words at the beginning of each sentence connects the ideas and creates a smoother sounding summary.)

Through your discussion, guide them to notice you didn’t include every single detail, just the big events that move the story along. Possible prompts to use for this lesson include:
○ What happened first?
○ Was that the most important event that happened next?
○ You’re at the middle finger, which should be about the middle of the book.
○ One finger left—what’s the conclusion of the story that connects back to the initial problem or what the character wanted?

**Teaching Point:** Readers can expand on their own thinking, as well as the thinking of others.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**
● **One way to do this is to** model for students how to select a sticky note that you think has a strong starting idea written on it. (It would be powerful to use a sticky note you created in reaction to a class read aloud.) Place the selected sticky note on the corner of a blank page in your Reader’s Notebook. Now, model for students how a reader can use conversational prompts to expand on their “in-the-moment” thoughts so they grow into something bigger and deeper. It is important to show students that your expanded writing will begin by restating the idea on the sticky note, then elaborating on that idea with details from the text, more personal insight, and maybe some lingering questions. Encourage students to keep their pencil moving. Don’t worry about perfection; just write to get your ideas down. Possible prompts to use:
○ At first I thought _______ but now I’m thinking ________.
○ The text said _________. That made me think __________.
○ I agree/disagree with ________ because…

● **Another way to do this is to** ask students to take an idea they have about a character, theme, or something else in their book and have them write about that idea. Then, have students partner up to discuss their thinking. After their discussion, ask students to go back to their notebook and write about their thinking now. In particular, how their ideas changed or shifted, or how they’ve gotten a new
perspective because of the conversation. Possible prompts to help guide student thinking:

○ How has your thinking changed?
○ What did you think before, and what are you thinking now?
○ You can say, “Before I thought… but after talking I’m thinking…”
○ Think about ideas your partner or club members shared. What’s new from what you had written down before?

Tracking Reading Growth

Consider which of these tools are needed and for whom. Add them to student’s Summer Reading Toolkits.

Teaching Point: Readers have goals and track their progress toward those goals, just like athletes do.
Suggested Length of Time: varies depending on the need

Possible Ways to Do This:

● **One way to do this is to** share the idea of creating and tracking goals. You might refer back to the beginning of the year when you tracked minutes of quiet reading as your class worked to grow their independent reading stamina. Some students may need to return to tracking their minutes of engaged reading if this is something they are struggling with. (Click here for a graph you can use.) You might give the example of an athlete in a gym. If the athlete wanted to increase his arm strength, he might make a goal of being able to lift a certain amount of weight. Obviously, just going to the gym and hanging out would not help that athlete meet his goal. The athlete would have to use his time at the gym well and gradually increase both the minutes he lifted weights as well as the heaviness of those weights. Likewise, a reader has to use his or her independent reading time well and gradually increase both the minutes he or she reads and thinks about the book as well as the number or complexity of the books he or she is reading.

● **Another way to do this is to** create a party ladder. For students who are struggling to maintain focus or meet reading goals, a party ladder, as described in Jennifer Serravallo’s The Reading Strategies Book (p. 57), could be helpful. Break down a goal, like engaged reading for a longer period of time, into a small series of steps that ends with an agreed upon celebration. Draw a sideways representation of stairs on a piece of paper, and on each step, break the goal down. For example, the first step might say, “Read 5 pages.” The second step might say, “Jot a thought.” The third step might say, “Read 5 pages.” Then at the top, the celebration might say, “Party! Read a poem.”

● **Another way to do this is to** revisit book logs. If you set up book logs at the beginning of the year or gave students the 40-book challenge, take time to update and reflect on the progress shown in those book logs. Talk to students about the reason for logging their books. What are they learning about
themselves as readers by looking at their logs? Are they doing a good job of reading across genre? Can they help identify a reading preference? Model analyzing a book log of a student who is a strong reader and does not mind sharing their log or model analyzing your own book log. Or share your own reading log. It is worth your time to track your reading throughout the year right along with students. This takes on a new form of modeling a reading lift for kids. Discuss the ways you can reflect on the log and then model creating a reading goal, such as reading a certain number of books in a new genre. Students could also create a goal to read more books in the next quarter or semester than they have so far. You could use the analogy of the athlete by discussing that a basketball player who wanted to get better would have to build both strength and endurance. One without the other would not help her achieve her goal. Likewise, in focusing on strength, she would need to build strength in both her arms and legs to truly improve. Readers need to focus on reading more and reading a variety of books to truly improve as readers. Jennifer Serravallo’s *The Reading Strategies Book* has these ideas for analyzing a book log:

- **Reading log rate reflection.** Is the student reading too fast or slow? This may lead to a discussion of whether or not they are choosing *just right* books as well as a discussion of whether or not they are taking the time to make meaning as they read.
- **When do students read?** Are students reading only at school? Could they find other times to read? Are they reading at home? Are there times in the school day where they could steal time to read (bathroom breaks, when they finish work, when they first arrive at school, etc.)?
- **Set page goals.** Without sacrificing meaning, can a student prompt themselves to gradually read more pages? Do they tend to read a consistent number of pages during reading or does it vary widely? Are the number of pages read consistent within a book?
- **Read with a focus to focus.** How many pages can the student read before losing focus? Can they increase this? Do they need to plan to take small mental breaks to increase the time they can read without losing focus?

