

# Reading Unit 1

Content Area: **ELA**

Course(s):

Time Period:

Length: **Sample**

Status: **Published**

## Course Pacing Guide

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Unit	Trimester	Weeks
Unit 1: Interpretation Book Clubs: Analyzing Themes	1	9
Unit 3: Argument and Advocacy: Researching Debatable Issues	2	9
Unit 4: Fantasy Book Clubs: The Magic of Themes and Symbols	2	9
Unit 2: Tackling Complexity: Moving Up Levels of Nonfiction	3	9

## Unit Overview

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### Big Ideas:

- Study characters to synthesize, infer, and interpret information
- Create effective book clubs to elevate levels of reading, thinking, and conversation
- Read at-level books to develop the skills to write well about reading

### Introduction Summary for Book 1:

"This unit asks a lot of students and gives a lot to them as well. The learning curve between fourth and fifth grade is an especially steep one, and work that fifth-graders are asked to do is work that many of us didn't do until high school (if then!). The fact that students will convene in clubs within a week or two of the start of fifth grade is emblematic of the tone and the message that characterizes this unit" (Calkins & Marron, 2015 p. xii).

### Bend 1:

"Students become more committed to their readers' notebooks than ever before. Teachers will rally them to regard the writing they do about their reading as every bit as important as the writing they do in writing workshop. Students will work to approach their reading notebooks the way they do their writing notebooks--

with conviction, a sense of purpose, and voice. Students will do this by studying examples of strong notebook entries. One of the important things teacher's will teach their students is that reader's notebooks are meant as seedbeds for thought" (Calkins & Marron, 2015 p. xi).

### **Bend 2:**

"In this bend, teachers 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 trust that they notice things for a reason. Great literature in hand, students will embark on a study of interpretation. At the same time, students will begin to work in small book clubs that will last for the remainder of the unit. By studying the skills and strategies of interpretation while reading, writing, and talking about literature, the readers will work together in their clubs to identify themes that thread through their book. Students will learn that reading interpretively involving linking ideas and building larger theories. The book clubs will become little debate clubs--places where they can try out ideas, be challenged, and ultimately engage in rich book club conversations that holds them accountable for defending their ideas with reasons and evidence. Readers will also learn that multiple themes live in their books. and that these themes can be traced across the expanse of the story. Then, too, they'll come to see that these themes morph and change along with the plotline, allowing for new ideas and new interpretations to emerge" (Calkins & Marron, 2015 p. xi-xii).

### **Bend 3:**

"Once students are discussing themes actively with their clubs, teachers will teach them how to compare and contrast the ways in which themes are developed across texts. Students will study the way in which a theme can be developed differently in different texts. Each club will receive a small section of short texts to read. They will choose one that they feel highlights themes that also fit the novel they read. Students will learn techniques for analyzing the different ways in which a single theme might be developed differently in different texts, noticing the roles that characters play in advancing (or pushing back against) a theme. Students will come to see that texts are written by authors who make deliberate decisions, not just about what will happen in a story, but also about how the story will be told. Students will analyze the ways in which different authors use specific techniques to achieve goals. 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" (Calkins & Marron, 2015 p. xii).

Source:

Calkins, L., & Marron, A. (2015). *Interpretation Book Clubs Analyzing Themes*. Portsmouth, NH: Heinemann.

## **Enduring Understandings**

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1. Readers build theories and gather evidence about characters

2. Readers use inferences to build interpretations about texts
3. Readers read across books, looking at similarities and differences in characters, and grow bigger theories about them

## **Essential Questions**

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1. How do readers get to know characters at a deeper level?
2. How do readers grow ideas about characters?

## **New Jersey Student Learning Standards (No CCS)**

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### **Progress Indicators for Reading Literature**

#### **Key Ideas and Details**

RL.5.1. Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

RL.5.2. Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

#### **Craft and Structure**

RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

RL.5.5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

RL.5.6. Describe how a narrator's or speaker's point of view influences how events are described.

