Unit 6 Reading: Fantasy Book Clubs

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 3**
Length: **4-6 Weeks**
Status: **Published**

Brief Summary of Unit

In this unit, students will once again work collaboratively to become deeply immersed in the fantasy genre and further develop higher level thinking skills to study how authors develop complex characters and themes over time. Students will learn to follow multiple plot lines, shifts in the time and place specifically paying close attention to how the setting contributes actively to the plot and how it influences events in the story, both physically and psychologically. Fifth-graders will explore the quests and themes within and across their novels. Students will use reference sources outside of their novels to investigate historical, mythological or religious figures to deepen their knowledge while transforming themselves into readers who will excel in the future. Students will begin a close study of symbolism and the meaning symbols play in their stories in order to learn to compare and contrast symbolism across stories. Book clubs will be utilized as a form of intellectual support to help students navigate through sophisticated texts. Students will understand a story structure, each character's role and the theme that runs throughout a story to deepen their ability to analyze the text and extended their literary conversations in books clubs. In addition, students will establish independent reading habits, close reading and writing about reading skills which will include quotes and exact details and references from a text. In addition, readers investigate fantasy as a literary tradition and study how the thinking developed through reading fantasy novels will apply to other genres.

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.

Pacing Guide

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: U, V

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

| Trimester 1 Needs Support | 2 Approaching Standards | 3Meets Standards | 4 Exceeds 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

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.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.5.8	(Not applicable to literature)
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.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.5.9	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.A	Read grade-level text with purpose and understanding.
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.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.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.

Essential Questions/Enduring Understandings

Essential Questions:

- How can I tackle the demanding and complex genre of fantasy reading?
- What will my strategies and goals be that help me to make sense of multiple plot lines, layered characters, and complex themes?
- How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made especially thinking about symbolism, allusion and craft?
- How can I use all I have learned about how authors develop themes to study the way authors approach common themes in fantasy?
- What strategies can I use to hold onto the story line when plots get tangled and the main characters seem confusing?
- What strategies can I use when the setting is unfamiliar and hard to envision?

Enduring Understandings:

- Fantasy novels teach readers how to deal with complexity: to hold onto multiple plot lines multi-faceted characters, shifting through timelines, tricky narrative structures and complicated symbolism.
- Fantasy readers recognize archetypes, quest structures, and thematic patterns in fantasy and use that knowledge to navigate texts.
- Reading in groups gives intellectual support while navigating through sophisticated texts.

Students Will Know/Students Will Be Skilled At

Students Will Know:

- strategies to read across novels, noticing patterns and themes.
- strategies to value their own ideas about books and respect others' opinions as well.
- the archetype of fantasy characters.
- the role of stock characters in the quest narrative structure.
- a story structure.
- each character's role.
- the theme that runs throughout a story.

Students Will Be Skilled At:

- building collective interpretations across texts.
- reading complex texts with deeper comprehension.
- synthesizing complex story elements.
- reading widely and deeply from among a broad range of high-quality, increasingly difficult literature.
- following multiple plot lines and shifts in the time and place.
- paying close attention to how the setting contributes actively to the plot.
- noticing how setting influences events in the story, both physically and psychologically
- conducting literary conversations in books clubs.
- independent reading habits.
- close reading skills.

- writing about reading skills.
- abstracting quotes and exact details and references from a text.

Evidence/Performance Tasks

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 Asessments

- 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

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 characteres 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 sentenve 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 characteres 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 highlly 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

Small group strategy work can provide instruction around specific Level V language and literary features:

- Multiple characteres revealed by what they say, think, and do and what others say or think about them
- Interpretation of characters essential to understanding the theme
- Multidimensional characters that develop over time, requiring inference to understand how and why they change
- 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
- Some switching from setting to setting, including time change (often unsignaled or signaled only by dialogue)
- Many complex narratives that are highly literary
- Full range of literary devices (for example, flashback, stories within stories, symbolism, and figurative language)
- Texts with multiple points of view revealed through characters' behaviors
- Archaic words or words from languages other than English that do not follow conventional pronunciation patterns
- Words used figuratively or with unusual or hard-to-understand connotations
- Longer complex sentence structures (more than twenty words)
- Occasional use of less common punctuation (colon, semicolon)

