Unit 3 - Reading Differently to Get Ready to Write About Your Reading

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

Unit Overview

The purpose of this unit is to draw upon skills that students have learned and developed over their careers as readers and use those skills to respond to texts. The primary modality for response is first conversation, in the form of partnership, clubs, and whole-class discussion. These meaningful conversations the reader to go back and reread and thoughtfully reflect as a result of the conversations and the deeper understandings that are generated as a result of the conversation.

Bend 1 of the puts students into book clubs around self-selected reading projects. The purpose of this bend is for students to work on their interpretation skills and support this work with evidence from their reading. Bend 2 moves from interpretation to analysis. This bend supports their analytic skills by teaching students different lenses through which a reader can analyze a text. Finally, Bend 3 takes the strategies and skills from the previous bends and asks students to apply them as they move up levels of text complexity.

Standards

LA.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.
LA.RL.5.2	Determine the key details in a story, drama or poem to identify the theme and to summarize the text.
LA.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).
LA.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.
LA.RI.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.
LA.RI.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
LA.RI.5.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
LA.RI.5.8	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
LA.RI.5.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.5.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding

	words.
LA.RF.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.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.
LA.SL.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
LA.SL.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Essential Questions

- How can I apply an analytical lens as I read across both literature and information texts?
- How can I read texts—literature, information texts and texts related to current events, too-- with a lens that lets me see the issues that are hiding in those texts?
- How can I notice how different authors and different texts approach an issue differently?
- How can I become more complex in my thinking because I read? How can I become more aware, and help others to become more aware too? How can I go through life, seeing more in the texts that I read?

Application of Knowledge: Students will know that...

- author's have their own craft and approach an issue differently
- readers infer and interpret texts
- readers pay close attention to moments where characters experience strong emotions or where characters make critical choices
- readers read texts to find the issues hiding in texts
- readers use an analytical lens as they read across both literature and informational text
- reading is much more than finding out what characters do or what happens in a story

Application of Skills: Students will be able to...

- analyze parts of a story in relation to the whole
- compare and contrast stories in the same genre
- Describe how a narrator's or speaker's point of view influences how events are described
- discuss social issues identified in various texts
- identify author's purpose
- identify symbols in a text and think about the meaning the symbols play in the story

- inference and interpret texts
- look for parts that connect to your ideas
- recognize and explore author's craft
- rereading passages to gain new insights
- think about how issues in a text are part of bigger patterns and traditions

Teaching Points and Suggested Activities

This unit is described in Reading Differently to Get Ready to Write About Your Reading unit from TCR&WP.

Teaching Points

- teach students that readers let their knowledge of the kind of book they're reading guide the way they'll think about the book. To to this, they ask, "What kinds of thinking will I probably do in a book like this?"
- teach students that thinking, talking, and writing about reading should not look the same across all parts of the books. There are ways that pay off most to think and talk and write about the story in the beginning that are different than in the middle or after you finish. When you read, you want to think about where you are in the book to help you to think and talk and write in ways that are as powerful as possible.
- teach students that once readers find an idea worth developing, they revisit the text with that idea as a lens, rereading particular passages that inform the idea, mining them for new insights
- remind children that when people aim to improve their writing about reading, they revise their work, relying on examples of what constitutes powerful writing about reading
- teach students that readers know when to reread a passage in a book to grow new insights and to notice more. You might pause to reread a passage that shows a problem, that shows character change, or shows a character learning something. You could also pause to read a passage that gives you a strong reaction to the text.
- teach students analytic skills including how a part of the texts fits with the whole, reading for author's craft, and reading for perspective.
- teach students that holding an idea in mind can illuminate parts of the story you might not have noticed before. One way to do this is to push yourself to read all parts of the text, even parts that don't seem to have anything to do with the idea at first and ask, "Could this connect in some way with the idea? What details in this part most stand out when I look with the lens of this idea?"
- teach students that when you prepare to talk, the resulting conversation is usually much stronger. Readers tend to prepare for conversation in a few ways - either by writing more about their ideas or by marking parts in their book they want to highlight or by doing something else - the goal of this preparation si to come ready to talk about your ideas and evidence for those 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:

- anticipate that a story might have more than one plotline, timeline, and point of view and track shifts in time or perspective
- continue to develop theories about main and minor characters, thinking about how they are affected by elements such as the plot, setting, issues, and conflicts
- question stories and think about social issues and stereotypes
- preview a text to see how it is organized and what challenges it presents
- understand that structure may change across a text
- seek out extra information as the concepts read become more complex
- when reading nonfiction use voice to add meaning
- accumulate technical vocabulary from nonfiction and keep glossaries to incorporate new terms into speaking and writing
- determine several important main ideas from a text and evaluate which is most significant
- organize learning into topics and subtopics and keep track of major ideas each individual author contributes
- become aware that sometimes one text contradicts another and consider the differences in opinion

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

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.