Unit 4 - Interpretation Book Club Unit

Content Area: **English Language Arts**
Course(s): **English Language Arts**
Time Period: **Marking Period 2**
Length: **5-6 Weeks**
Status: **Published**

Unit Overview

In this interpretation unit, the purpose is to teach readers to compose meaning as they read. It teaches students that there may be more than one meaning to a text, and readers construct their own meaning based on prior knowledge, understandings, and experiences.readers will draw upon, transfer, and apply all of their past learning to sharpen their interpretation skills. You'll move your students to think and talk about the ideas their chapter books suggests. You'll show students that good books are about more than one idea, and you'll teach them to keep more than one idea in their minds. You'll teach your readers that just as their books are about more than one idea, ideas, or themes, live in more than one text. Once your students are recognizing themes, you'll teach them to compare how themes are developed in different texts. All the time, you will be training your students to back up their ideas with evidence from the texts.

Standards

LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.4	Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in literature.
LA.RL.4.5	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
LA.RL.4.6	Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
LA.RL.4.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
LA.RF.4.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.4.4	Read with sufficient accuracy and fluency to support comprehension.
LA.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Essential Questions

- How can I heighten my skills at interpretation so I see themes that thread through a text and that sometimes thread across many texts?
- How can I think about ways in which different authors approach the same theme differently?
- Bend I: Interpretation: Discussing Themes and Issues in the Company of Clubs: How can I read with the lens of looking for themes, learning to spot places in a text where the theme shines through?
- Bend II: Comparing Themes—and How Characters Relate to Them—Across Texts: How can I compare and contrast the way a theme is handled similarly and differently in different texts?

- Bend III: Reading Closely to See How Themes Are Shaped By Authors: How can I look at how different authors approach the same theme?

Application of Knowledge: Students will know that…

- good readers don't read just to find out what characters do or what happens in stories. Powerful readers also realize that the stories we read are about ideas-they literally teach us how to live.
- just as we can study how the settings of stories that share themes are usually different, that difference has implications for how the theme develops in the story, there are usually differences also I characters-in their backgrounds, their perspectives and points of views, and their traits.
- readers find issues in a story by asking "What does this story teach me?"
- readers look at anything they read and wonder how hidden and subtle sources of power, race, class, and gender operate in our culture.
- readers write and talk about issues they can relate to in their own lives, each of us is a member of many groups-how does that group identity shape us?
- repetition is a tool that is not only used in poetry but in literature as well and it's not just objects that may be repeated in a text, sometimes it is lines, and parallel scenes or moments. r When we read with a lens, first we read for the story, for what happens, and then we read asking what does this story teach us about (the social issue)?
- when characters experience strong emotions and/or make critical choices readers have an opportunity to learn from the decisions characters make, and can make more than one interpretation that may turn out to be significant.

Application of Skills: Students will be able to…

- apply analytical lenses for interpretation that focus on symbolism and literary craft.
- compare themes that are developed across different texts.
- determine central ideas or themes of a text and analyze the development of these themes.
- recognize how authors present themes differently, and contrast how the theme was presented or developed first in conversations, then in writing.

Teaching Points and Suggested Activities

The following teaching points and activities are adapted from *Units of Study for Teaching Reading Grade 4*, specifically *If…Then…Curriculum* for this unit (Calkins et al., 2015). The manual serves as a loose framework for teachers who will add and/or emphasize based on their students' needs.

Teaching Points

- Today I want to teach you that readers use all they know, from all their other reading work, to think about what the story they are reading might be teaching readers.
- Today I want to teach you that to interpret or learn from books, readers can look for issues—especially issues that recur or issues that seem particularly important to the characters—and then consider how the main character relates to that issue—what does he or she think about it, feel about it, how does he

or she react to it?

- Today I want to teach you that readers carefully consider key scenes in stories —when characters experience strong emotions and/or make critical choices. Readers think extra hard about these scenes because they are usually related to the lessons in the book. To find these lessons, readers will unpack those scenes—maybe free writing about them or talking about them with others.
- Today I want to teach you that while some of these stories have similar themes, there are also a lot of differences in these stories—so many different viewpoints centered on the same theme. One way readers study those differences is to look at how different characters handle (or connect to) the same theme or issue.
- Today I want to teach you that readers recall other stories and think and talk about how the stories compare; readers weigh our own lives and decisions with those characters make, finding possible life-lessons that books leave us with.
- Today I want to teach you that not only do readers read closely by looking at the details of how characters talk and act and letting that push them to understand more about the characters, they also read closely by thinking about why an author may have chosen the precise words and phrases and images used in the stories to forward a theme or life lesson.
- Today I want to teach you is that one way readers are moved by literature and understand literature more deeply is that they let objects in the stories have symbolic importance—they connect objects to bigger meanings, letting a simple thing stand for a more complex thing.
- Today I need to teach you that powerful readers know that in good stories, details matter, and readers think hard and ask themselves about details that seem to be in the text for no clear reason—because there will be a reason, and readers find it.