#### **Integration of Knowledge and Ideas**

RL.5.7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

RL.5.8. (Not applicable to literature)

RL.5.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

## **Range of Reading and Complexity of Text**

RL.5.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

## **Progress Indicators for Reading Informational Text**

### **Key Ideas and Details**

RI.5.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

## **Range of Reading and Level of Text Complexity**

RI.5.10. By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

## **Progress Indicators for Reading Foundation Skills**

### **Phonics and Word Recognition**

RF.5.3. Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

### **Fluency**

RF.5.4. Read with sufficient accuracy and fluency to support comprehension.

## **Progress Indicators for Writing**

### **Text Types and Purposes**

W.5.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

## **Production and Distribution of Writing**

W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.5.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## **Research to Build and Present Knowledge**

W.5.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

## **Range of Writing**

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

## **Progress Indicators for Speaking and Listening**

### **Comprehension and Collaboration**

SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.

SL.5.2. Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

SL.5.3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

### **Presentation of Knowledge and Ideas**

SL.5.4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

## **Progress Indicators for Language**

## Conventions of Standard English

L.5.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.5.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

## Knowledge of Language

L.5.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Vocabulary Acquisition and Use

L.5.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

## Interdisciplinary Connections

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1. Close Reading of primary documents, works of art, music lyrics, videos, and advertisements
2. Research Simulation Task-type interpretation across multiple narrative texts
3. Use Standards for Mathematical Practice and Cross-Cutting Concepts in science to support debate/inquiry across thinking processes in ELA

### Math:

- *MA.K-12.1 - Make sense of problems and persevere in solving them.*
- *MA.K-12.2 - Reason abstractly and quantitatively.*
- *MA.K-12.3 - Construct viable arguments and critique the reasoning of others.*
- *MA.K-12.5 - Use appropriate tools strategically.*
- *MA.K-12.6 - Attend to precision.*
- *MA.K-12.7 - Look for and make use of structure.*
- *MA.K-12.8 - Look for and express regularity in repeated reasoning.*

### Social Studies:

- *SOC.5-8.1.1 - Chronological Thinking*
  - *SOC.5-8.1.1.1 - Construct timelines of the events occurring during major eras including*

- comparative events in world history for the different civilizations.*
  - *SOC.5-8.1.1.2 - Explain how major events are related to one another in time.*
- *SOC.5-8.1.3 - Critical Thinking*
  - *SOC.5-8.1.3.1 - Compare and contrast differing interpretations of current and historical events.*
  - *SOC.5-8.1.3.2 - Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.*
  - *SOC.5-8.1.3.3 - Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).*
- *SOC.5-8.1.4 - Presentational Skills*
  - *SOC.5-8.1.4.1 - Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.*
  - *SOC.5-8.1.4.2 - Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).*

## Science:

- 5-PS1-2.PS1.A - Structure and Properties of Matter
  - 5-PS1-3.3 - Planning and carrying out investigations to answer questions or test solutions to problems in 3–5 builds on K–2 experiences and progresses to include investigations that control variables and provide evidence to support explanations or design solutions.
- 5-PS1-2.3 - Scale, Proportion, and Quantity
  - 5-PS1-3.3.1 - Make observations and measurements to produce data to serve as the basis for evidence for an explanation of a phenomenon.
- 5-PS1-4.2 - Cause and Effect
  - 5-PS1-4.2.1 - Cause and effect relationships are routinely identified, tested, and used to explain change.
- 5-PS2 - Motion and Stability: Forces and Interaction
  - 5-PS2-1.7.1 - Support an argument with evidence, data, or a model.
- 5-PS2-1.2 - Cause and Effect
  - 5-PS2-1.2.1 - Cause and effect relationships are routinely identified and used to explain change.
- 5-LS1 - From Molecules to Organisms: Structures and Processes
  - 5-LS1-1.7 - Engaging in argument from evidence in 3–5 builds on K–2 experiences and progresses to critiquing the scientific explanations or solutions proposed by peers by citing relevant evidence about the natural and designed world(s).
  - 5-LS1-1.7.1 - Support an argument with evidence, data, or a model.
- 5-ESS1 - Earth's Place in the Universe
  - 5-ESS1-1.7.1 - Support an argument with evidence, data, or a model.
- 5-ESS1-2.1 - Patterns
  - 5-ESS1-2.1.1 - Similarities and differences in patterns can be used to sort, classify, communicate and analyze simple rates of change for natural phenomena.
- 5-ESS3 - Earth and Human Activity
  - 5-ESS3-1.8 - Obtaining, evaluating, and communicating information in 3–5 builds on K–2 experiences and progresses to evaluating the merit and accuracy of ideas and methods.
  - 5-ESS3-1.8.1 - Obtain and combine information from books and/or other reliable media to explain phenomena or solutions to a design problem.

