

# Unit 5 Reading: Interpretation Book Clubs (Author/Themes)

Content Area: **English Language Arts**

Course(s):

Time Period: **Trimester 3**

Length: **6-8 Weeks**

Status: **Published**

## **Brief Summary of Unit**

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This unit will focus on readers' ability to interpret and analyze a text and determine multiple ideas and themes. Readers will be taught specific strategies that focus on analytical reading practices, to make sure that they are able to interpret the meaning of texts. This unit will also continue to support students in describing characters, setting, and plots in-depth. Students will read with comprehension to retell with specific details and examples from the text (i.e. summarize) and to infer and draw conclusions with specific evidence from the text. They will also read with comprehension to determine a theme of a text.

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 4](#); the word study units are paced according to unit duration within the curriculum. Please refer to [this scope and sequence](#).

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.

LA.RF.4.3.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.
LA.RF.4.4.A	Read grade-level text with purpose and understanding.
LA.RF.4.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.4.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.RL.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RL.4.2	Determine a theme of a story, drama, or poem from details in the text; summarize the text.
LA.RL.4.3	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
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.4.7	Make connections between specific descriptions and directions in a text and a visual or oral representation of the text.
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.RL.4.10	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.4.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.4.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
LA.SL.4.1.C	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
LA.SL.4.1.D	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.
LA.SL.4.6	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
WRK.K-12.P.3	Consider the environmental, social and economic impacts of decisions.
WRK.K-12.P.4	Demonstrate creativity and innovation.
WRK.K-12.P.8	Use technology to enhance productivity increase collaboration and communicate effectively.
WRK.K-12.P.9	Work productively in teams while using cultural/global competence.
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.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
TECH.9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).

## **Essential Questions/Enduring Understandings**

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- How can I read with the lens of looking for themes, learning to spot places in a text where the theme shines through?
- 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?
- How can I compare and contrast the way a theme is handled similarly and differently in different texts?
- Reading closely allows us to look at a text deeply to build our understanding of the message and theme the author is trying to convey through literary elements such as foreshadowing, repetition, big moments and characters action, words and observations.
- By reading a variety of text closely, looking for small details, and clues that carry across text we are able to see the threads that tie stories together.
- Studying authors and their approach to themes helps us to understand different ways to share the same thoughts, feeling and events. Understanding the words, actions and characters that different authors choose to do this helps us to better understand the texts we are reading and the characters inside of them.
- Pinpointing specifics works, scenes and events in stories and determining what they tell us about the theme, or character we are able to highlight similarities and differences between authors text.

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

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- How to determine the theme of a story from details in the text.
- How to summarize the meaning of text.
- How to compare and contrast point of view from which different stories are narrated.
- Students will be able to determine central ideas or themes of a text.
- Students will be able to analyze the development of those themes.
- Students will be able to study texts to grow big ideas.
- Students will be able to think and talk about ideas in their texts.
- Students will be able to compare and contrast point of view from which stories are narrated.
- Students will be able to compare and contrast the different between first- and third- person narrations.
- Students will be able to compare and contrast the treatment of similar themes in stories.

## **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
- One-to-one reading conferences and accompanying conferring notes
- Peer conferences
- Turn and talks
- Read Aloud Reading responses, written and oral
- Exit tickets or do nows
- Engagement Observations
- Accountable Talk
- Reading Logs
- Envision and prediction post-it notes/Board
- Monitor Stamina, Volume, and Fluency through rubrics
- Read increasingly complex text by monitoring student self-selection of leveled text
- Stop and Jot
- Small Group Strategy Reading group work
- Reading Responses on Post-its and in Notebooks
- Answer assigned journal questions
- Knowledge of domain-specific vocabulary
- Post-it notes, jots, and other forms of student work
- Student is able to determine the structure of text: description, compare and contrast, problem and solution, cause and effect, and chronological/sequential
- Theme notes, post-its, and evidence that supports theme using grade level text: Level S
- Student is able to make predictions based on the actions of characters: post-its, retell, partner conversations. using grade-level text: Level S
- Retell: Retell the nonfiction text using main idea and supporting details/summaries using grade-level text: Level S
- Summarize: Summarize story by determining important events in relation to character and eliminating inconsequential details (novels, chapters, test prep) using grade-level text: Level S
- Retell/Summarize using grade-level text: Level S
- Inferencing post-its using grade-level text: Level S
- Student Writing using grade-level text: Level S

## **Summative Assessments:**

- Reading Notebooks using grade-level text: Level S
- Running Records
- Teachers College Reading and Writing Project: Reading learning progressions
- Teachers College Reading and Writing Project: rubrics with student samples
- Standards-based reporting system and report card
- Word Study Assessments
- Performance- and project-based learning
- Personalized, student-designed assessments

## Benchmark Assessments

- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year
- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- iReady Screener and Diagnostic Assessment
- Benchmark Assessments created that align with the report card using grade-level text: Level S
- Grade Level Benchmark Assessment Level S
- Standards-based reporting system and report card

## **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](#).)

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. Teachers use a multisensory approach to teach morphology. 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.