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- teach students that powerful readers know that reading is much more than finding out what characters do or what happens in stories. We know that stories are about ideas and those ideas have the power to teach us life lessons. We may, therefore, reconsider stories we've lived or read, and rethink them in terms of the lessons or ideas they suggest. We keep in mind that good stories are about more than one idea. There may be many possible meanings of a story.
- teach students that as a reader, it is especially worth paying attention to moments where characters experience strong emotions or where characters make critical choices. These are the places where we as readers may learn significant lessons.
- teach students that as readers, we revise our original ideas as the story develops. We expect to back up our ideas with evidence from the text, and we mark, collect, and ponder moments in the text that support our ideas.
- teach students that just as stories are about more than one idea, ideas live in more than one story. We can find the same idea across different texts—stories, nonfiction and even our life stories. Readers begin to compare texts that share similar themes, recalling texts we've already read, and remaining alert to new texts, both literary and nonfiction that seem to deal with similar ideas, issues, or themes. Issues hide within the pages of books we know well. Good readers know how to spot issues and think about them as we read.
- teach students that readers read about these issues keeping in mind how characters react to and deal with them. We keep track of this information on post-its or in a reading notebook.
- teach students that readers realize that while stories may share the same theme, there are still many differences between stories that are worth studying. One difference we may focus on, is setting—differences in the time and place where stories happen. Readers understand that these differences affect

the meaning.
- teach students that as readers begin to compare texts, we often need to develop some systems to help us recall the texts we've read. Sometimes making charts that list the titles, issues or themes, and characters, helps us to quickly recall texts so that we can move to analyzing them. This supports us as we revisit important parts of a text we've read before and place these parts against ones we are reading now. We think across these parts by noting what's similar, what's different and how this affects our ideas.

Activities to Support Teaching Points

- create and refer to anchor charts
- study pages from exemplar reader's notebooks
- provide and present mentor texts as models
- teach the *Work of Readers* Charts
- teach children strategies for holding onto text, for example by using Post-its and graphic organizers
- model (Talk Aloud) the strategies good readers use
- model, provide, and use a reader's notebook
- tap, sketch, or jot across a story as a way of retaining information and details
- study book introductions and endings
- practice creating mental movies as you read
- investigate figurative language and descriptive vocabulary and how authors use them
- Turn and Talk the dialogue in a story to bring the characters' feelings alive
- set mini-reading goals for engagement, print work, fluency, comprehension, and/or conversation
- provide checklists and reading progressions to assess and develop on-going reading goals
- scaffold skills with strategies, for example using Post-its to identify key elements of a chapter
- write long about reading
- practice alternating the speed a text is read to reflect tone and mood
- plan to celebrate the conclusion of classroom reading projects
- use technology in the reading classroom; for example digital journals

Assessments

Assessment in this unit takes three forms: diagnostic, formative, and summative. The resource *Reading Pathways, Grades 3-5*, provides reading progressions, performance assessments, rubrics, tools for collecting data, a system for conducting running records, There are also downloadable, digital versions of the assessment tools available through the online resources at; www.readingandwritingproject.org/resources. Teachers may also develop their own rubrics and assessments in order to include more specific elements of knowledge and skills listed in this unit summary.

Student self-assessment and peer assessment should take place whenever possible--again, in all three forms: diagnostic, formative, and summative. Removing the traditional emphasis on teacher assessment enables

students to take more initiative and become self-directed.

On-going teacher assessment will take place in the context of a conference. Conferences, both small group and one-to-one conferring, are used to reinforce expectations, provide advice and/or assistance, and ultimately, to support growth.

Diagnostic Assessments

Running Records

www.readingandwritingproject.org/resources/assessments/running-records

Spelling Inventory

www.readingandwritingproject.org/resources/assessments/spelling-assessments

Individual beginning of the year "How's It Going?" conferences

Formative Assessments

Teacher-student conferences including: individual, small group, strategy group, and guided reading

Daily observation of students' participation during the active engagement segment of each mini-lesson.

