

# Unit 5 Reading: Social Issues Book Clubs

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

## **Brief Summary of Unit**

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Readers will utilize the skills from Unit 2 to better understand characters and various social issues. Students will compare, analyze, and discuss character situations and perspectives and social issues. Students will be able to develop theories that they will share in groups and through writing literary essays.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop skills that pertain to a variety of careers.

Revision Date: June 2021

## **Pacing Guide**

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Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 3](#).

Please refer to [this scope and sequence for Word Study](#).

A sample K-5 Literacy Schedule Across a Week is accessible in instructional materials section of the [Grades K-5 folder](#).

## **Standards**

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The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

These mandates may be hit through the selection of choice literature:

#### Amistad Commission

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of African-Americans to the growth and development of American society in a global context.

#### Asian American and Pacific Islander History Law

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

#### New Jersey Diversity and Inclusion Law

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including:

<ADD WHICH APPLY TO THE UNIT FOLLOWING THE COLON AND SEPARATED BY COMMAS>  
economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

LA.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
LA.L.3.4.A	Use sentence-level context as a clue to the meaning of a word or phrase.
LA.L.3.4.B	Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
LA.L.3.4.C	Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
LA.L.3.4.D	Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
LA.L.3.5.A	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

LA.L.3.5.B	Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
LA.L.3.5.C	Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).
LA.L.3.6	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.3.C	Decode multisyllable words.
LA.RF.3.3.D	Read grade-appropriate irregularly spelled words.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RL.3.1	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
LA.RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message/theme, lesson, or moral and explain how it is revealed through key details in the text.
LA.RL.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.RL.3.10	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.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
WRK.9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).

## **Essential Questions/Enduring Understandings**

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How can my reading help me to look at issues that exist in the world through a variety of perspectives, understanding how a person's point of view on an issue shapes what he or she thinks and sees?

How can I write an essay that states a strong opinion about a piece of literature and support it clearly with reasons and evidence from the text?

How can I explore ideas about literature that help me develop a thesis statement to grow into an essay?

Readers think critically about fiction books by reading through a social issues lens.

Readers discuss social issues identified in books to gain different perspectives on the topics.

Readers use characters' experiences to learn about social issues in the world.

Readers use the knowledge gained by reading critically to develop their own theories and opinions about social issues in the world.

## **Students Will Know/ Will Be Skilled At**

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Readers will think deeply about and learn from the characters in their books.

Readers will utilize comprehension strategies to better understand the text.

Readers will develop their abilities to write well about reading.

Readers will move fluidly from aesthetic reading to professorial/analytic reading.

Readers will learn alongside their characters and apply those lessons to their own lives.

Readers will develop theories about their characters, theme, and social issues.

Readers will deepen their understanding of characters and themes by expanding upon their original theories.

Readers will make text-to-world connections while reading through a social issues lens.

Readers will identify social issues in their books.

Readers will think critically about social issues  
Readers will determine the importance of the scenes in the books.  
Readers will deepen their understanding of social issues by reading critically.  
Readers will form opinions about social issues after reading.  
Readers will synthesize, analyze, and evaluate information on topics of social issues  
Readers will distinguish their point of view from that of the author of the text.  
Readers will participate in book clubs.

## **Evidence/Performance Tasks**

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Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

### Formative Assessments

- Responses to Essential Questions
- Post-It notes telling each time the text gives them new information about the character
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud Reading responses, written and oral
- Post-it notes to tally the number of times the book is read
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk
- Post-it Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Guiding Reading Group work
- Stop and Jot
- Stop and Sketch of thinking throughout unit
- Small Group Strategy Reading group work
- Group discussions

- Reading Responses on Post-its and in Notebooks
- Answer assigned journal questions

### Summative Assessments

- Book review
- "Write Longs"
- Reading Conferences
- Running Records
- Reading Logs
- Reading Responses
- "Stop and Jot" Assessments
- Reading Comprehension Assessments
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments
- Teachers College Reading and Writing Project: Reading learning progressions
- Use teacher/student-created rubrics
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card

### Benchmark Assessments

- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Literacy Skills (DIBELS), as needed
- Diagnostic: Phonological Assessment Profile by Linguistics (PAPL) Diagnostic Assessment, as needed
- iReady Screener and Diagnostic Assessment

## **Learning Plan**

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Upper elementary reading instruction for the Cranford Public Schools embraces a centrist approach, employing both balanced and structured literacy practices to both comprehend/ analyze *and* decode texts.