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

To plan for this unit, you will want to:

- Give a performance assessment to determine a baseline of where your students are and to get an idea as to where you want to take them.
- Gather Books for clubs
- Choose your read aloud(s)
- Establish Clubs Prior to the Unit Starting
- Collecting trailers and clips of popular fantasy movies

Suggested Teaching Points Bend 1: Launching Your Kids Into Fantasy With Zeal, and Then Learning to Build the World of the Story When It's Another World: People, Places, and Plots

Focus Question: What strategies can I use to hold onto the story line when plots get tangled and the main characters seem confusing? What strategies can I use when the setting is unfamiliar and hard to envision?

Minilesson:Fantasy readers use multiple resources to research the settings of their stories. We can do this by:

- Looking for clues about the time period and magical elements from the cover or the back-of- the-book blurbs.
- Synthesizing the details from the cover and the beginning of the book.

Minilesson: Fantasy readers not only describe the setting but also analyze it. They understand that the setting will have physical and psychological implications on the character.

Minilesson: Fantasy readers expect to learn alongside the main character because a lot of the time they start out with very little knowledge themselves and also have a steep learning curve! We can do this by:

- Paying attention to the clues that alert the reader that something important is happening.
- Synthesizing information ahead of the character by inferring quickly.

Minilesson: Readers pay attention to the inner as well as the outer struggles of their characters. We can do this by:

- Tracking multiple plots/problems faced by the characters.
- Use charts, timelines, and other graphic organizers
- Use your pencil to jot down lists of characters, maps, timelines,etc.
- Paying attention to the pressures they suffer, relationships they make, and the forces exerted on them.

Minilesson: Fantasy readers have a repertoire of writing-about-reading strategies and share these ways with their reading clubs.

- Making visuals
- Making flowcharts and diagrams
- Writing reflections

Minilesson: Fantasy readers, as you tackle more and more complicated books, the stories will begin to have multiple plotlines. This means that the main characters will have more than one problem and that problems will arise for other characters, and it also means that the problems will not be resolved by the end of a story. Often readers find it helpful to use charts, timelines and other graphic organizers to track the problems that arise in a story in order to follow the multiple plot lines.

Suggested Teaching Points Bend 2: Developing Thematic Understanding- It's About More Than Dwarfs and Elves

Focus Question: How can I use all I have learned about how authors develop themes to study the way authors approach common themes in fantasy?

Minilesson: Fantasy readers understand that their characters face "dragons." They also know these "dragons" can have different meanings—literal or metaphorical. These include:

- Unknown dangers that travelers may encounter
- Inner struggles that characters face
- Conflicts between characters

When readers think about these "dragons" they ask themselves,

- What is this story really about?
- What is the true lesson of this story?

Minilesson: Fantasy readers move from retelling what happens in their books to investigating the underlying themes and life lessons that the story seems to suggest.

- They know the story is a vehicle for teaching ideas, themes, and lessons.

Minilesson: Fantasy readers recognize the struggles between good and evil in their novels—especially the internal struggle for good and evil that characters suffer. We do this by:

- Recognizing the character's strengths, flaws, and motivations across the whole text.
- Knowing that some characters are not just all evil or all good.

Suggested Teaching Points Bend 3: Literary Traditions, Including Archetypes, Quest Structures, and Thematic Patterns

Focus Question: How can I deepen my thoughts about fantasy stories by thinking about the choices the authors have made especially thinking about symbolism, allusion and craft?

Minilesson: Fantasy readers notice certain patterns/characteristics of the character roles and structures in fantasy novels. We:

- Analyze the patterns of the story structure and character roles as they come up
- Consider the character's actions and appearances
- Consider the archetypes (heroes, villains, mentors)

Example: Readers can start to consider how authors have created similar characters but developed them in different ways and what those choices mean for how themes are conveyed. How is Percy as a hero different than Harry?

Minilesson: Fantasy readers notice each author has made very specific choices and has approached these themes differently. We can hold up two similar characters or two similar plot patterns up and ask, "What choices has each author made to develop these differently? What has the author made those choices to show?"

