Unit 1 Reading: Reading Interpretively with Partners and Clubs

Content Area: **English Language Arts**
Course(s):
Time Period: **Trimester 1**
Length: **9 weeks**
Status: **Published**

Brief Summary of Unit

This document outlines a comprehensive reading unit for fifth graders, focusing on developing their ability to interpret and discuss fiction. The unit is structured into three "Bends," progressing from close reading of short textsusing various "lenses" (such as tension, character subtleties, and symbolism) to interpretive reading with partners of chapter books, emphasizing the identification and tracking of multiple themes. Finally, the unit culminates in powerful book clubs where students learn to deepen their thinking through discussion, writing, and making text-to-text connections, with a celebratory performance showcasing their conversational growth. Throughout, the curriculum emphasizes the use of reader's notebooks, anchor charts, and explicit teaching points to guide students toward a more profound engagement with literature.

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 2026

Pacing Guide

Please refer to the annual Language Arts Reading Workshop and Word Study pacing guides for grade 5 in the curriculum folder in the Grades K-5 folder; sample K-5 Literacy schedules (across a week) are accessible in the instructional materials section as well.

Instructional Reading Level Benchmark: S, T

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

Small group strategy work/Conferring can provide instruction around specific **Level TUV** language and literary features:

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. Additionally, 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.

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.

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:

economic diversity, equity, inclusion, tolerance, and belonging in connection with race and ethnicity, disabilities, and religious tolerance.

The associated technology and career readiness standards that follow are relevant to this course in addition to the English Language Arts content-based standards listed below.

	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
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).
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
L.WF	Foundational Skills: Writing Language
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
L.KL.5.1	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
L.VL.5.2	Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
L.VI.5.3	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RL.CR.5.1	Quote accurately from a literary text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
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).
RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
RI.CI.5.2	Determine the central idea of an informational text and explain how it is supported by key details; summarize the text.
RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
RI.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, explaining the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific evidence in the text.
9.4.2.TL.6	Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
RL.PP.5.5	Describe how a narrator's or speaker's point of view influences how events are described, and how that may influence the reader's interpretation.
9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.

9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5CR1d).
W.WP.5.4	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
SL.PE.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.
SL.PE.5.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
SL.PE.5.1.B	Follow agreed-upon rules for discussions and carry out assigned roles.
SL.PE.5.1.C	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
SL.PE.5.1.D	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
SL.PI.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.

Performing Arts Standards

1.4.5.Cr1: (a). Create roles, imagined worlds, and improvised stories in a drama/theatre work articulating the physical qualities of characters, visual details of imagined worlds, and given circumstances of improvised stories in a drama/theatre work. (b). Imagine, articulate, and design ideas for costumes, props, and sets that support the story, given circumstances, and characters in a drama/theatre work. (c). Imagine how a character's inner thoughts impact their actions and collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

1.4.5.Cr2: (a). Devise original ideas for a drama/theatre work that reflect collective inquiry about characters, plots, and their given circumstances. (b). Participate and identify defined responsibilities required to present a drama/theatre work informally to peers/audience and participate in the process.

1.4.5.Pr4: (a). Participate in, propose, and practice a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work. (b). Identify and utilize basic technical/design elements that can be

used in drama/theatre work to demonstrate an understanding of the elements.

1.4.5.Pr5: (a). Describe and apply dramatic elements of dialogue, action, character emotion, and theme in the

performance and/or creation of a drama/theatre work. (b). Physically and intellectually investigate how movement and vocal choices are incorporated and make meaning in drama/theatre work.

1.4.5.Re8: (a). Develop and implement a plan to evaluate drama/theatre work. (b). Analyze technical elements

from

multiple drama/theatre works and assess how the technical elements may support or represent the themes or central ideas of drama/theatre works. (c). Evaluate and analyze how a character’s choices and character's circumstances impact an audience’s perspective in a drama/theatre work.

1.4.5.Re9: (a). Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work. and justify responses to drama/theatre work based on personal experience. (b). Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work. (c). Identify and discuss physiological changes connected to emotions on posture, gesture, breathing, and vocal intonation in drama/theatre work.

Essential Questions

Essential Questions:

- How can reading and rereading with a lens deepen our understanding of fiction?
- How can we learn as characters respond to trouble and use the themes in stories to help us in our own lives?
- How can talking with others about books help us to develop more complex and richer ideas?

Students Will Know/Students Will Be Skilled At

By the end of this unit, students will be able to:

• Read and comprehend grade-level fiction texts, including short stories and chapter books.

• Identify story elements: character, setting, plot, conflict, and resolution.

• Track character actions, thoughts, motivations, and changes.

• Begin to infer theme and connect it to character choices.

• Use a reader’s notebook to jot ideas, reflections, and evidence from the text.

• Participate in partner and small group discussions using accountable talk. This includes moving from temporary, larger partnerships in Bend I, to same-book partnerships in Bend II, and finally culminating in book clubs in Bend III.

• Listen actively, respond respectfully, and stay on topic.

• Support ideas with specific text evidence.