## Technology Standards

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### Standards

TECH.8.1.5 - All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.5.A.CS1- Understand and use technology systems.

TECH.8.1.5.A.1 - Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

TECH.8.1.5.A.CS2 - Select and use applications effectively and productively.

TECH.8.1.5.A.2 - Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.

TECH.8.1.5.A.3 - Use a graphic organizer to organize information about problem or issue.

TECH.8.1.5.B.CS1 - Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.5.B.CS2 - Create original works as a means of personal or group expression.

TECH.8.1.5.C - Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.5.C.CS1 - Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.

TECH.8.1.5.C.CS2 - Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.5.D.CS1 - Advocate and practice safe, legal, and responsible use of information and technology.

TECH.8.1.5.D.CS2 - Demonstrate personal responsibility for lifelong learning.

TECH.8.1.5.D.3 - Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

TECH.8.1.5.D.4 - Understand digital citizenship and demonstrate an understanding of the personal consequences of inappropriate use of technology and social media.

TECH.8.1.5.E - Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.5.E.CS2 - Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.5.E.CS3 - Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.

TECH.8.1.5.E.1 - Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

TECH.8.1.5.F - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.2.5.B.3 - Investigate ways that various technologies are being developed and used to reduce improper use of resources.



## 21st Century Themes/Careers

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CAEP.9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

## Financial Literacy Integration

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### *Grade 5: Lesson 5: Make a Difference*

Click on link for lesson description.

<http://www.scholastic.com/browse/article.jsp?id=3758472>

**Essential Question:** How can sharing with others improve our community and the lives of people throughout the world?

**Objective:** Create colorful, persuasive posters that entice others to support a charity of each student's choice.

**Time Required:** Two 45-minute periods

**Materials:** Construction paper or poster board, markers, pens, colored pencils, glue, tape, and other craft materials used for decorating; optional [Road to Riches Game](#)

### *Lesson Steps:*

#### PART I—PICK A CHARITY

1. Ask the students to share a time when someone helped them solve a problem. Ask them how they felt about the person or people who helped them. Then have them share a time when they helped someone else. How did helping someone else make them feel?
2. Ask students if they or someone they know has raised money for someone in need and define the word charity as "help or money given voluntarily to those in need."
3. As a class, brainstorm a list of local, national, and/or global problems that people face (e.g., bullying, hunger, natural disasters).
4. Ask the students to name charitable organizations that help make the world a better place to live. Make a list of their ideas. Charities can be local or national and may include:
  - homeless shelters
  - food banks
  - disaster relief agencies (such as the Red Cross)
  - Ronald McDonald House
  - bullying-prevention groups
  - children's hospitals
  - cancer research institutes
  - famine relief organizations
  - overseas medical needs charities (mosquito nets, clean drinking water, immunizations)

- environmental groups
- 5. Ask each student to choose one charity and cause to focus on. Explain that students are going to create a colorful, persuasive poster that encourages others to give to their charity of choice. Students who choose the same (or similar) charities may work together to brainstorm.
- 6. Write on the board the following framework to help students outline their fund-raising ideas for their posters:
  - Goal (how much they would like to raise)
  - Who (who is the charity)
  - Why (why people should help this charity)
  - What (what you want them to do—come to a bake sale, event, etc.)
  - How (how to participate—date of event, contact info, etc.)

## PART II—CREATE A POSTER

1. Provide art supplies so that each student can create a colorful, persuasive poster that includes each of the items listed above (goal, who, why, what, how).
2. Ask students to present their posters to the class, or separate into small groups of four students and have each take a turn presenting his or her poster to his or her group.
3. Remind students to include the framework above within their presentations. For example, each student should present what his or her goal was, who the charity is, why people should help their selected charity, what they want people to do, and how people can participate.
4. Reward students' efforts by displaying their posters in the classroom or in the school hallway.

## LESSON EXTENSION

Extend this activity into a community service project. Have the students carry out their action plans to make a difference in the lives of others.