### **Balanced Literacy**

To teach comprehension and analysis, reading instruction is literature and informational text-based and follows a balanced literacy approach through a number of strategies and techniques in Reading Workshop. These include interactive read-alouds/alongs, mini lessons, independent reading, small group strategy instruction or guided reading, one-to-one conferencing, and book club discussions. Students will select from authentic literature at their independent reading levels from a rich classroom library. Teachers will focus on the needed skills and behaviors identified on the F&P Continuum at each student's instructional reading level. Grade level indicators are outlined above. Individual conferences with each student will address specific needs of the reader.

Teachers should follow the mini-lesson format:

- Teaching point(s) for each lesson
- Connection: Connects new learning to previous learning/lessons
- Teach/Modeling: Uses ‘think alouds’ when modeling what you expect students to do
- Guided Practice/Active Engagement: Guides students through practice of the teaching point
- Link to Independent Practice: Helps writers understand the purpose for the writing they are about to do and the skills/craft they will be practicing/applying independently as good writers
- Independent Reading/Student Conferences: Provides time for students to do independent reading while teacher confers with individual students, works with small groups, or reading clubs\*.
- Closure/Sharing: Pull students back together and recognize the work they have done relating to the teaching point. (See end of section for closure ideas.)

For teaching purposes, see attached template for structure of a Reading Workshop lesson. (Change the red font to match your teaching point). Click [here](#).)

Guided Reading and Small-Group provides instruction around specific **Level O** language and literary features:

- Memorable characters who change and develop over time
- Factors related to character change explicit and obvious
- Figurative Language important to understanding plot
- Setting important to understanding plot
- Complex plots with numerous episodes and time passing
- Building Suspense
- Multiple points of view revealed through characters’ behaviors
- Identifying the theme
- Connecting the theme to real life
- Analyzing perspectives of the characters and understanding their perspective
- Agreeing/disagreeing with character perspective
- Providing evidence from the text to support ideas
- Multi-syllable words with more than three syllables
- Hyphenated words across lines

For students reading below or above grade level expectations, please reference The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target skills for additional reading levels.

## **Structured Literacy**

To teach decoding, reading instruction follows a structured literacy approach through an number of multi sensory strategies and research-based techniques. Daily word work emphasizing prefixes, suffixes, and root words enhancing vocabulary word power is embedded within the reading block. Third grade transitions from

the study of phonics or morphology, and teachers use a multisensory approach to instruction. For Word Study, please refer to the [Cranford Scope and Sequence](#).

Decodable and controlled texts are used as needed and primary work study lessons may be referenced. Additionally, see the Cranford Public School Grades K-8 Google Folder for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. Individual conferences with each student will address specific needs of the reader.

Please see the Cranford Public School [Grades K-5 Google Folder](#) for instructional materials to identify teaching points and design strategy lessons for those above or below grade level reading. The sections/bends below provide detailed teaching points and lesson ideas for on-level reading.

Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

## **Suggested Teaching Points/Lessons: Reading to Learn About Issues in the World and in our Lives**

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Readers read critically through lenses that allow you to see social issues as they thread through books, movies and the world and can help you understand your world.

- Social issues are problems that affect the personal lives of a lot of people.
- Brainstorm to create a chart of social issues.
  - bullying
  - homelessness
  - poverty
  - absent parents
  - peer pressure
  - racism
  - immigration
  - poor education - illiteracy
  - learning disabilities

Readers know that the problems that characters face and how they respond to them are not only windows into who the character is but also to what the story may really be trying to say about life.

- What does the character want? Why?
- What are the struggles the character faces?
- Are their struggles related to what they want?
- How can these struggles be names as social issues?
- What are the character's reactions to these issues?
- Do we agree or disagree with the character's reactions?



- How do the characters overcome the issues, or do they overcome them?