## **Materials**

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In addition to the materials below, the link that connects to district-approved books and resources utilized in this course can be found here: [Core Book List](#). Teachers must refer to this list while selecting whole-class or small-group leveled resources.

The materials used in this course integrate (varied and 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.

Intervention materials included, but are not limited to, Leveled Literacy Intervention kits.

## **Instructional Materials**

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### **Potential Read Aloud Texts**

- Fish in a Tree by Lynda Mullaly Hunt
- Love That Dog by Sharon Creech
- Salvatore Late or Early Poem

### **Possible Book Club Titles**

Level: STU

- Bud Not Buddy by Christopher Paul Curtis
- The Great Gilly Hopkins by Katherine Paterson
- The Tiger Rising by Kate DiCamillo
- Half a Chance by Lord
- Wisher Giver by Glass

Level: RS

- Frindle by Andrew Clements
- From the Mixed Up Files of Mrs. Basil E. Frankweiler by E. L. Koningsburg
- Snow Treasure by
- Ida B by Hannigan
- Wilder Boys by Wallace
- Lemonade War by Davies
- Donut Head
- Half a Chance by Lord
- The One and Only Ivan

Level: QR

- The Jacket by Andrew Clements
- Dear Mr. Henshaw by Beverly Cleary
- There's a Boy in the Girls Bathroom by Louis Sachar
- Dexter the Tough by Haddix
- Love Ruby Lavender by Wiles
- The Flunking of Joshua Bate by Spinelli
- 4th Grade Rats by Spinelli
- Finding Serendipity

Level: MNOP

- Leroy Snickers by DiCamillo
- Dog Days
- The Stories Julian Tells by Cameron

**Possible Teaching Charts:**

- Book Club Expectations
- Theme Chart
- Interpretation chart
- Think and Talk Interpretively

When I first read this story, I thought it was just about ...but now I think deeper about it, I realize that really, it is about..

Often people ..but this story shows that it's possible people should...

I used to think...but now after reading this I think...because...

I learned from (the character, the event) that in life, it can be important to...

This story teaches us not only about ...but also about...

- Powerful Scenes
- Connections
- Point of View

**Word Study:**



## **Teacher Resources**

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- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 4 Heinemann, 2013. (Specifically, Navigating Nonfiction)
- Teachers College Reading and Writing Project Reading Units of Study, Grade 4, 2014-2015.
- Guide to the Reading Workshop, included in the Units of Study for Teaching Reading, Grades 3-5,
- The Continuum of Literacy Learning: A Guide to Teaching by Heinemann
- Reading Fiction: Notice and Note: Stances, Signposts, and Strategies by Kylene Beers and Robert E. Probst (use articles in this book to guide instruction)
- Solutions for Reading Comprehension: Strategic Intervention for Striving Learners by Linda Hoyt, Kelly Davis, Jane Olsen, and Kelly Boswell
- The Reading Strategies Book by Jennifer Serravallo
- Energize Research Reading and Writing by Christopher Lehman
- Conferring with Readers; Supporting Each Student's Growth and Independence by Jennifer Serravallo and Gravity Goldberg
- Teaching Reading in Small Groups by Jennifer Serravallo
- Falling in Love with Close Reading: Lessons for Analyzing Texts-and Life by Christopher Lehman & Kate Roberts
- The Literacy Teacher's Playbook, 3-5, Jennifer Serravallo
- Reading Projects Reimagined: Student Driven Conferences to Deepen Critical Thinking, Dan Feigelson
- Cranford Public School Grades K-8 Google Folder for instructional materials
- Independent Reading Assessment, Jennifer Serravallo, Fiction and Non Fiction, Scholastic.
- Fountas and Pinnell Benchmark Assessment Kit
- Word Study Scope and Sequence using multisensory approach to word work
- For lessons for Word Work, see [Florida Center for Reading Research](#)

## **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 plans.

For possible modifications to content during reading workshop, please . . .

- Refer to the Pathways to Intervention document in the K-5 folder for specific appropriate

interventions.

- Consult with Cranford Problem Solving Team (CPST), as needed.
- Adhere to all modifications and accommodations as prescribed in IEP and 504 plans.

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.

The teacher should use the benchmark assessments to determine strategy groups to build upon weak or enhance skills. Possible groups: recall/monitoring for meaning, accumulating the text, inferences, citing text evidence, synthesizing, interpretation/analyzing author's craft, using details from the text to predict/infer/retell, writing about reading, summarizing, and using meaning and structure to improve fluency.

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.
- 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

Individual conferences with each student will address specific needs of the reader.