## BONUS

Your students can work their way through the world of saving, giving, and budgeting with the interactive [Road to Riches](#) adventure game!

Standards:

- 9.1.8.A.1 Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.
- 9.1.8.A.2 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.1.8.A.3 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.
- 9.1.8.A.4 Relate earning power to quality of life across cultures.
- 9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.

- 9.1.8.A.6 Explain how income affects spending decisions.
- 9.1.8.B.1 Distinguish among cash, check, credit card, and debit card.
- 9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.
- 9.1.8.B.3 Justify the concept of “paying yourself first” as a financial savings strategy.
- 9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.
- 9.1.8.B.5 Explain the effect of the economy on personal income, individual and family security, and consumer decisions.
- 9.1.8.B.6 Evaluate the relationship of cultural traditions and historical influences on financial practice.
- 9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).
- 9.1.8.B.10 Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
- 9.1.8.D.5 Explain the economic principle of supply and demand.
- 9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions. 9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.
- 9.1.8.E.3 Compare and contrast product facts versus advertising claims.
- 9.1.8.E.4 Prioritize personal wants and needs when making purchases.
- 9.1.8.E.6 Compare the value of goods or services from different sellers when purchasing large quantities and small quantities.
- 9.1.8.E.8 Recognize the techniques and effects of deceptive advertising.

## **Holocaust/Genocide Education**

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Waiting for the other Teacher Groups to provide this information.

Home of the Brave by K. Applegate: mentor text for Unit 1 - addresses themes of genocide, prejudice and social justice.

## **Amistad Integration**

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### **Unit 1: Interpretation Book Clubs: Analyzing Themes**

- Extra Credit by Andrew Clements (U)
- Fish in a Tree - Lynda Mullaly (X)
- Jars of Hope: How One Woman Helped Save 2,500 Children During the Holocaust. - Jennifer Roy
- Rules by Cynthia Lord (R)

### **Social Studies-Holocaust:**

- I Never Saw Another Butterfly
- Fireflies in the Dark
- The Cat with the Yellow Star
- Somewhere There Is Still a Sun: a memoir of the Holocaust by Todd Hasak-Lowy (Y)
- [Holocaust Resources](#)

### **Recommended Read Alouds:**

- Alexander, Kwame. [Crossover](#). Houghton Mifflin Harcourt, 2014. 237 pages. Ages 10-13
- Curtis, Christopher Paul. [The Watsons Go to Birmingham -- 1963](#). Delacorte, 1995. 210 pages. Ages 10 - 14
- Erdrich, Louise. [The Birchbark House](#). Hyperion, 1999. 235 pages. Ages 8 - 12
- Grace, Catherine O'Neill and Margaret M. Bruchac, with Plimoth Plantation. [1621: A New Look at Thanksgiving](#). Photographed by Sisse Brimberg and Cotton Coulson. National Geographic Society, 2001. 48 pages. Ages 7 - 14
- Lai, Thanhha. [Inside Out & Back Again](#). Harper/HarperCollins, 2011. 262 pages. Ages 10-13
- Lin, Grace. [Where the Mountain Meets the Moon](#). Little, Brown, 2009. 278 pages. Ages 8 - 11
- Marcantonio, Patricia Santos. [Red Ridin' in the Hood and Other Cuentos](#). Illustrated by Renato Alarcão. Farrar, Straus and Giroux, 2005. 185 pages. Ages 8-12
- Parker Rhodes, Jewell. [Ninth Ward](#). Little, Brown, 2010. 224 pages. Ages 9 - 13
- Resau, Laura. [Star in the Forest](#). Delacorte Press, 2010. 149 pages. Ages 8-11
- Sheth, Kashmira. [Boys without Names](#). Balzer & Bray/HarperCollins, 2010. 320 pages. Ages 9-13
- Skarmeta, Antonio. [The Composition](#). Illustrated by Alfonso Ruano. U.S. edition: A Groundwood Book/Douglas & McIntyre, 2000. 36 pages. Ages 9 - 16
- Tingle, Tim. [How I Became a Ghost: A Choctaw Trail of Tears Story](#). Roadrunner Press, 2013. 141 pages. Ages 10-13
- Williams-Garcia, Rita. [One Crazy Summer](#). Amistad / HarperCollins, 2010. 218 pages. Ages 8-12