• Understand and use academic vocabulary related to fiction (e.g., theme, perspective, conflict).

• Use context clues to determine word meanings.

• Work cooperatively with partners or clubs and share discussion responsibilities.

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 reading 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

- Formative Assessments for this specific unit are linked on the detailed curriculum map in the learning plan.
- 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

Additional Formative Assessments Including Higher Level Writing About Reading

- Book Reviews
- Author Profile
- Letter to Editor, Other Reader, or Teacher
- Interview with an Author
- Book Advertisement
- Play/Scene Based on Text
- Literary/Comparative Essay (See Writing Unit)

Summative Assessments, including Alternative Assessments:

- Summative Assessments for this specific unit are linked on the detailed curriculum map in the learning plan.
- 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

- Complete pre- and post-assessments for this specific unit linked on the detailed curriculum map in the learning plan.
- iReady Screener and Diagnostic Assessment, recorded three times per year
- Screener: Dynamic Indicator of Basic Early Literacy Skills (DIBELS), recorded three times per year
- Complete Comprehension, Independent Reading Assessment, fiction, Jennifer Serravallo, Heinemann
- Fountas and Pinnell Benchmark Reading Assessment, recorded three times per year, as needed
- Diagnostic Assessments including Phonological Assessment Profile by Linguisystems (PAPL), Heggerty, Quick Phonics Screener (QPS), UFLI (University of Florida Literacy Institute), and Language Essentials for Teachers of Reading and Spelling (LETRS) are sometimes administered, as needed.
- Benchmark Assessments created that align with the report card using grade-level text
- Standards-based reporting system and report cards

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.)

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. Advanced phonics lessons are embedded in this word work as well. For Word Study, please refer to the Cranford Scope and Sequence in the K-5 folder and linked under materials.

Decodable and controlled texts are used as needed and primary work study lessons may be referenced. Additionally, 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. 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

Before beginning this unit:

- Assign partnerships: Group students using beginning-of-year data. Begin with temporary, larger partnerships (Bend I), then move to same-book partnerships (Bend II), and culminate in clubs (Bend III).
- Curate bins of short texts for Bend I: Gather short fiction texts (stories, poems, picture books).Create collections for general use, extra support, and extra challenge.Choose engaging, affirmative, and representative texts students can read in one day.
- Prepare chapter books for Bends II & III: Students choose books at end of Bend I.Guide partners toward books that support close interpretive work.Aim for partners to read duplicate copies of the same book.Consider decodable texts (e.g., Jump Rope Readers) for students needing phonics support.
- Plan for reader's notebooks:Decide between physical or digital notebooks.Ensure students have consistent access for jotting notes, reflections, and prepping for conversations.
- Set up your Vocabulary Word Wall: Designate space in your room to display vocabulary from read-alouds, minilessons, and extensions.Print and prep vocabulary cards listed in online resources for display and teaching.
- Prepare anchor charts: Print charts needed for display during Bends I, II, and III:"Lenses for Close Reading" "Think About Themes" "Book Club Readers…"

Detailed Curriculum Map

Teaching Points and lessons are located in the K-5 folder under Grade 5 Curriculum for Language Arts. These curriculum unit guides include not only aligned teaching points to standards, but also specific lessons and appropriate resources. Guidelines for preparing to teach the unit as well as goals for the end of the unit are outlined. Academic vocabulary and prerequisite skills are identified. Essential questions and possible assessments are detailed as well.

Materials

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.

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.

Instructional Materials

The core materials for this unit include the Units of Study in Reading for grade 5, The Reading and Writing Project at Mossflower, 2026.

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

Word Study:

Follow this link to see Word Study Scope and Sequence using multisensory approach to word work: Fifth Grade Word Work. This approach was recognized and audited by both the NJDOE and Rutgers University through New Jersey Tiered System of Supports-Early Reading (NJTSS-ER) and Data-Driven Instructional Coaching Model (DDICM) grants. Please see this overview.

The instructional materials which correspond directly with this unit are linked in the detailed curriculum map found under the Learning Plan and housed in the Grades K-5 folder under grade 5. Here is a link to instructional materials which correspond with this reading unit and include the information below:

Mentor Texts/Whole- Class Lesson Materials

- Walk Two Moons by Sharon Creech
- Home of the Brave by Katherine Applegate

Small Group/Whole Class Lesson Materias:

When teaching the following singposts, refer to the following resource - Kylene Beers and Robert Probst, Notice & Note: Strategies for Close Reading

- Contrasts and Contradictions
- Aha Moment
- Tough Questions
- Words of the Wiser
- Again and Again
- Memory Moment

Ways to THINK, TALK, and WRITE about Books:

When teaching writing about reading strategies, refer to the following resource - *Writing About Reading: From Book Talk to Literary Essays, Grades 3-8* By Janet Angelillo

Possible Teaching Charts:

Writing Well About Reading:

- Read Knowing You Will Write, Seeing More
- Read More, With Ideas You Wrote About in Mind
- Aim to Notice More Story Elements
- Push Yourself to Grow Ideas

To Understand/Interpret A Story, Readers Pay Attention to:

- Characters (Traits, Motivations, Relationships, Life Lessons)
- Plot (How do events that happen later connect to earlier ones?)
- Setting (Mood/Changes How does the setting affect the characters?)
- Repeating Objects (Why does that object spotlighted? Does it stand for something?) *Note Signposts lessons support lessons

Developing Ideas:

- Read, generating many ideas about the text. Choose one idea to develop
- Think, "Where does this idea live in the text?" and locate passages where the idea "lives".
- Reread a passage, mining it for new insights about the idea. Repeat with other passages.