Students' conversation with partners during Turn and Talk segment of mini-lessons.

Reading logs, Reader's Notebooks, Writing About Reading evidence (Post-its, journal entries, writing long about reading, for example)

Summative Assessment

Teacher-student conferences

Running Records

Spelling Assessments

Reading logs, Reader's Notebooks, and other evidence of students improving skills

Activities to Differentiate Instruction

The design of reading workshop allows for individualized instruction and independent growth for every child. At the heart of differentiation in Reader's Workshop is data and the analysis of data. Through the usage of monitoring student progress during independent reading, analysis of formal and informal running records, and other assessments such as high-frequency word lists and spelling inventories, teachers should be able to delineate which students are in need of additional supports, in what areas those supports should be targeted at, and which

students are ready to be pushed further in their reading work.

Some methods to use to support struggling readers as well as advanced readers:

- Provide leveled books appropriate for all reading levels
- Provide support as needed through conferencing
- Provide support as needed through strategy groups
- Provide support as needed through guided reading groups
- Provide modified and/or alternate grade level checklists and rubrics to scaffold or stretch learning
- Scaffold or stretch learning through the use of various strategies
- Provide appropriate reading partners
- Utilize charts to provide a visual reminder for students throughout the mini-lesson.
    - Add drawings and visuals to charts
    - Provide individualized copies of teaching charts
    - Depending on the concept, the chart may be most effective to visually break the concept into parts and touch each part during a demonstration
- For students needing more support at the end of the mini-lesson, keep them at the rug for an extra minute after dispersing the rest of the class and clarify the main topic of the mini-lesson or work one-on-one with them to start their reading
- Set reading goals for students and follow-up with the reading goals after an appropriate amount of time.
- Create group and one-on-one conferencing calendars to ensure that students are being met with on a regular basis and working toward individualized goals
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen
- Assign roles to partners (Partner 1/Partner 2) to help scaffold which student should speak first and avoid one partner dominating the conversation and the other partner becoming a passive listener
    - For ELL students, creating a triad instead of partnership may be beneficial
- Provide students access to RAZ Kids which will provide students more reading options for leveled texts, access to technology, and the ability to have books read to them while they follow along or for students to record their reading

Supports for ELL students:

- Provide consistent teaching structures
- Use consistent teaching language
- Offer plentiful opportunities for reading practice
- Provide access to a broad variety of texts
- Use assessment to provide extra support
- Support students in the preproduction and early production stages of learning English
- Use visual examples in your teaching
- Modify our mini-lessons to be as concise as possible
- Provide extra ?active engagement? time in mini-lessons for extra practice
- Provide readers with topic-based text sets
- Provide opportunities for listening and learning the social language of the reading workshop
- Provide opportunities to read in both their home language and in English
- Plan instruction with the ELL teacher
- Extend the language ELLs are producing through questioning
- Provide explicit instruction in tenses, pronoun references, and connectives
- Support students in building vocabulary using their own reading as the context
- As the unit progresses, the teacher, in coordination with the students, will develop a word wall that will highlight vocabulary specific to the topic chosen

In order to support this differentiation work, teachers may want to consult the following materials:

- Units of Study books at lower or higher levels for teaching strategies that are appropriate to the support needed.
- The Reading Strategies Book by Jennifer Serravallo
- If. . . Then. .. Curriculum book for alternate units or teaching points to support the individual reading levels.
- A Guide to the Reading Workshop (Primary Grades) chapter 14 for more in-depth information on differentiation

Challenge gifted students to incorporate more complex reading techniques based on the 4th grade Reading Learning Progressions:

- base predictions on how stories tend to go, explaining reasons for predictions
- pay attention to structure while reading, note sequence words that may indicate a back-story or gaps in time between scenes
- read complex sentences correctly by paying attention to punctuation
- talk about the big ideas/themes that a story teaches
- support ideas with details from several parts of a text and discuss how the details actually do support

those ideas.