Readers choose the lens through which they wish to view texts—and life. When we put on our critical lens, we can see social issues by:

- First, reading the story for what’s happening.
- Then, putting on our critical lens and asking, What does this story teach us about \_\_\_\_\_?
- Sometimes, trying to look through other people's’ lenses at the issue.
- Responding with deeper thinking: Sometimes in life ...

Readers in book clubs share their thoughts about social issues as they read. We can say things like:

- I think \_\_\_\_\_ is fair because \_\_\_\_\_
- I think \_\_\_\_\_ is unfair because \_\_\_\_\_
- This matters because \_\_\_\_\_

Readers identify social issues as they read but then they dig deeper. We ask ourselves,

- What does this book teach us about this issue?
- Do we agree or disagree with what this book is teaching us about this issue?

Readers can record their big idea about the character or the issues on an index card to use as a bookmark. Then as we read forward, we can revise or collect evidence on this index card to show we are on the right track. Readers think more deeply about social issues and pay attention to crucial scenes in our books. We ask, “What does this important scene tell me about what this book is really about?”

Readers know that a book may have one or multiple social issues—social issues tend to travel in packs like wolves.

Readers read nonfiction texts to deepen their understanding of the issues they are reading.

Readers come to books with concerns about social issues. We do this by thinking about what groups we may belong to and how those groups can shape our thinking.

- Think about groups to which you belong:
  - How does that group affect your response to what’s happening in the world?
  - What are the challenges or issues of being part of this group?
  - What are the rewards of being part of this group?
  - What misunderstandings might people have if they are not a member of this group?
  - Do I agree with how this group is being represented?

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## **Suggested Teaching Points/Lessons: Readers Share Their Theories Through Literary Essays**

Literary Essayists generate ideas about the reading and write about those ideas

- They study characters and ask what they do and how they do it. These observations become opinion statements
- They study character's motivations and think about why they do or say particular things. They develop theories about these characters. These theories become opinion statements.
- Literary essayists suspend their ideas by studying characters across the story. Then they take a stance and write their opinion.

Literary essayists go back to entries and elaborate their idea.

- Literary essayist not only think more, but they see more within the text
- Literary essayists grow ideas by studying the text, noticing evidence for their ideas and thinking about the evidence.
- Literary essayist look to find evidence in the beginning, middle, and the end of the story pulling an example from each.

Literary essayist don't just provide examples, they record their ideas too.

- This shows...
- In other words...
- Furthermore...
- This connects with...
- On the other hand...
- This is true because...
- I am realizing that...

Literary essayists decide on one idea to develop into an essay. They choose a seed idea and develop a clear thesis. They write about the whole of a text, tracking one idea across multiple parts.

- Chart: A thesis is a claim or opinion. A thesis is NOT a fact, phrase, or question.
- Chart: Ways to Develop a Thesis into an Essay
  - Support your thesis with 3 related examples/evidence
  - Divide your essay up to write about how your idea holds true across the text
    - In the beginning... Later in the text... By the end of the text...
  - Journey of Thought
    - At first I thought... But now I realize... OR When I first read \_\_\_\_\_, I thought it was about... but now I realize it is about... OR Some people think \_\_\_\_\_ is about..., But I think it is really about \_\_\_\_\_
  - Conflicted Ideas
    - My feelings about \_\_\_\_\_ are complicated. On one hand I think... . On the other hand I think....

Literary essayist write with structure in order to have their theories come across clearly. Literary essayists write in paragraphs.

- The first paragraph retells the major events of the story to provide others with background knowledge.
- The second paragraphs focuses on a character trait.
  - Traits are supported with examples from the text.
- The final paragraph focuses on the theme of the essay.
  - The theme is supported with examples from the text.

## **Suggested Teaching Points/Lessons: Bringing Our Lenses to the World**

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When powerful readers finish a book, they keep asking questions to think deeply about the issue at hand.

- Could we have done anything to change life for this character in this book?
- Realistically, would we have been able to do anything?
- What constraints would need to have changed to make a difference?

Readers know that everything they read, watch, listen to, etc. has issues hidden inside. They read while keeping in mind issues they are aware of or concerned about.