## **Instructional Strategies and Learning Activities**

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## **Differentiated Instruction**

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- Curriculum Mapping
- Inquiry/Problem-Based Learning
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building
- Self-Directed Learning
- Debate
- Mock Trial
- The Hot Seat/Role-Play
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Grouping
- Rubrics
- Jigsaws
- Concept Attainment
- Mentoring
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data

## **Formative Assessments**

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1. Progress Monitoring with Running Records- accessible through Teachers College website or [click here](#)
2. Individual and Small Group Conferencing
3. Grade 5 Learning Progressions
4. LinkIt Assessment
5. Reading Logs
6. Responses to reading

## **Summative Assessment**

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1. Performance Assessment- Postassessment and analysis of the assessment (after Lesson 20 in Interpretation Book Clubs, Analyzing Themes- Book 1)

## **Benchmark Assessments**

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1. Fountas and Pinnel Reading Benchmarks- [See link for expected levels](#)
2. Performance Assessment- Preassessment and analysis of the assessment (xxi-xxiii and page 25 in Interpretation Book Clubs, Analyzing Themes- Book 1)
3. LinkIt Form A (fiction and nonfiction)

## **Alternate Assessments**

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1. Grade 3 or 4 Learning Progression for ELL and students below grade level
2. Grade 6 Learning Progression for Gifted and Talented or students working above grade level

## **Gifted and Talented**

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- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking

## **Resources & Technology**

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### Professional Resources

- TCRWP Reading **Book 1: Interpretation Book Clubs, Grade 5, © 2015**

- Heinemann website: <https://www.heinemann.com/extracreditclub/home.aspx> for anchor charts, unit resources, Spanish-language, and other online resources (login with RUOS\_GR5)
- Reading Pathways (for reading progressions and student-facing checklists)
- TCRWP website (<http://readingandwritingproject.org/resources>) Resources including current running records and videos to support units of study implementation
- Teaching videos collection available at <https://vimeo.com/tcrwp/albums>

## **BOE Approved Texts**

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Mentor Texts/Read Aloud Texts:

- Fly Away Home by Eve Bunting
- Home of the Brave by Katherine Applegate
- “Dreams” (poem) by Langston Hughes

Suggested Student Texts:

- Bud, Not Buddy by Christopher Paul Curtis
- Because of Winn-Dixie by Kate DiCamillo
- My Name is María Isabel by Alma Flor Ada
- Out of the Dust by Karen Hesse
- Bridge to Terabithia by Katherine Paterson
- Esperanza Rising by Pam Muñoz Ryan
- Winger by Jerry Spinelli

## **Closure**

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- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.

- DJ Summary - Learners write what they learned in the form of a favorite song. Offer to let one or two sing their summary.
- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, other students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Question Stems - Have students write questions about the lesson on cards, using [question stems framed around Bloom's Taxonomy](#). Have students exchange cards and answer the question they have acquired.
- Kids answer the following prompts: "What takeaways from the lesson will be important to know three years from now? Why?"
- Have students dramatize a real-life application of a skill.
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Have students complete the following sentence: "The [concept, skill, word] is like \_\_\_\_\_ because \_\_\_\_\_."
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"
- After writing down the learning outcome, ask students to take a card, circle one of the following options, and return the card to you before they leave: "Stop (I'm totally confused. Go (I'm ready to move on.)" or "Proceed with caution (I could use some clarification on . . .)"

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## ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries



- Google Translate

## **Special Education**

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\*Review current IEP accommodations for each student and use the additional strategies on this list as needs arise.

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)
- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Preferential Seating
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Use a pass-fail or an alternative grading system when the student is assessed on his or her own growth.

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\*Review current 504 accommodations for each student and use the additional strategies on this list as needs arise.

- Preferential seating
- Extended time on tests and assignments
- Reduced homework or classwork
- Verbal, visual, or technology aids
- Modified textbooks or audio-video materials
- Behavior management support
- Adjusted class schedules or grading
- Verbal testing
- Excused lateness, absence, or missed classwork
- Pre-approved nurse's office visits and accompaniment to visits

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### **At Risk**

\*Review current I&RS accommodations for each student and use the additional strategies on this list as needs arise.

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart

