

# Unit 5 Reading: Social Issue Book Clubs

Content Area: **English Language Arts**  
Course(s):  
Time Period: **Trimester 2**  
Length: **4-6 Weeks**  
Status: **Published**

## Brief Summary of Unit

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This unit builds on the work students have been doing all year. At the beginning of this unit, students will notice the issues that exist in the world as well as their novels. Students will read widely and deeply from among a broad range of high-quality, increasingly difficult literature and nonfiction texts.. Students will read with inference and interpretation, developing text-based theories about characters and supporting those theories with evidence from the text. Students will also discover themes that teach a lesson to the reader and identify how the characters respond to them with evidence from the text to support their thinking. Later on, students will evaluate and interpret issues found within their own life and in the world as it appears in a novel. Students will manage multiple sources at one time to read with a critical lens in order to take on the role of an activist. This will require the student to develop their own higher order thinking questions and perspective on an issue to develop their own stance. While participating in a book club, students will present their stance and possibly revise their thinking after a discussion with their club members.

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 2022

## Pacing Guide

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Please refer to [this Language Arts Reading and Writing Workshop Pacing Guide for grade 5](#); the word study units are paced according to unit duration within the curriculum. For Word Study scope and sequence, please refer to [the scope and sequence](#).

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

## Instructional Reading Level Benchmark: T, U

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Grade 5: Instructional Reading Level (T-V)\*

Trimester 1 Needs Support

2 Approaching

3 Meets Standards

4 Exceeds Standards

## Standards

1st	Student is reading at an instructional level Q or below (independent P or below).	Student is reading at an instructional level R/S (independent Q, R).	Student is reading at an instructional level T. (independent S)	Student is reading at an instructional level U or above. (independent T)
2nd	Student is reading at an instructional level R or below (independent Q or below).	Student is reading at an instructional level S/T (independent R, S).	Student is reading at an instructional level U. (Independent T)	Student is reading at an instructional level V or above. (independent U)
3rd	Student is reading at an instructional level S or below (independent R or below).	Student is reading at an instructional level T/U (independent S, T).	Student is reading at an instructional level V. (Independent U)	Student is reading at an instructional level W or above. (independent V)

\*According to Fountas and Pinnell Benchmark Assessment or Teachers College In Book Assessment

## 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.

### Information Literacy

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

- 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.5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.
- LA.RL.5.5 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.
- LA.RL.5.6 Describe how a narrator’s or speaker’s point of view influences how events are described.
- LA.RL.5.7 Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).
- LA.RL.5.9 Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- 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.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.
- LA.RI.5.9 Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- LA.RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
- LA.RF.5.3.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.5.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.5.4.A	Read grade-level text with purpose and understanding.
LA.RF.5.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
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.
LA.SL.5.2	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.5.3	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.
LA.SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
LA.SL.5.5	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
LA.SL.5.6	Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.
WRK.K-12.P.1	Act as a responsible and contributing community members and employee.
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.5	Utilize critical thinking to make sense of problems and persevere in solving them.
WRK.K-12.P.6	Model integrity, ethical leadership and effective management.
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.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
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.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., 1.2.5CR1d).
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

## **Essential Questions/Enduring Understandings**

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### 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?
- To what extent do 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?

### Enduring Understandings:

- Readers will discern multiple main ideas, conduct research to develop their understanding of topics, and analyze multiple points of view and perspectives on a topic.
- Students will realize that the the impact of social issues present in a text are present in our world.
- Social issue texts help us with our role as an activist and citizen within a society.
- Building empathy for our characters gives us the skills we need for tackling real life situations.

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

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### Students Will Know:

- how to identify the impact of social issues in a text and our world.
- how to discover themes that teach a lesson to the reader
- how the characters respond to lessons by citing evidence from the text to support their thinking.
- that good interpreters of literature continually revise their thinking.
- that issues within texts should be evaluated and interpreted within readers' lives.

### Students Will Be Skilled At:

- Readers develop strategies to infer about characters' feelings.
- Students will be able to predict using background knowledge and real life experience.
- Readers develop strategies to make connections between characters and themes within and across texts.
- reading widely and deeply.

- reading with inference and interpretation.
- developing text-based theories about characters.
- supporting theories with evidence from the text.
- managing multiple sources at one time.
- reading with a critical lens.
- developing their own stance.

## **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 Jots
- Small Group Strategy Reading group work
- Reading Responses on Post-its and in Notebooks
- Answer assigned journal questions
- Knowledge of domain-specific vocabulary

## Summative Assessments:

- Reading Notebooks using grade-level text
- 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
- 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](#).)

Small group strategy work can provide instruction around specific Level T language and literary features (Pages 212-213 Continuum)

- Memorable characters change and develop over time
- Multiple characters revealed by what they say, think, and do and what others say or think about them
- Long stretches of descriptive language that is important to setting and characters
- Specific descriptions of settings that provide information for understanding of plot
- Settings distant in time and space from students' experiences
- Some long strings of unassigned dialogue from which story action must be inferred
- Building suspense through events of the plot
- Many complex narratives that are highly literary
- Some obvious symbolism
- Texts with multiple points of view revealed through characters' behaviors
- Some words that are seldom used in oral language and difficult to decode
- Words with a wide variety of complex spelling patterns
- Longer complex sentence structure
- Word with connotative meanings essential to understanding the text
- Make connections between the reader's real-life experiences and people who live in diverse cultures, distant places, and different times.
- Bring background knowledge (nonfiction) to understand fiction
- Use knowledge from one text to help in understanding diverse cultures and settings in new texts
- Integrate information from two texts on the same topic in order to discuss or write about it
- Infer big ideas or themes and discuss how they are applicable today
- Identify significant events and tell how they are related to the problem of the story or solution

Small group strategy work can provide instruction around specific Level U language and literary features (pages 216-217 Continuum)

- Multiple characters revealed by what they say, think, and do and what others say or think about them
- Texts requiring inference to understand characters and why they change
- Multidimensional characters that develop over time
- Long stretches of descriptive language that is important to setting and characters
- Specific descriptions of settings that provide information for understanding of plot and character development
- Settings distant in time and space from students' experiences
- Some long strings of unassigned dialogue from which story action must be inferred
- Many complex narratives that are highly literary
- Some obvious symbolism



- Some literary devices (for example, stories within stories, symbolism, and figurative language)
- Texts with multiple points of view revealed through characters' behaviors
- Many new vocabulary words that readers must derive meaning from context
- Long, multisyllabic words requiring attention to roots to read and decode
- Many complex plurals, contractions, and compound words
- Many highly technical words that require background knowledge
- Words used in regional or historical dialects
- Make connections between the reader's real-life experiences and people who live in diverse cultures, distant places, and different times.
- Bring background knowledge (nonfiction) to understand fiction
- Use knowledge from one text to help in understanding diverse cultures and settings in new texts
- Integrate information from two texts on the same topic in order to discuss or write about it
- Infer big ideas or themes and discuss how they are applicable today
- Identify significant events and tell how they are related to the problem of the story or solution

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.

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.

### **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.

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

## Getting Ready

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To plan for this unit, you will want to:

1. Organize nonfiction texts/articles to support research (3-4 short texts of each issue) Time for Kids, Scholastic News, WR News, Highlights, and New Moon, as well as online
2. Choose your read aloud (Example: Locomotion by Jacqueline Woodson)
3. Establish Clubs Prior to the Unit Starting
4. Study academic and professional literature on critical literacy
5. Plan a preassessment to gauge needs at this time. For example, you may focus on inferences, interpretation and connections. Conduct a short read aloud and have students stop and jot in several places.

Ask: “What issues are you starting to notice?” “Write a bit about what you’re noticing the text seems to be saying about the issue and don’t forget to give evidence from the text to support it!”

Then, Collect these prompted responses and assess them using the Literature Reading Learning Progression

## Suggested Teaching Points Bend 1: Reading Between the Lines to Interpret Issues in Texts

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Focus Question: 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?

Minilesson: Readers identify social issues in their reading to help them understand issues that exist in our world.

- Think back on the problems characters have dealt with in books that you have read in the past.
- Look back at your own life and writing to identify social issues you have experience personally.
- Look for these issues being addressed in books that you read
- Compare how the authors treat these issues with the way you treat them in your writing

Minilesson: Readers read with a critical lens to identify issues but they also look at issues from other peoples’ lenses and viewpoints as well.

Minilesson: Readers bring whatever they are thinking about their reading to conversations with a partner or book club. We say things like, I think that is fair because...I think this is unfair because...This fairness/unfairness matters because...

Minilesson: Readers learn more about social issues by studying the characters in their books.

- Study a character’s wants and goals.
- Wondering why a character might want certain things.
- Track the wants and desires of a character on Post-it notes or in your reading notebook.
- Study the problems a character faces in a story to help understand the bigger social issues they may be

experiencing.

- Notice the way characters react to problems and issues—you can learn a lot about a character from their thoughts and actions during difficult times.
- Form opinions about characters' actions, agreeing or disagreeing with the way they react to hard times.

Minilesson: Readers think more deeply about issues by paying attention to crucial scenes in the text.

- Consider how the issues are shown in these parts
- Notice how a character reacts and responds to situations in the scene
- Figure out what it teaches you about the issues in the book by asking yourself, “What is this scene of book really about?”

Minilesson: Readers remind themselves of what tools you have used in the past (character lessons) and what tools would be useful now?

- Readers notebook
- Timeline, etc

Minilesson: Readers identify multiple issues in a text. We read knowing there might be more than one big issue and a few smaller ones. Issues are like wolves, they travel in packs.

## **Suggested Teaching Points Bend 2: Analyzing the Way Different Authors Address and Craft Similar Social Issues in Both Literature and Current Events**

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Suggested Teaching Points/Lessons: Analyzing the Way Different Authors Address and Craft Similar Social Issues in Both Literature and Current Events

Focus Question: How can I notice how different authors and different texts approach an issue differently?

“You that you might want to consider reading multiple sources of nonfiction on the same topic to get an even deeper understanding of the topic. You can share different sources with your club and all read different texts and then come together and share what you’ve learned, as well as discuss whether or not, based on your growing knowledge of an issue, you agree or disagree with each of the nonfictions texts you are reading.”

Minilesson: Readers consider the social groups they belong to and what it means to be a member of that group.

- Challenges and rewards
- Misunderstandings other people outside the social group have about it

- Obligations that come with being a part of a given social group.

Minilesson: Readers do more than just identify social issues. We ask ourselves, What does this book teach us about the issue? Then we form our own opinion.

- Find out more about social issues by reading nonfiction texts.
- Notice how the new knowledge affects our understanding

Minilesson: Readers push themselves to let conversations lead you to new insights as a club by asking the following questions:

- What are we now thinking about the book after our conversation?
- What are we now thinking about the social issues we were discussing?
- How will our future reading be different now?

Minilesson: Readers consider the social groups their friends represent. We can borrow a lens we don't have from a friend and read with their perspectives in mind.

Minilesson: Readers can also use a lens of power when they read. Think about who has power in the book and who does not. We ask, "What issue might the author be trying to teach us about?"

Minilesson: Readers challenge the texts they are reading. As we read, we consider:

- Am I okay with how this group is being represented?
- Does this fit with what I have seen in the world?
- Is there something the author seems to want me to know about being of member of that group?
- Does this fit with my life?
- What kind of community is this?
- What causes the people to act this way?
- What would happen if the character was from a different social group? How would his/her experience change?
- What does this say about what I believe?

Minilesson: Readers remember to hold our social groups, opinions, and experiences close to our heart when we read fiction, but we can do the same thing when we read nonfiction texts.

- Remember -different experiences affect our interpretations of a text and the conversations we have about a text with others.
- Read many sources of nonfiction on the same topic to get a deeper understanding of the topic.
- Share what you have learned from nonfiction texts and new opinions formed with your book clubs.

Minilesson: Readers keep asking questions and thinking about their characters even when they have finished a book.

- Consider how the story could have changed if you were a part of the book.

- Consider what you could have done to help the character(s) and the challenges you would have faced.

“Authors shape texts to convey meanings and to say something about life. You have been studying the ways in which authors shape texts this whole year. I am going to ask you to draw on all you know about reading to analyze craft and structure and spend time today pushing yourself to do some of that work. When you meet with your clubs today, I am going to be listening especially to hear how you discuss the ways in which you see the author shaping the text you are reading. I’ll be listening to hear all that you have learned this year about reading to analyze craft and structure.”

### **Suggested Teaching Points Bend 3: Becoming More Complex Because We Read**

Focus Question: 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?

Minilesson: Readers read non-book club books, keeping in mind the social issues they have learned about. To help us remember, we might keep our index cards, Post-it notes, and notebooks next to us as we read.

Minilesson: Readers become invested in the social issues they have read about.

- Continue to collect as much information as possible.
- Take action and spread awareness--you might feel so inspired to help that you raise money or design a service project.
- Carry our thoughts and beliefs about social issues with you in your daily lives.
- Recognize that you can use the knowledge we have gained about a social issue to help others.
- Use your reading to help make an action plan.

### **Materials**

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.

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.