Note: Encourage your readers to re-examine the themes in their books, thinking across texts. One common aspect of fantasy stories is that they are almost always about the epic struggle between good and evil, and in fantasy, by the end, good triumphs. In this way, fantasy stories are moral triumphs. They preach that people are inherently good. They demonstrate that the struggle against injustice is worth it, no matter how

arduous the journey is. A common theme in these fantasy novels, though, is that the character has to overcome internal struggles and embrace his or her essential goodness in order for good to triumph for all. Self-sacrifice, thus, is one of the most important themes in fantasy.

Minilesson: Fantasy readers read with a critical lens for stereotypes and gender norms. One way we do this is by:

- Considering characters' actions and appearances

Minilesson: Fantasy readers recognize the recurring themes and literary traditions across texts. They become an expert on fantasy by reading many books in this genre (or a similar one) and comparing and contrasting.

We Can Analyze How Different Authors Approach Themes by Comparing and Contrasting:

- Moments of choice
- Times when character(s) respond to trouble
- Moments when characters feel conflicting emotions
- Perspectives authors have chosen
- Physical and psychological settings
- Parts where images, objects, etc. seem to resurface
- Parts where minor, seemingly unimportant characters resurface
- Choices of language (e.g. names of titles, characters, places) and how this language might connect to the themes of the story)

How life lessons are taught (some are taught through characters themselves realizing lessons while others are taught through readers seeing characters' mistakes/flaws)

And Asking:

- What can I learn from these moments?
- What does each author seem to be trying to really say?
- How is each author approaching a theme in his/her own way?

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
Series That Help Kids Move Up Levels:

Title	Level	Author
The Secrets of Droon	(M-O)	Tony Abbott
Dragon Slayers' Academy	(N-P)	Kate McMullan
The Spiderwick Chronicles	(Q-R)	Tony DiTerlizzi and Holly Black
The Edge Chronicles	(R-U)	Paul Stewart and Chris Riddell
Books of Ember	(R-U)	Jeanne DuPrau
Deltora Quest	(R-T)	Emily Rodda
Warriors	(R-T)	Erin Hunter
The Chronicles of Narnia	(T-V)	C.S.Lewis
Rowan of Rin	(T-V)	Emily Rodda
Animorphs	(T-U)	K.A. Applegate

Gregor the Overlander	(U-V)	Suzanne Collins
Artemis Fowl	(W-X)	Eoin Colfer
Percy Jackson and the Olympians	(U-W)	Rick Riordan
Harry Potter	(U-Z)	J.K.Rowling

Possible Read Alouds:

- The Paper Bag Princess
- Tuck Everlasting
- The Thief of Always
- Mufaro's Beautiful Daughters

Sophisticated Readers of Fantasy...

- Research the setting
- ASK about POWER - who has it? Evidence of power?
- Learn alongside the main character
- Keep track of multiple problems
- Suspend judgement about characters or places
- Read metaphorically: Consider the "dragons" characters face, apply life lessons learned during fiction to their own lives, consider internal as well as external quest structures, compare themes in fantasy and history

Questions Fantasy Readers Ask While Reading:

- How does this character respond to those obstacles?
- What resources does the character draw upon, from deep inside, to meet the challenges and reach the goals?
- How does _____character feel toward _____(other characters/a particular situation)? Why?
- Which sentence from the story explains how it could be that _____(inference about a character's actions)?
- Which sentence from the story explains why _____?
- How are the characters similar and different from each other? How do they seem to influence each other?
- How does the setting in your book influence the main character?

Questions Fantasy Readers Ask of Themselves and others such as:

- How do the different characters respond to trouble?
- What lessons does the character seem to learn? How?
- What lessons can we learn from how the character responds?
- What do the characters' struggles say about the larger meanings?

Common Themes in Fantasies:

- Those who have been hurt can be the most dangerous
- We all have the potential for goodness and evil in us and can choose which side to be on
- There is more power inside of us than we realize
- Sometimes in life we hold ourselves back from our fullest potentials
- Sometimes in life when one betrays a friend, one needs to pay for that betrayal
- Sometimes innocent characters sacrifice themselves to save others

Teacher Resources

- 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 Kylene 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

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 speciifc 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.