Thought Prompts to Raise Level of Thinking/Talking/Writing

Thought Prompts that Support References to the Text

- One example of this is …
- For example, …
- This happens when…

Thought prompts that Help you Select the Most Pertinent Passages

- The best example of this occurs in ...when…
- The most striking example of this is …

Thought Prompts that Help you Mine the Specifics of a Passage

- Notice the way the author has …. He or she could have….but instead…
- It is noteworthy that the author uses the word...Perhaps He or she choose this to ...to show…
- It is particularly interesting to notice the way the author ...

Book Club Ideas for jots/thoughts/discussions:

*This list generally progresses to higher-level thinking.

Skill: Monitor for Meaning

Make sure you are understanding everything. If you are unsure, make a note that you'd like to discuss the meaning of the text with your group. (Note: Try to figure out if the problem is vocabulary, figurative language, keeping track of characters, accumulating information correctly, etc.)

Skill: Envision

Write about what you're seeing, hearing, tasting, touching, and feeling. Point out critical aspects of the setting you notice and explain why this detail is so important to the story and to your mental movie.

Skill: Empathize & Connect with Characters

Imagine being in his/her shoes and discuss how you would feel, what you would think, what you would do, etc. When connecting, make sure you are making meaningful connections that help develop your understanding, not connections that distract you.

Skill: Predict

Make predictions. Always provide evidence to support your predictions.

Challenge – Don't just make vague predictions, predict exactly what the character will do or how the story will unfold.

Skill: Give your Opinion

Write strong reactions to aspects of the story that evoke powerful emotions. Give your opinion and explain why you feel this way.

Skill: Infer

Pay attention to characters' actions, words, and thoughts and infer what this tells you about the characters. Provide evidence.

(Note: Inferences are not directly stated. You figure them out. When inferring about characters, use precise adjectives, such as "considerate" rather than "nice.")

Skill: Question

Ask thought provoking questions. These questions do not have literal answers from the text and they stir up meaningful conversations or even debates.

Skill: Read Critically

Analyze whose perspective the story is coming from. Write about how this affects the story. Consider whose side is not being told. Write about how the story could be different from another perspective.

*Quote parts of the text and discuss the meaning, why these particular words are so important, or why the author chose to use these words.

Skill: Interpret

Write about what the story is really about. Try to answer the question, "What was the author's true purpose in writing this story?"

Skill: Critique

After carefully judging, give your view of the story or the way it is written. Explain your opinion clearly. (Ex. "This part of the story feels very unrealistic to me because…… It was so clever of the author to…because…..)

Recognize Signposts

Note them and explain why you think the author included that element.

1. Tough Questions 4. Contrasts and Contradictions
2. Again and Again 5. Words of the Wise

Memory Moments 6. AHA! Moments

Teacher Resources

- Heinemann Online Flight Resources
- The Fountas and Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching
- Word Study Scope and Sequence using multisensory approach to word work
- Cranford Public School Grades K-5 Google Folder for instructional materials
- 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
- Independent Reading Assessment, Jennifer Serravallo, Fiction and Non Fiction, Scholastic.

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.

Framework for Alternative Setting (LEAP Program at Lincoln School)

In our K–5 alternative school setting, each class consists of students who require a highly personalized approach to reading instruction. The district’s core Reading Units of Study will continue to serve as the

primary reading curriculum framework; however, lessons will be further adapted to ensure accessibility and engagement for all learners. Teachers will use a combination of pacing adjustments, flexible timing, and individualized goal setting to meet students at their current skill levels. Instruction will be delivered through a blend of whole-group, small-group, and one-on-one settings, with intentional scaffolds in place to build confidence and reduce frustration.

To support targeted skill development, teachers will integrate intervention programs such as Visualizing and Verbalizing and Leveled Literacy Intervention (LLI) for comprehension, and UFLI and the Sonday System for phonics and morphology. The New Jersey Tiered System of Supports (NJTSS) will be used to guide data-driven decision-making, ensuring that students receive tiered interventions based on ongoing progress monitoring. Modifications may include breaking lessons into smaller, manageable segments; providing alternative activities that align with learning objectives but reflect student interests; using multi-sensory strategies; and allowing for extended time and flexible scheduling. In addition, teachers will incorporate regular movement breaks, personalized reading materials, and opportunities for student choice to maintain engagement and support emotional regulation. This approach ensures that each student receives a structured yet responsive reading experience that addresses both academic and social-emotional needs.