Materials used in all classrooms include the following:

Fountas and Pinnell Benchmark Reading Assessment System, 2nd Edition, System 1

Fountas and Pinnell Classroom System MiniLessons Book

Fountas and Pinnell Classroom System Guided Reading; Fountas and Pinnell Classroom System, Readaloud

Jennifer Serravallo Whole-Book Assessment.

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

## **Instructional Materials**

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**Possible Book Club book offerings include, but are not limited to, the following:**

- Out of My Mind by Sharon M. Draper
- Rules by Cynthia Lord
- The Great Gilly Hopkins by Katherine Paterson
- Hope Was Here by Joan Bauer
- The Thing About Georgie Lisa Graff
- The Jacket by Gary Soto
- Maniac Magee by Jerry Spinelli
- Save Me a Seat by Sarah Weeks and Gita Varadarajan
- The One and Only Ivan by Katherine Applegate
- There's a Boy in the Girls Bathroom by Louis Sachar
- Joey Pigza Swallowed a Key by Jack Gantos
- Loser by Jerry Spinelli
- Freak the Mighty by Rodman Philbrick
- Ida B by Katherine Hannigan
- Wonder by R.J Palacio
- Holes by Louis Sachar
- Crash by Jerry Spinelli
- The Meaning of Maggie by Megan Jean Sovern
- The Goldfish Boy by Lisa Thompson
- Fish in a Tree by Lynda Mullaly Hunt
- Touch Blue by Cynthia Lord
- Firegirl by Tony Abbot
- Hatchet by Gary Paulsen
- The Dollhouse Murders by Betty Ren Wright
- Mick Harte was Here by Barbara Park
- The Summer of the Swans by Betsy Byars
- Flying Solo by Ralph Fletcher
- Anything but Typical by Nora Raleigh Baskin

- Family Under the Bridge by Natalie Savage Carlson
- Mockingbird by Kathryn Erskine

\*Selections should reflect various types of social issues and those studied

**Picture Books:**

- Looking After Louis by Lesley Ely
- My Mouth is a Volcano by Julia Cook
- Trouper by Meg Kearney
- My Brother Charlie by Holly Robinson Pete
- Two Bobbies by Kirby Larson and Mary Nethery
- Each Kindness by Jacqueline Woodson
- We're All Wonders by R.J Palacio

**Possible Anchor Charts:**

**Examples of Social Issues in Our World:**

- Bullying
- Illness
- Disabilities
- Poverty
- Animal Rights
- Divorce
- Racism
- Peer Pressure
- Environment
- Death

**Spotting the Problem:**

What clues from our books can help us identify the social issue(s)?

***PAY ATTENTION TO:***

Dialogue Actions

Events Thoughts

***QUESTIONS TO ASK:***

How does the character feel?

What is the character doing?

Why is the character acting that way?

What can the character do?

### **Digging Deeper:**

What are the character's struggles and challenges?

How can I name those challenges as social issues?

How does the character react to and deal with these issues?

How does the character's background, setting, and relationships impact their actions and decisions?

### **Reading through a Different Lens:**

FAIRNESS ---What is fair? What is unfair?

ACCEPTANCE ---Who or what is accepted?

REJECTION ---Who or what is rejected? WHY?

POWER -----Who has power? Who doesn't?

### **Teacher Resources**

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- Units of Study for Teaching Reading, Lucy Calkins with Colleagues from the Reading and Writing Project, Grade 5 Heinemann, 2013.
- Teachers College Reading and Writing Project Reading Units of Study, Grade 5, 2014-2015.
- Guide to the Reading Workshop, included in the Units of Study for Teaching Reading, Grades 3-5,
- Argument and Advocacy: Researching Debatable Issues (Units of Study, Heinemann)
- Locate and preview "Intellectual Independence" from Constructing Curriculum (Units of Study, Heinemann).
- The Continuum of Literacy Learning: A Guide to Teaching by Heinemann
- Navigating Nonfiction from Units of Study for support
- Notice and Note: Strategies for Close Reading by Kyleene Beers and Robert E. Probst
- 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
- 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, 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](#)
- [Crosswalk \(interactive IRA titles and Mini Lesson numbers\)](#)

## **Suggested Strategies for Modifications/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 . . .

- Small group on-level group work
- Reading texts aloud for students for difficult concepts.
- Providing opportunities for text-to-speech for written responses.
- 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.
- Use visual presentations of all materials to include graphic organizers for writing.
- Use digital ebooks, technology, audio and video version of printed text (TFK/Scholastic?Epic Audio version)
- Differentiate roles in discussion groups
- Mark texts with a highlighter.
- 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.