Readers use their critical reading lens to look at their own daily lives. When this happens, we write about our new or changing observations of the world and our ideas for social change.

- Prompts to Stretch Our Thinking & Journal Writing
  - This makes me think \_\_\_\_\_
  - I used to think \_\_\_\_\_. But now I think \_\_\_\_\_.
  - Some people think \_\_\_\_\_. But I think \_\_\_\_\_.

## **Materials**

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The materials used in this course integrate varied, leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Materials used in all classrooms include the following: Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 2; Fountas and Pinnell Classroom System, Guided Reading; Fountas and Pinnell Classroom System, Mini Lessons; Fountas and Pinnell Classroom System, Readaloud; Jennifer Serravallo Complete Comprehension; Intervention materials include, but are not limited to, Leveled Literacy Intervention kits.

Teachers must refer to the district-approved [Core Book List](#) while selecting whole-class or small-group leveled resources.

## **Instructional Materials**

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**Possible Mentor Text:**

Fly Away Home  
The Hundred Dresses  
Each Kindness  
The Invisible Boy  
Tight Times  
Wednesday Surprise  
One Green Apple  
My Name is Maria Isabel  
Thank You, Mr. Falker  
Oliver Button is a Sissy  
Change the World for Ten Bucks  
101 Ways You Can Save the Planet Before You're 12

Those Shoes

Somebody Loves You, Mr. Hatch

Fountas and Pinnell Interactive Read Aloud

Text Set: Importance of Kindness

*Enemy Pie* by Derek Munson

*Sophie's Masterpiece: A Spider's Tale* by Eileen Spinelli

*Last Day Blues* by Jule Danneberg

*Under the Lemon Moon* by Edith Fine

*Tha Can Man* by Laura Williams

Word Study Scope and Sequence using multisensory approach to word work [Cranford Word Work Scope and Sequence: Grade 3](#).

## **Teacher Resources**

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- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 3 Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade 3, 2014-2015.
- Fountas and Pinnell Benchmark Assessment Kit

- [Fountas and Pinnell Classroom Slides](#)
- Word Study Scope and Sequence using multisensory approach to word work
- The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching
- The Reading Strategies Book, Jennifer Serravallo
- The Literacy Teacher's Playbook, 3-5, Jennifer Serravallo
- Reading Projects Reimagined: Student Driven Conferences to Deepen Critical Thinking, Dan Feigelson
- Conferring with Readers, Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups, Jennifer Serravallo
- Cranford Public School Grades K-8 Google Folder for instructional materials
- Independent Reading Assessment, Jennifer Serravallo, Fiction and Non Fiction, Scholastic.

## **Suggested Strategies for Modifications and Accommodations**

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[Content specific accommodations and modifications as well as Career Ready Practices are listed here](#) for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

The structure of reading workshop is designed to differentiate and address specific goals and learning for each reader:

- The unit includes presentation of material through multiple modalities such as visual, auditory, and kinesthetic to address the unique learning styles of all students.
- The teacher will assign, assess and modify if necessary to address the specific needs of the learner.
- Students will select from authentic literature at their independent and instructional reading levels.
- Individual conferences with each student will address specific needs of the reader.

Possible accommodations during reading workshop include, but are not limited to:

- Use visual presentations of all materials to include organizers, charts, word walls.
- Have a designated reader for difficult content
- Work in partnerships
- Give responses in a form (verbal or written) that is easier for the student
- Take additional time to complete a task or project
- Take frequent breaks
- Use an alarm to help with time management
- Mark text with a highlighter
- Receive help coordinating assignments
- Answering fewer questions or completing shorter tasks
- Create alternate assignments or homework

- Provide a distinct steps in a process; eliminate unnecessary steps, as needed.
- Provide a to-do list
- Manage executive function by scaffolding process and amending deadlines
- Use digital ebooks, technology, audio and video version of printed text
- Differentiate roles in discussion groups
- Access speech to text function on computer

Possible modifications to content during reading workshop include, but are not limited to:

- The teacher will refer to the Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching to target specific strategies to teach students below benchmark levels.
- Refer to the Strategies for Striving Students in the K-8 folder for specific appropriate interventions.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.