- **Another way to do this is to** Reflect on the past unit. What kind of reader were you? What books did you read? What have you learned that will help you in the future? What did you learn about yourself as a reader? It is through reflection that we can learn more about ourselves and find areas we want to improve. As Jennifer Serravallo says in *The Reading Strategies Book* on page 67, “Reflect on your reading history to set a better reading future.” This helps lead us to setting goals. Model your own reflection of your reading over the past quarter. Model setting a goal and discuss with students the satisfaction you feel in reaching a goal. Let students share times they have met goals and how they felt. If they have not yet had this experience, help students get excited about this future event! For an example of a student-friendly reading reflection, click [here](#).

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**Variety and Text Choice**

**Teaching Point:** Readers vary the texts they read, just like we vary the foods that we eat.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** model for students how you pack a lunch box. You may wish to point out to
them that although you know apples are good for you, you do not simply have a lunch box full of apples. If you did this, you would be missing other key food groups such as protein and vegetables. Then, relate this to the selection of books for a book box. While you know that Magic Tree House books are just right for you, you select various types of texts to read, considering what would give you a “balanced reading diet”.

- **Another way to do this is to** show your students the assortment of reading that you are currently doing. You may show them a catalog, an expository text, a magazine, and a novel. Talk with students about how some of it is *easy*, like the catalog; *just right*, like the magazine and novel; and *challenging*, like the expository text.

**Teaching Point:** Readers keep track of the genres they read in order to grow themselves as a reader.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** bring to light whatever book-tracking tool you use in your classroom (40 Book Challenge, Reading Log, etc.). You may model for students how you look over the books that you’ve completed so far this year, considering the various genres as well as reading difficulty. You may even tally up for each of these. An authentic addition would be to discuss with readers how you select new books when you go to the bookstore. When you have read 3-4 books about cooking, you’re likely to visit another section of the bookstore for variety.

**Teaching Point:** Readers rely on other readers and tools to help themselves select their next book to read.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** emphasize the work of book talking in your classroom. If you have not yet introduced these, you may wish to see that portion of this unit (“Book Talking”: The Why and the How). Emphasize to students how many of the books that you select as your next book come from book recommendations from another adult who reads like you do. If a student is struggling to have variety in the difficulty of their books, you may encourage them to talk with a reading partner who is of like ability or slightly higher to select a next book.

- **Another way to do this is to** utilize online tools that give students ideas for what to read next.
  - [www.whatshouldireadnext.com](http://www.whatshouldireadnext.com) allows users to enter in the name of a book they’ve recently read or an author that they enjoy and get other book recommendations based on this.
  - [www.literature-map.com](http://www.literature-map.com) allows users to enter the name of an author they enjoy and it will provide them with other authors who have similar texts.

**Modeling a Passion for Reading**

**Teaching Point:** Teachers who model their passion for reading inspire a desire to read in their students.

**Suggested Length of Time:** varies depending on the need

**Possible Ways to Do This:**

- **One way to do this is to** model reading as an “emotional and intellectual journey.” This can be accomplished by portraying reading as a gift not a goal. (The Book Whisperer- Donalyn Miller)
  - [My Ideal Bookshelf](http://www.myidealbookshelf.com): A great way to model what your reading life looks like is to show them your
ideal bookshelf. In this activity you will model for them the 10 books you can’t live without. The key to this is explaining what emotions each book brought out in you, what made the story so powerful, how it changed/ grew you as a reader, and maybe how it helped you view life in a different way.

■ By giving students time to also do this work will help other students see their peers as passionate readers and will give them great ideas for new books to read.
■ View the link below for the paper form of your “Ideal Bookshelf.”


- Another way to do this is to take the Self-Reflection Activity from the “Walking the Walk” chapter in Donalyn Miller’s The Book Whisperer (p. 111). This reflection activity allows you to think back to your own childhood reading experiences, asks you to think about how you share past and current reading experiences with kids, to think about your role models for reading, and how you view yourself as a reader now. It is crucial to share your reading experiences with your students every day. You set the tone, and create the climate for your classroom. They look to you as the example.
  ○ It would be helpful to give students a reading survey to get a pulse on who they are as readers, and what types of topics and genres they are interested in.
  ○ At the beginning of the year it is powerful to give them a book stack from your library or the school library based on the information you received from your conference with them. By explaining why you chose each book specifically for them is powerful. It also makes your students feel really special. This would also be something that you will want to do for your students at different times throughout the year.

- Another way to do this is to have a sign on your board or by your door that shows students what you just finished reading, what you are currently reading, and what book you want to read next. By updating this throughout the year shows students that you are a reader, and it models that good readers read all the time.

- Another way to do this is to have a box or create a space for students to recommend books to you. Then have conversations when you do read books that they have recommended. It is important to continue to read children’s books in order to have a wealth of choices to recommend to them, and to have shared reading experiences with them. A list of good reasons for why adults should still read children’s books is on pg. 114 in The Book Whisperer.

- Another way to do this is to investigate recommendations from industry sources. This will allow you to stay up-to-date on current books for students to read by finding what is new and relevant, but also the tried and true classics.

Here are some helpful books and websites to do this work:

- Books That Don’t Bore ‘Em: Young Adult Books that Speak to This Generation (Blasingame, 2007).
- Goodreads: www.goodreads.com
- www.teenreads.com
- March Book Madness
- http://marchbookmadness.weebly.com/
- Nerdy Book Club blog
● The Book People blog
● #titletalk: https://twitter.com/hashtag/titletalk