Integrated/Cross-Disciplinary Instruction

Writing Workshop

- apply language and ideas from read alouds and independent reading
- utilize read alouds and independent reading as mentor texts
- apply spelling strategies
- identify areas of spelling needs
- apply grammar skills
- identify areas in need of addressing (spelling, grammar, mechanics)
- expand written vocabulary from read alouds and independent reading
- model sentence and paragraph structure after mentor texts

Content Areas: Science, Social Studies, Health

- read just right books in the content areas
- use mentor texts to deliver Social Studies content
- compare content area ideas and issues to what our characters deal with in our read alouds and mentor texts
- apply reading skills and strategies to the reading we do in the content areas

Study Skills

- use graphic organizers to support reading
- use checklists and rubrics to monitor progress
- use Venn diagrams and t-charts to gather, compare, and contrast events
- use highlighters, note cards, post-its, and other tools to keep track of story events, details, and ideas
- keep a log and notebook

The Arts

- analyze illustrations in books for details
- compare illustrations to other forms of art
- illustrate a passage that was just read to show details, ideas, and lessons
- act out a scene from a book to better visualize how a character feels

Suggested Mentor Texts and Other Resources

Mentor Texts

Bullying

Blubber by Judy Blume

How to Eat Fried Worms by Thomas Rockwell

Jake Drake, Bully Buster by Andrew Clements

The Janitor's Boy by Andrew Clements

Max Quigley, Technically Not a Bully by James Roy

The PS Brothers by Maribeth Boelts

Wonder by RJ Polacio

Courage and Honor

Catwings by Ursula LeGuin

Felita by Nicholasa Mohr

Fourth Grade Rats by Jerry Spinelli

The Hundred Penny Box by Sharon Bell Mathis

The One and Only Ivan by Katherine Applegate

The Real Boy by Anne Ursu

Speak Up, Spike! by Franzeska Ewart

There's A Boy in the Girl's Bathroom by Louis Sachar

The Thing About Georgie by Lisa Graff

Impact on the World

14 Cows for America by Carmen Deedy

Brothers in Hope by Mary Williams

Harvesting Hope by Kathleen Krull

Hound Dog True by Linda Urban

The Jacket by Andrew Clements

Judy Moody Saves the World by Megan McDonald

The Lucky Stone by Lucille Clifton

Fitting In

Bystander by James Preller

The Hundred Dresses by Eleanor Estes

A Mouse Called Wolf by Dick King-Smith

Out of My Mind by Sharon Draper

Rules by Cynthia Lord

Ringer by Jerry Spinelli

Overcoming Obstacles

Clementine, Friend of the Week by Sara Pennypacker

Dear Mr. Henshaw by Beverly Clearly

How to Steal a Dog by Barbara O'Connor

The Mightly Miss Malone by Christopher Paul Curtis

Forgiveness

Fame and Glory in Freedom, Georgia by Barbara O'Connor

The Great Unexpected by Sharon Creech

I Am Not Joey Pigza by Jack Gantos

J.T. by Jane Wagner

Growing Up

Claudia and Mean Janine by Ann M. Martin

Dexter the Tough by Maragret Peterson Haddix

Donuthead by Sue Stauffacher

Herbie Jones by Suzy Kline

Junebug by Alice Mead

Piper ReeD, Navy Brat by Kimberly Willis Holt

The Report Card by Andrew Clements

Superfudge by Judy Blume

Tales of a Fourth Grade Nothing by Judy Blume

Divorce and Changing Families

The Boy on the Porch by Sharon Creech

Flora and Ulysses by Kate DiCamillo

Go Fish by Mary Stolz

Lexie by Audrey Couloumbis

The White Giraffe by Lauren St. John

Resources

Units of Study for Teaching Reading:

- *Building a Reading Life* by Lucy Calkins and Kathleen Tolan
- *A Guide to the Reading Workshop, Intermediate Grades*; Lucy Calkins
- *Reading Pathways, Grades 3-5, Performance Assessments and Learning Progressions*; Lucy Calkins
- *If...Then... Curriculum: Assessment-Based Instruction, Grades 3-5*; Lucy Calkins; Julia Mooney; and Colleagues From the TCRWP
- *Online Resources for Teaching Writing*; Lucy Calkins
- website: www.readingandwritingproject.org/resources

The Art of Teaching Reading; Lucy Calkins

The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers; Jennifer Serravallo

Leveled Books, K-8: Matching Texts to Readers for Effective Teaching; Irene C. Fountas and Gay Su Pinnell

Reading Miscue Inventory: From Evaluation to Instruction; Yetta M. Goodman

Miscue Analysis Made Easy: Building on Student Strengths; Sandra Wilde

Around the Reading Workshop in 180 Days; Frank Serafini

The Book Whisperer: Awakening the Inner Reader in Every Child; Donalyn Miller

Mindsets and Moves: Strategies That Help Readers Take Charge; Gravity Goldberg

Guiding Readers and Writers, Grades 3-6; Irene C Fountas and Gay Su Pinnell

Smarter Charts; Marjorie Martinelli

21st Century Skills

CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.